

New York State  
**EARLY  
LEARNING  
GUIDELINES**



**New York Works for Children** is the state's integrated, coordinated, cross-sector workforce development system. It has been built to serve public agencies and all professionals who work with and/or on behalf of children, and includes teachers, leaders, teacher educators and professional development providers, advocates and policy-makers, and any others engaged in the efforts to elevate the field.

Copyright ©2012 by the New York State Early Childhood Advisory Council and the New York State Council on Children and Families, 52 Washington Street, West Building, Suite 99, Rensselaer, New York, 12144. Permission to copy all or portions of this document is granted provided that: (1) the New York State Early Childhood Advisory Council and Council on Children and Families are acknowledged as the source in any reproduction, quotation or use; and (2) any charge for the document shall be no more than the reasonable cost to copy and distribute.



Dear Colleagues,

It is our pleasure to bring this publication to you in support of your practice with or on behalf of New York's young children and their families. The Early Childhood Advisory Council (ECAC) is committed to realizing the vision that *all young children are healthy, learning, and thriving in families that are supported by a full complement of services and resources essential for successful development.*

We see the publication, dissemination, and implementation of the **New York State Early Learning Guidelines** as a critical step in moving closer to the ECAC's vision. In order to do the work we each do for young children, we need to truly understand children. We need to know how they develop and we need to embrace all the strategies to support, encourage, and affirm their healthy development. We need to be adept at explaining child development to families and help them understand our role, as partners, in the growth and development of their children.

The best professionals are always learning and developing their skills. The Early Learning Guidelines are designed to be used as a daily reference and resource, to support the professional development of those responsible for the care and education of our youngest citizens. Over your years of using the Guidelines, as you deepen your understanding of how children develop, you will continue to learn how to respond to their readiness for new interactions, experiences, activities, and challenges and your teaching will mature. You will also develop the depth and capacity to teach others about the dynamics involved in the excellence of teaching.

The Guidelines were designed to complement and coordinate with the state's Pre-Kindergarten Foundation for the Common Core, the Head Start Child Development and Learning Framework and the New York State Learning Standards, to reinforce the developmental continuum. These documents are companions to the NYS Core Body of Knowledge and the NYS Teaching Standards. We are fortunate to have a framework in New York State that acknowledges that learning begins at birth and continues throughout one's lifetime!

A handwritten signature in black ink that reads "Robert G. Frawley".

Robert G. Frawley  
ECAC Co-chair

A handwritten signature in black ink that reads "Sherry M. Cleary".

Sherry M. Cleary  
ECAC Co-Chair

## Table of Contents

### The Teacher's View 1

#### How to Use the Early Learning Guidelines Successfully

- The Decisions You Make 2
- How the Guidelines Can Support Your Teaching Practice 6
- How the Guidelines Can Support You 14
- Obstacles to Using the Guidelines 14
- Getting Started 15

### An Introduction to the Guidelines 16

### Acknowledgments 21

### Domain I 23

#### Physical Well-Being, Health, and Motor Development

- A. Gross Motor Skills 26
- B. Fine Motor Skills 27
- C. Sensorimotor Skills 28
- D. Physical Fitness: Daily Activities 29
- E. Physical Fitness: Variety and Well-Being 30
- F. Daily Living Skills 31
- G. Daily Living Skills: Hygiene 32
- H. Nutrition 33
- I. Safe Practices 34
- J. Rules and Self-Regulation 35

### Domain II 37

#### Social and Emotional Development

- A. Interactions with Adults 39
- B. Interactions with Adults: Children seek assistance from adults 40
- C. Interaction with Peers 41
- D. Interaction with Peers: Cooperation 42
- E. Interaction with Peers: Negotiation 43
- F. Adaptive Social Behavior 44
- G. Adaptive Social Behavior: Group Activities 45
- H. Adaptive Social Behavior: Diverse Settings 46
- I. Adaptive Social Behavior: Empathy 47
- J. Appreciating Diversity 48
- K. Self-Concept 49
- L. Self-Concept: Abilities and Preferences 50
- M. Self-Efficacy 51
- N. Self-Control 52
- O. Self-Control: Feelings and Impulses 53
- P. Emotional Expression 54

### Domain III 57

#### Approaches To Learning

- A. Curiosity and Interest 59
- B. Initiative 60
- C. Persistence and Attention 61
- D. Creativity and Inventiveness 62
- E. Reflection and Interpretation 63

### Domain IV 65

#### Cognition and General Knowledge

- A. Causation: Children demonstrate awareness of cause and effect 68
- B. Critical and Analytic Thinking: Children compare, contrast, examine, and evaluate experiences, tasks, and events 69

C. Critical and Analytic Thinking: Children use past knowledge to build new knowledge	70
D. Problem-Solving: Children find multiple solutions to questions, tasks, problems, and challenges	71
E. Representational Thought: Children use symbols to represent objects	72
F. Representational Thought: Children distinguish between fantasy and reality	73
G. Number and Sense Operations: Children demonstrate knowledge of numbers and counting	74
H. Measurement: Children demonstrate knowledge of size, volume, height, weight, and length	75
I. Properties of Ordering: Children identify and label shapes	76
J. Properties of Ordering: Children sort, classify, and organize objects	77
K. Scientific Thinking: Children collect information through observation and manipulation	78
L. Scientific thinking: Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations	79
M. Scientific Knowledge: Children observe and describe characteristics of living things	80
N. Scientific Knowledge: Children observe and describe characteristics of the earth	81
O. History: Children demonstrate knowledge of past events and awareness of how they may influence the present and future	82
P. Geography: Children demonstrate awareness of location and spatial relationships	83
Q. Geography: Children demonstrate knowledge of the relationship between people, places, and regions	84
R. Economics: Children demonstrate knowledge of various occupations related to trade and currency	85
S. Ecology: Children demonstrate awareness of the relationship between humans and the environment	86
T. Technology: Children demonstrate understanding and use of technology in their surroundings	87
U. Family: Children demonstration awareness and understanding of family	88

V. Community: Children demonstrate awareness of their community, human interdependence, and social roles	89
W. Community: Children demonstrate civic responsibility	90
X. Culture: Children demonstrate awareness and appreciation of their own and others' culture	91
Y. Expression and Representation: Children use creative arts to express and represent what they know, think, believe, or feel	92
Z. Understanding and Appreciation: Children demonstrate understanding and appreciation of the creative arts	93

**Domain V 95**  
**Language, Communication, and Literacy**

A. Dual Language Acquisition	98
B. Receptive Vocabulary	99
C. Expressive Vocabulary	100
D. Grammar and Syntax	101
E. Comprehension	102
F. Expressive/Oral Language	103
G. Listening Skills	104
H. Oral and Written Communication	105
I. Conventions of Social Communication	106
J. Reading: Phonological Awareness	107
K. Reading: Alphabetic Principle	108
L. Reading: Print Concepts	109
M. Reading: Comprehension of Printed Material	110
N. Reading: Awareness that Written Materials Can Be Used for a Variety of Purposes	111
O. Reading: Appreciation and Enjoyment	112
P. Writing: Alphabet Knowledge	113
Q. Writing Conventions	114
R. Writing: Use Writing for a Variety of Purposes	115

**NYS Early Learning Alignment 117**





## The Teacher's View: How to Use the Early Learning Guidelines Successfully

The NYS Early Learning Guidelines were written for you.

Take a look. What's your first impression? Here's what some other teachers had to say: These Guidelines are long. They are intimidating. What can these Guidelines do for me and the children I teach?

Spend a little time looking at them and you will see they are simply a list of developmental milestones that children attain between birth and 5 years of age. These Guidelines are a resource to refer to when you want to know about how children develop.

Knowing about the complex process that is development will allow you to get to know and appreciate children as the unique individuals they are, each with their own interests, strengths, needs, and culture. This, in turn, can make it

possible for you to become more culturally competent as you begin to more clearly see and understand the differences and similarities between you and your family and children and their families. As a result, you will become an even more responsive and effective teacher.

As one teacher explains, "Knowing about development lets me slow down and put aside my assumptions in order to see children as individuals and pay attention to where they are developmentally rather than where I think they "should" be.

What you decide to say and do every day matters. Whether you think of yourself as a teacher, family childcare provider, caregiver or child development specialist, your work with young children is critically important. For the sake of simplicity and with the deepest respect, we are going to refer to you as a teacher because every day as you interact with children during daily routines, play time, and planned learning opportunities indoors and outside, you are teaching them about themselves, other people, and the world around them.

Whether you teach in a day care center, nursery school, child development center, campus child care center, Head Start or Early Head Start program, family child care home, or school, you know that young children develop at their own pace but in predictable ways. Only by knowing about how children develop can you develop relationships that help individual children feel safe and secure and support their learning as well as their sense of competence and confidence as learners.

Yet too often, resources like the Guidelines become dust collectors on teachers' shelves or stay unopened on teachers' computers. To help ensure this doesn't happen, this introduction is filled with the voices of over 80 teachers and people who support teachers across New York State. These professionals have generously shared their thoughts and experiences. (Please note: we have not used people's real names in any of the stories you will read.)

In these pages you will hear what these colleagues say about:

- How the Guidelines and your knowledge about how children develop and learn can shape the decisions you make every day
- Ways in which the Guidelines can help you support children and families
- Ways in which the Guidelines can support you as a professional
- Challenges to using the Guidelines
- Doable, practical strategies and tips to getting started using the Guidelines in your everyday practice

These are people who know the joys and challenges of caring for and teaching young children day after day. Like you, they are busy with many demands on their time and energy. Like you, they care about children and families.

As one of these teachers said: Kids deserve my best and they get it. So many people say "they are so little ... it doesn't matter." But it does matter. I'm a teacher. I'm setting their foundation for learning the rest of their lives. Knowing about development helps me do this.

The New York State Early Learning Guidelines will help you give children your best and a strong foundation for learning the rest of their lives. They will also support you in becoming a more knowledgeable, effective teacher.

### The NYS Early Learning Guidelines: A Resource For You

#### The Guidelines are:

- A resource you can refer to for information about how children develop and learn and ideas of activities

#### The Guidelines are not:

- Something to memorize – though the more you use them the more you will know about how young children develop and learn
- A curriculum – though you can use them to individualize curriculum for each child
- An assessment tool to determine a child's needs or eligibility for special education services – though they may alert you to an issue about a child's development that needs to be examined further

### The Decisions You Make

We'll say it again: The decisions you make about what you say and do every day with young children make a difference.

Every day you make many decisions about what to say and do – small and big. As one teacher explains: When am I not making decisions? What to serve for snack, what do we read, what CD to play, which child(ren) could use some one-on-one time with me, what interesting object should I put out on the welcome table, how many seats should I put at the painting table, what are important things to share with mom and dad today?

Another teacher adds: Materials, placement of materials, resolving disputes between the kids, is the nap area comfortable, is the circle time long enough,

short enough, are they interested in what we are learning, what book to read. EVERY decision I make in the day affects the environment, my interactions with children, and their interactions with each other.

Knowing about how children develop will help assure the decisions you make meet the needs of children and supports their ongoing development. For example:

- Knowing that **babies** need to move freely to develop their muscles and bones, you will create safe places without tiny objects that can be swallowed and out of the path of new walkers and toddlers. Then give infants, like Lucia, lots of time to lie on the floor so they can stretch, kick their legs and reach for a toy.

Lucia (6 months) is lying on the floor on her blanket. Rolling over on her tummy, she spots a big bright red plastic ring nearby on the floor. She reaches for it, kicking her legs and stretching her arm out. Almost ... and then she gets it. She pulls the ring toward her babbling the whole time. She rolls onto her back, looks at the ring, smiles broadly and brings it to her mouth.

Without this knowledge, you might instead keep infants in a swing or an infant seat that limit movement and development. Lucia wouldn't have had this experience that gave her the chance to develop physical skills, be successful and competent, and learn a little more about her world.



- If you don't know that **toddlers** often refuse to cooperate with adults as they attempt to figure out who they are, you might spend your energy trying to make them do so. But if you know that this is a sign of healthy development, then you think of ways to structure things so that toddlers can be powerful and make choices – all of which you can agree with. If you really know and understand toddlers, you may even find yourself appreciating their refusals to cooperate as you see them developing their autonomy.

Jackson (28 months) looks at Ms. Linda as he climbs up on the snack table. When she shakes her head “no,” he stops and then starts crawling along the empty table. “Do you remember our rule: no climbing on the table? Let’s keep our feet on the floor.” she says, smiling to herself and thinking, “He sure is growing up.” As she takes a step towards the table he says, “Me get down” and does.

Later, knowing that Jackson is exploring his growing sense of being powerful and in charge, Ms. Linda asks, “Would you like to carry this big bag of balls outside?” “Me do,” he says proudly wrapping his arms around the bag. She thinks, “He sure looks proud. I have to give him lots of chances to make choices and feel strong and competent.”

If she hadn't known about child development, Ms. Linda might have become frustrated with Jackson instead of providing him with additional opportunities to try to manage his own behavior and feel his growing autonomy.

- Knowing that **preschoolers** typically recognize their names in print at age 4, you might incorporate nametags into your morning greeting time while being sure to never pressure or shame a child who can't yet find their name. Chances are, you will find another child will be only too happy to help giving both children the opportunity to learn a lesson about friendship as well as name recognition.

Corey (4 ½ ) bumps into the children sitting next to him at morning circle time as children spontaneously begin identifying the first letters of their names hanging on the Classroom Helper Board. “I wonder what’s going on?” Mr. Lewis asks himself. “Corey usually loves morning circle and is the first to want to contribute an idea or story. I wonder if it is

because he has trouble identifying the letters in his name and feels left out and uncomfortable?"

He thinks, "I'm going to keep observing and in the meantime, play some letter games during circle time and be sure to focus on "C."

Without knowing about child development, Mr. Lewis might not have wondered about Corey's letter and name recognition skills. Instead he might have assumed Corey was being a "trouble maker." Instead he was able to consider the reason behind Corey's behavior. This led him to plan activities to promote Corey's learning in this area and to answer the question, "What does Corey know about letters?"

### **Do you see yourself as a decision-maker?**

Many teachers don't. It can be a challenge to be aware of your own thinking when you are busy managing a group of children. Yet children depend on you to make decisions every day. For example, they trust you to decide how best to keep them safe and to decide upon interesting, engaging opportunities for them to make new discoveries.

Once you shift into decision-maker mode it can help you become more purposeful and intentional. Your knowledge of development to shape your decisions to respond to individual children as you create a safe and engaging environment, strengthens your relationship and deepens their learning.

### **Bridge To Your Practice:**

Choose ½ hour in the next few days. During that time be aware of the decisions you make.

- How many decisions did you make?

### **Ms. Ruiz Plans Making Fruit Salad with Toddlers**

Here are just a few of the decisions Ms. Ruiz made as she makes fruit salad for snack with a group of four toddlers ages 26 to 33 months. Notice how knowing about child development for children ages 18 months to 3 years helps her:

- Keep children safe and healthy
- Strengthen her relationship with individual children
- Promote learning for individual children



<b>Knowing that toddlers typically (ages 18 months to 36 months):</b>	<b>Ms. Ruiz keeps children safe/ healthy when she decides to:</b>
Wash and dry hands at appropriate times, with minimal assistance (Domain I. Physical Well-Being, Health, and Motor Development. G. Daily Living Skills: Hygiene)	Think of hand washing as part of the activity and spend time with children talking about what they are doing and that washing hands helps keep them healthy.
Begin to avoid dangers (e.g., hot stoves, sharp knives) but cannot be relied upon to keep themselves safe (Domain I. Physical Well-Being, Health, and Motor Development. I. Safe Practices)	Use butter knives so children can safely cut bananas into slices.
Approach tasks experimentally, adapting as the activity evolves (e.g., uses trial and error) (Domain III. Approaches to Learning. D. Creativity and Inventiveness)	Remind Alysha (30 months) and Jorge (26 months) that the butter knives are for cutting the fruit. Explain they could hurt themselves or each other if they jab at the table, fruit, or each other.

<b>Knowing that toddlers typically (ages 18 months to 36 months):</b>	<b>Ms. Ruiz strengthens her relationship with children when she decides to:</b>
Pour contents of one container into another container (Domain I. Physical Well-Being, Health, and Motor Development. A. Gross Motor Skills)	Ask Alysha what fruit she would like to help slice, then give her a small container to fill with peach slices which she can then dump into the big bowl.
Begin to control impulses at times (Domain II. Social and Emotional Development. O. Self-Control: Feelings and Impulses)	Sit down next to Kylee (33 months) who just threw a piece of fruit across the table and guide his attention and focus back to joining in the work at hand.
Use size words, such as “many,” “big,” and “little,” appropriately (Domain IV. Cognition and General Knowledge. H. Measurement)	Move chairs and talk about making a space big enough to fit Theresa’s wheelchair under the table so Theresa (32 months) can easily reach and help with cutting the big cantaloupe and small grapes.

<b>Knowing that toddlers typically (ages 18 months to 36 months):</b>	<b>Ms. Ruiz promotes learning when she decides to:</b>
Observe and imitate another child’s behavior or activities (Domain II. Social and Emotional Development. C. Interaction with Peers)	Say “Lenny, in just a minute, it will be your turn to add more watermelon to our salad. Thank you for waiting so patiently.”
Notice and may show concern for other children who are happy or sad or upset (Domain II. Social and Emotional Development. I. Adaptive Social Behavior: Empathy)	Acknowledge Rachita’s sad face launching a conversation about different reasons people feel sad and ideas for helping them feel better.
Uses new vocabulary in everyday experiences (Domain V. Language, Communication, and Literacy. C. Expressive Vocabulary )	Talk with children about how the cantaloupe tastes using words like: delicious, juicy, sweet, cool, and slippery.



### Bridge to Your Practice

How does knowing about development help you promote children’s development and learning?

Think of a decision you made this last week to

- Keep a child safe/healthy
- Strengthen your relationship with a child
- Promote a child’s learning

What about the child’s development led you to choose the steps you took?

Compare notes with a colleague.

Being able to talk about decisions you make based on a child’s development allows you to:

- Think and make decisions about what to say and do – in other words, to be intentional
- To explain what you do and why to family members
- To discuss decision-making with colleagues and become an even more effective decision-maker and thus a more effective teacher

### How The Early Learning Guidelines Can Support Your Teaching Practice

We asked more than 50 teachers around the state, “How can the Early Learning Guidelines support you in your critically important work of teaching young children?” The ideas below include their responses and the stories they shared.

The Early Learning Guidelines can help you be an even more effective teacher by providing information you need to make sound decisions about promoting the development and learning of young children and supporting their families. The Early Learning Guidelines do this by helping you:

#### **Remember and learn more about the basics of how children develop**

Learning about child development is an ongoing process. There is always something new to learn about young children. Knowing about development gives you information you need for decision-making every day.

Two teachers explain how the Guidelines help them learn about development:

- **The Guidelines are a helpful reference tool.** They are a good lesson in development if you are a new teacher and a good refresher if you have been teaching for a long time since at times you tend to forget some of the basics. It is a relief to know you don’t have to know everything about how children develop and remember it all.

- **They help me see more as I observe children.** Organizing my observing around an area of development helps me see more clearly. Reading about an area of development before observing for it reminds me of what I might see. It opens my eyes.

### **Create a safe and engaging learning physical environment**

Knowing what to expect about typical development of a certain age range is information you need to create indoor and outdoor spaces that are safe and respond to individual children's abilities and interests.

One way to help evaluate your environment to see what is working and what needs to be modified is to look at it through a child's perspective. Here are some questions in a child's voice to ask yourself as you tour your indoor and outdoor spaces:

- **Am I safe here?** Can I feel free to explore? Is it safe for me to try out new large motor skills such as standing, walking, climbing, jumping, and hopping? Small motor skills such as filling and dumping, pouring, scribbling, cutting with child scissors? Can I try out new challenges like rolling over on my blanket on the floor to get my rattle or climbing up to top of the ladder on the slide?
- **Are there spaces for me to engage with people and activities in different ways?** To be active? To play quietly alone, with other children, or with you?
- **Do I feel competent here?** Is it set up in a way that I can make choices about what I want to do? Can I take part successfully in daily routines such as hanging up my coat in my own space with a photo of me, washing my hands, or setting the table for snack?
- **Does this space offer me a wide variety of interesting and fun opportunities to explore, discover, and learn?** Does this space reflect my personal interests, e.g., fire trucks, dinosaurs or diggers? Is it adapted to my physical abilities and skill level?

- **Does this space help me feel connected to members of my family and our home?** Are my family members welcome to be here with me? Are there pictures of me? Of my family members on the wall? Do photos, books, music, foods, and activities reflect my family's culture and traditions?

### **Get to know and appreciate each child as an individual**

At the 2011 New York State Association for the Education of Young Children (NYSAEYC) conference a group of teachers and program leaders came together to talk about this Guide. As we talked about getting to know individual children, a member of the group said the following: We think of a classroom as a Mystery Garden.

She went on to explain: We begin our year with a mission of discovery so that we as teachers can tend our garden well and make sure that all of our pots (children) flower and grow. Each is beautiful in their own way. It is our job to see the beauty and help each child blossom in their own way and on their own schedule.

### **Build a trusting relationship with each child**

Did you know?

Children's healthy development depends on the quality and reliability of a young child's relationships with the important people in his or her life, both within and outside the family. Even the development of a child's brain architecture depends on the establishment of these relationships. (National Scientific Council on the Developing Child, 2004)

You are one of these important people.

The positive relationships you build with children create the foundation for their exploration and learning. The relationships you create with children today make it more likely children will be engaged and achieve in school (Center for Social and Emotional Education n.d.; Howes & Ritchie 2002).

Knowing about a child's developing skills and abilities allows you to decide how to interact in ways that build trust between you. Here are some examples:

## Individualized Planning

When you know ...	You may decide to build trust and strengthen your relationship with a child when you:
<p>Yasvita (5 months) reaches for toys, objects, and her bottle with both hands (Domain I. Physical Well-Being, Health, and Motor Development. B. Fine Motor)</p>	<p>Offer her safe, interesting objects to hold and explore. Sit in the rocking chair with her, talking to her quietly as she enjoys holding on to her bottle during her after-nap snack</p>
<p>Julian (16 months) uses a bucket to carry 4 blocks across the room where you are sitting with a small group of children who are building with blocks (Domain IV. Cognition and General Knowledge. D. Problem-Solving)</p>	<p>Say, "That was good thinking to carry all those blocks all the way over here in a bucket."</p>
<p>Kaylee (22 months) enjoys opportunities for pretend play and creating things (Domain III. Approaches to Learning. D. Creativity and Inventiveness)</p>	<p>Wave "bye-bye" and say, "I'll see you when you come back" when she puts on a hat and waves bye, then walks across the room. Show your delight as you greet her when she returns.</p>
<p>Jeremy (31 months) uses the toilet with assistance (Domain I. Physical Well-Being, Health, and Motor Development. G. Daily Living Skills: Hygiene)</p>	<p>Gently and respectfully remind him that he hasn't gone to the toilet for a while and suggest you walk with him to the bathroom.</p>
<p>Souveyna (42 months) estimates size during a walk in the park when she says, "I'm as tall as this bush" (Domain IV. Cognition and General Knowledge. H. Measurement)</p>	<p>Ask Souveyna to find something in the classroom that is as tall as she is. Then invite her to make a chart by drawing a picture of herself, then pictures of the two objects that are the same height.</p>

### Bridge to Your Practice

Think of a child. (You may want to choose a child you'd like to have a stronger relationship with.)

Review an area of the Guidelines and see if you recognize that child.

How might you use something you know about this child's development to strengthen your relationship?

#### Individualize to promote each child's learning

The most effective teachers make a deliberate effort to craft experiences that will be meaningful to individual children. Using these Guidelines,

the decisions you make about what learning opportunities to offer and when, will be based on who children are and where they are headed in terms of their development. You will be able to plan and offer learning opportunities that build on children's current knowledge and at the same time stretch their thinking and extend what they know about themselves, relating to others, and the world around them.

As this Head Start teacher explains: Guidelines help me be grounded in the abilities of children. They helped me see that some of my students are functioning in some areas of a domain at an 18 to 36 month old level and at a 36 to 60 month level in another area. It was an eye-opener. But now I can see children more clearly as individuals and plan for each accordingly.

One way to think about individualizing or personalizing planning for children is that no matter what curricula you are using in your program, each child needs you to develop a personalized plan to guide their learning. A plan that will change and adapt as a child develops and gains new knowledge and skills – one that takes into account a child's personality, interests, and strengths.

Creating individual plans for each child's learning is an ongoing process that includes the following steps: (Note: We broke this process into steps so that you can see and think about each. Chances are you do many of them already. Over time they begin to overlap and flow together when you are promoting a child's learning.)

- OBSERVE the child and see where a child is on the Guidelines continuum of development
- "LISTEN" to all the cues a child gives about his interests and strengths
- REFLECT or take time to consider what you know about a child: the child's personality, learning style, family, and culture
- PLAN accordingly for the child
- CARRY OUT your plans
- OBSERVE to see if what you planned is a fit both in terms of the child's interest and ability
- REFLECT again
- MODIFY your plan as necessary
- CARRY OUT your modified plan
- Continue to OBSERVE, REFLECT, PLAN, CARRY OUT, and MODIFY all day long

This teacher found the sample strategies helpful in creating a personal curriculum or learning plan for Jerome, age 4. As she explains:

The sample strategies are a good resource when you are stuck and looking for new ways to present information to an individual child. Jerome, age 4, doesn't know any letters even though we sing letter songs, use name cards at our opening and ending day circle times, and have a wall of posted sight words. Looking through the Guidelines, I saw the

idea of pointing out environmental print like EXIT and BLOCK AREA which might be good for him – and all the other children too. I'm going to try it and see what happens. Then I can take it from there.

### Bridge to Your Practice:

Here's a good question to ask yourself as you decide what learning opportunities to offer to individual children:

What about this child makes you select this activity?

**CAUTION:** If you don't have an answer, it could be a sign you are not individualizing or personalizing learning opportunities for individual children.

### Have realistic expectations and guide children's behavior in positive ways

Knowing about children's development helps you have realistic expectations of children's behavior. Here are three examples of typical behaviors taken from the Guidelines and the ages in which they are typically expected. Each of these behaviors can be seen as a challenge in a group setting. Yet each is also a sign of a child's ongoing development and learning.

As a preschool teacher explains: Developmental knowledge helps us keep our cool, to be understanding and not take it personally. A child's behavior might still be challenging, but at least we understand that it is age appropriate (or not and then we need to seek additional supports for the child).

"Keeping your cool" in this teacher's words and seeing behavior as age appropriate can help you more clearly think of positive ways to guide (and prevent) certain behaviors. It can be very helpful to ask yourself, "What is this child's behavior telling me?" It reminds you that children's behavior has meaning. Trying to figure out what that meaning is gives you the information you need so you can respond in helpful ways.

Here are three examples – in a child’s words:

**Age Range: Birth to 18 months**

When I....	I may be telling you...	Ways you can support my development and learning include...
Protest when I do not want to do something (e.g., arches back when doesn't want to sit in high chair) (Domain II. Social and Emotional Development: L. Self-Concept: Abilities and Preferences)	I don't have the words to tell you that I want to be free to move on my own (to crawl, stand, walk, play). I don't want to be picked up and stuck in that high chair now.	Give me a warning: It's going to be time to go in your high chair in just a few minutes. Hold me securely so I don't slip out of your arms. Tell me you understand how I am feeling. Explain that after lunch I can get back down on the floor and play.

**Age Range: 18 to 36 months**

When I...	I am telling you...	Ways you can support my learning include...
Challenge limits and strive for independence (Domain II. Social and Emotional Development. M: Self-Efficacy)	I am figuring out who I am as a separate person and what I can do. I want to do things my way to a certain point – but I need you to set some clear limits for me to help me feel safe.	Give me plenty of chances to be independent throughout the day. Invite me to help you set the table for snack. Arrange and label toys on shelves so I can choose what I want to play with. Ask yourself what I am feeling and thinking. Give me genuine choices about what to wear, eat, and do. Remember you are on my “team” even when my behavior feels challenging.

**Age Range: 36 to 60 months**

When I...	I may be telling you ...	Ways you can support my development and learning include...
Wait for a turn during group activities sometimes (Domain II. Social and Emotional Development. O: Self-Control: Feelings and Impulses)	I am learning how to play and be with other children. But sometimes I feel so eager or excited that it can be hard for me to wait my turn. I'll need your help.	Let me know I'm doing a good job when you see me waiting for a turn. Assure me that my turn is coming. Figure out a way to make waiting easier for me (e.g., set a timer, sit with me, tell me when I will be next). Step in if you see me getting frustrated with another child or the situation. Have duplicates of favorite toys and equipment and design activities so none of us have to wait too long.

### Bridge to Your Practice:

Look through the Guidelines focusing on the age of children you teach. Find a behavior that could be challenging in a group setting. Add that behavior to the first column of the chart above. Then complete the remaining two columns.

Compare notes with a colleague or teaching partner.

Discuss the following: What is a child trying to tell me with his/her challenging behavior?

### Strengthen your partnerships with families

Family members and you know and see different things about a child. Family members know about the specifics of their child's life – his favorite food, how to help him calm down, that he loves bugs, that dad is going to be deployed in a few weeks. You know about how children of certain ages grow and learn. When you share what you know you can each have a more complete picture of who a child is and work together more effectively in a child's best interest.

As you ask questions and listen to learn about a child's life at home, the Guidelines can help you share information about how children grow and learn with families. Below some teachers share their thoughts about this:

- **Referring to the Guidelines with families shows them I am a professional and I care about their child.** Seeing information about development in writing gives us a shared picture about what we should look for and expect. The information can help us think about a child's next steps and give us ideas to get us started thinking of ways we can help a child learn and grow.
- **The Guidelines help me explain development to families so they have realistic expectations and can appreciate what their child can do.** I've worked with parents who yell at their children because they don't write yet and the other children do. I made a handout with a "writing continuum" that I hang in the writing center

and use in conversations to show parents the steps of learning to write. When they can see their child is on the path to writing it helps take away their worry and tension.

### To support your concern about a child's development

The Guidelines give you a picture of typical development. As you observe children, you can compare what you see a child do to the descriptions of typical milestones for children of that age. Over time, this may lead you to ask, "Is there an issue with this child's development in a certain area?" If the answer seems to be "yes," continue observing. Record your observations. This will give you documentation to refer to when you talk with a family to learn more and/or raise your concern with your supervisor or a specialist.

As one teacher explains: When we go into meetings for students with special needs to get their individualized plans, we can use the Guidelines to help make the case for a student needing services. For example, I can say, "We've tried strategies from 18–36 months... and he is 4 ½."

(Note: While the Guidelines can alert you to a developmental issue, they are not an assessment or screening tool and should never be used in this way.)

### Early Help Makes a Difference

Young children learn and develop differently, and these differences are often just a reflection of a child's individual progress in growth and development. For some children, though, these differences in development are early signs of problems that need intervention. A child who is developing in a typical way, but at a much slower rate than other children of the same age might be experiencing a developmental delay and may need help to "catch up". Some children have conditions, such as Down syndrome, autism spectrum disorders, or other developmental disabilities that impact on their early learning and development. Sometimes, a child may regress, or lose developmental skills he or she has already attained, which can be a sign of a serious problem in health or development.

Teachers and caregivers might be the first to notice these changes that raise a concern about a child's development. This is an opportunity for an open and supportive discussion with parents about their child's development, and how early help

can make a difference. The first step a teacher/caregiver can take is to discuss observations and concerns about a child's development with the parent. It is helpful to be as specific as possible when discussing concerns with parents. Sometimes, parents will be relieved that someone else has noticed and recognized a concern that they are also worried about. Other times, parents will not be ready to recognize a concern, may be very upset, or may react negatively to the suggestion that something is wrong with their child.

Whatever the parent's reaction to your concern, a helpful approach is to recommend that the parent follow up on these concerns with their child's doctor or other primary health care provider. Developmental surveillance and screening are important parts of children's health care, and a health assessment and possibly other medical evaluations may be needed when developmental concerns arise. Doctors are in the best position to talk with parents about the next steps to take in evaluating children's health and development when concerns about development are identified.

It is also important for teachers/caregivers to know about resources that are available to help young children who are experiencing developmental delays or disabilities. There are two important New York State programs for young children with disabilities, under the federal Individuals with Disabilities Education Act (IDEA).

### **Early Intervention**

**New York State Early Intervention Program (NYSEIP):** The NYSEIP is a statewide program for infants and toddlers ages birth to three years of age with developmental delays or disabilities and their families. The Early Intervention Program is administered by the New York State Department of Health at the State level, and by New York City and the fifty-seven counties locally. All counties and New York City have an Early Intervention Official responsible for ensuring that infants and toddlers who may need early intervention services are identified and evaluated. To get contact information for the early intervention

official in your area go to: [http://www.health.state.ny.us/community/infants\\_children/early\\_intervention/county\\_eip.htm](http://www.health.state.ny.us/community/infants_children/early_intervention/county_eip.htm). Children who are referred to their Early Intervention Official with a suspected developmental delay or disability are entitled to a free multidisciplinary evaluation, to determine eligibility and service needs. To be eligible for services, children must be less than 3 years of age and have a confirmed disability or established developmental delay, as defined by the State, in one or more of the following areas of development: physical, cognitive, communication, social-emotional, and/or adaptive. Individualized family service plans (IFSPs) are developed for children who are eligible for the program, to provide early intervention services to address child needs and assist families in enhancing and supporting their children's development. All early intervention services are provided at no cost to eligible children and their families.

Under public health law and regulation, child care providers and child health care providers are primary referral sources for the Early Intervention Program. As primary referral sources, child care providers are responsible for talking to parents when they are concerned about a child's development; informing parents that early intervention services are available and how these services may help; informing parents about how to make a referral for early intervention services, and assisting the parent in making a referral, if they request help. Referrals to the Early Intervention Program cannot be made over the objection of the child's parents.

Remember, often the best action to take is to recommend that parents talk with their child's doctor first when concerns about a child's development emerge, to decide on next steps to take in early intervention.

For more information about the New York State Early Intervention Program, including how to order free brochures and other informational resources on the program, visit the NYSEIP website at [http://www.health.state.ny.us/community/infants\\_children/early\\_intervention/county\\_eip.htm](http://www.health.state.ny.us/community/infants_children/early_intervention/county_eip.htm).



### Preschool Special Education

Children three to five years would be referred to the local Committee on Preschool Special Education. Every school district has a Committee on Preschool Special Education (CPSE) that is responsible for arranging an evaluation of children suspected of having a disability and recommending preschool special education programs for eligible children found to have a disability for mental, physical, or emotional reasons that affect the children's learning. Parents are members of the Committee for their child.

Evaluations must be comprehensive and provide information about each child's unique abilities and needs. The individual evaluation must include a variety of assessment tools and strategies, such as information from the parent, to gather functional, developmental, and academic information about the child that may assist in determining whether the child is a preschool child with a disability and the content of the child's individualized education program (IEP). An evaluation will provide information that will tell what the child needs to participate in and progress in appropriate activities.

Tests and assessments, given as part of an evaluation, must be in the child's language and provided by qualified people who are trained and knowledgeable. The tests must be fair and not discriminate racially or culturally.

An initial evaluation to determine a preschool child's needs must include:

- a physical examination
- a psychological evaluation
- a social history
- observation of the child in an age-appropriate environment
- other tests or assessments that are appropriate for the child (such as a speech and language assessment or a functional behavioral assessment)

Information about publications on Preschool Special Education is available on the State Education Department website for Special Education at <http://www.p12.nysed.gov/specialed/publications/topiclist.htm#p>.



## How the Guidelines Can Support You

Teachers around the state shared the following ideas of ways the Guidelines could support them. The Guidelines can help you to:

**Work together with colleagues/teaching partners to see and move children’s development and learning forward.**

- **The Guidelines give us a common language when we meet as a team in our preschool.** We each plan differently and implement differently. But thanks to the Guidelines we can be clear when we talk with each other, for example, about how do we teach children about geography or differences between people.
- **The Guidelines give me and my teaching partner a common focus for observing in my family child care home.** This week we are focusing on how children use writing for a variety of purposes. Then we’ll compare notes and plan ways to support each child’s developing abilities in this area.
- **We can see children are actively learning.** You can see where children are today and where they might be 3 months from now as they develop.

**To be accountable for what you do with children.** As this pre-K teacher explains, This tool helps you say this is where kids started. This is what

I did. This is where this child ended up. In this way the Guidelines can help me see if I am being effective and at the same time give me information and ideas that can help me be even more effective.

**To reshape ideas learned in professional development so they are useful.** The trainings and conferences I’ve been going to lately have been pushing literacy, math, and science. That’s great. Our society needs people who are skilled in these areas. But sometimes we forget the basics of where kids are. The Guidelines can help us adapt the ideas we get to fit the kids we teach who are all at different levels.

**Last but not least, as one teacher said, “These Guidelines can be an energizer.”** When you try to come up with your ideas every day you get stuck in your own way of doing things. This can be an energizer—give you ideas/open your eyes to who children are and help you see what you do matters.

## Obstacles to Using The Guidelines (or why guidelines too often end up as dust collectors)

**It is so long.** We already have so much reading and paperwork. I can’t see anyone sitting down and reading this huge document on their own. (Remember this: The Guidelines are a resource for you to refer to about specific areas of children’s development. Often you can find out what you need to know in a glance.)

**We already have so many different rules and requirements from the state and our own program to learn. I can't do any more.** To be honest, a toddler teacher explains, A lot of teachers I know would think "I can't be bothered." (Consider this: The Guidelines are your resource. They are not a requirement though chances are good they may be helpful as you complete required recordkeeping and documenting.)

**We are using Standards already. Why do we need Early Learning Guidelines too?** (Consider this: The Prekindergarten Standards: Foundations for the Common Core, created for NYS Universal Prekindergarten are more skill-based. They show what children should know and be able to do at the end of year 4. The Early Learning Guidelines help teachers see the continuum of development across all domains for all ages birth to 5. They are a resource for all teachers including UPK teachers. In fact, they can help a teacher to meet the Prekindergarten Standards.)

**I don't have enough time.** It would be wonderful if we could plan every day for every child. The reality is we teach 2 small groups of children each day and each is at a different level. You can plan all you want but with only 2 ½ hours with children and then to document it all and feel good about it is overwhelming. (Consider this: As this teacher shares: I thought I didn't have time. But when you read the Guidelines for what you need, one section at a time, it works.)

**Teachers don't want to admit they don't know child development.** I know I have forgotten lots that I learned in school. (Consider this: No one knows it all when it comes to child development. There is always something new to learn. The Guidelines can help.)

## Getting Started

Here are some tips from other teachers:

**"Use it as a reference tool.** Take it a little at a time. Focus on indicators of kids in your age range... It's quick to thumb through to a specific domain. Over time it will become part of your knowledge set."

**"Focus on the ages of children you teach.** Then you can move forward or backward as needed to cover individual abilities. As a pre-K teacher, I didn't need to focus on birth to 18 months."

**"Use the Guidelines to help you see how much the children you teach have grown and learned before entering your program.** The Guidelines can help me see where children in my group are coming from. They remind me that developing is an ongoing process."

**"Keep the Guidelines in a place where you can find them easily.** You'll never use them if you have to go searching for them."

**"Work with someone who has experience using this tool.** A new teacher might be put off/ scared/ hesitant to use it. But once you know what you looking at, you see this is a valuable resource."

**"Get together with other teachers to brainstorm how to use it in a meaningful way.** Ask colleagues how they use the Guidelines. Share your ideas for using it with them. Every day what you say and do makes a difference in the lives of young children. The Guidelines can help assure you are making a positive difference in children's development and learning."

## References

Howes, C., & S. Ritchie. 2002. A matter of trust: Connecting teachers and learners in the early childhood classroom. New York: Teachers College Press. Center for Social and Emotional Education n.d.. School climate research summary. <http://www.schoolclimate.org/climate/documents/schoolClimate-researchSummary.pdf>

National Scientific Council on the Developing Child. (2004). Young children develop in an environment of relationships. Working Paper No. 1. Retrieved from <http://www.developingchild.net>



## **An Introduction to the Guidelines**

Teaching young children means knowing young children. Teaching young children means always being open to learning more about them.

Knowing about the complex process that is child development will allow you to get to know and appreciate children as the unique individuals they are. In turn, this will support you in making informed decisions about how best to support and promote their development and learning. You will have information you need to be able to decide how to:

- Create a welcoming environment that reflects children’s families, interests, cultures, and differing abilities
- Build a warm, and trusting relationship with each child and family
- Plan and offer learning opportunities that build on children’s current knowledge and at the same time stretch their thinking and extend what they know about themselves, relating to others and the world around them

This document was created to convey what children, in general, are like. As you get to know individual children you can use this information as a guide to help you see the path of each child’s development – a path that is influenced by a child’s culture, abilities, and temperament.

At first glance, it may seem intimidating. But as you look through it, you will see that it is simply a list of developmental milestones that children typically attain between birth and 5 years of age. Whether you teach children in a child care center, nursery school, child development



center, campus child care center, family child care home, or school; and whether the children you care for and teach are infants, toddlers, or preschoolers, these Guidelines are for you.

### Domains

The milestones cover the generally accepted areas that encompass development of the whole child and are divided into five domains. These five domains are:

**Domain I – Physical Well-Being, Health, and Motor Development** – referring to the overall bodily condition of the child and how the child moves his body

**Domain II – Social and Emotional Development** – referring to the child’s ability to express and regulate his feelings and his ability to develop relationships with others

**Domain III – Approaches to Learning** – referring to the child’s intrinsic qualities and how those affect his learning and acquisition of knowledge

**Domain IV – Cognition and General Knowledge** – referring to the child’s ability to acquire knowledge by thinking about, understanding, and interacting with the world

**Domain V – Language, Communication, and Literacy** – referring to the child’s ability to convey feeling or thought by speaking, gesturing, or writing so that the child is clearly understood and also able to interpret what others are communicating verbally, with gestures, or in writing



## Age Groupings

These 5 domains have been divided into 3 age groups:

- Infancy (Birth to 18 months)
- Toddlerhood (18 months to 3 years)
- Preschool Age (3 to 5 years)

These age groupings have deliberately been kept broad. Why? Each child's timetable of development is driven by the child's own genetic makeup and influenced by his<sup>1</sup> environment – specifically his unique parenting experience within his own culture, which will determine what he is exposed to, and when and how he is exposed to it. All of these things influence the rate of development. Keeping the age ranges broad allows a child time to develop at his own rate in his own way.

Children learn a great deal in the first five years of life. Never again will they grow and develop at such a rapid rate. It takes time for children to master the skills they will acquire in those first years. If we start saying, "By 6 months, a child should do so and so" we run the risk of labeling an infant who is not doing a certain behavior at 6 months as delayed, flawed or, worse yet, deficient. However, if we list the skills in the usual order in which they are acquired, and deliberately leave off the narrowly defined "normal age attained," we can give children time to develop on their own personal schedule and save their adults from unnecessarily jumping in to worry, "what is wrong?"

**During infancy**, the child is completely dependent on the adults who care for him. He will need to develop a strong bond with at least one person so that he feels safe and is free to do all of the work of infancy. He will learn to eat, gain control of his body, begin to learn to communicate, and explore the world with all of his senses. This usually happens by about 18 months.

**As a toddler**, a child is learning about who he is as a separate individual. His sense of self will develop as he strives to be independent and begins to gain control (of his bodily functions, his impulses, and his

strong emotions), all the while exploring and making amazing discoveries about the world around him. His communication skills are developing. Busy as he is, he picks up clues about who he is and how he should behave from the way people respond to him. It is a fascinating and at times challenging stage of life – for a toddler and the adults around him. He will need your support to help assure he comes through these times feeling competent, confident, and appreciated. We define toddlerhood as being between 18 months to 3 years.

**The preschool years**, ages 3 to 5, are a time to refine many of the basic skills already learned and to focus particularly on social skills. These are the years when a child begins to learn that other people's points of view may not match his own and he may need to compromise or negotiate. He



will learn that his way is not the only way and that the group's needs take precedence over his own. He will develop true friendships with his peers and widen the circle of those with whom he has relationships. He will learn by playing – alone, with his friends, indoors and outside. With support from caring, trusting adults, by the time the child reaches his fifth birthday, he will have developed skills for getting along with others, basic knowledge about the world around him, and a sense of himself as a competent, effective learner – each part of the foundation for school and life success.

<sup>1</sup> The male pronoun will generally be used for the child; the female pronoun will generally be used for teachers.

### Development Can Not Be Rushed

Reaching the age of 5 is a milestone that should not and cannot be rushed. Rather, those first five years are a time to luxuriate in all that a child accomplishes. This is not a time to push academics or try to “get a child ready” for kindergarten. Making a 4-year-old do kindergarten work so that they will be ready for kindergarten is as absurd a concept as having a 2-month-old baby practice standing so he will be ready to walk at 14 months! With these Guidelines, we encourage you to see birth to 5 years as a treasured time – a time when children are allowed to be children.

### Strategies to Move Development and Learning Forward

Throughout the Guidelines, we have included examples of strategies you can use to foster the development of the milestones. These are examples only to help you determine if you are on track and to get you thinking – on your own and with colleagues – about other possibilities.

Use these examples to ground your practice in knowledge of how children develop and learn. This will help assure that you keep your eye always on how children develop and do not become distracted by “fads” and “current trends” of early childhood that could cause you to focus solely on literacy or math learning. While these are certainly important areas to consider and cover in your program, it is sometimes easy to lose focus on the child and get caught up in the latest popular technique or activity.

These strategies also will help you assess your skills, strengths, and areas that need improvement. There may be areas of development that you know very well and as a result have a solid and strong collection of proven, research-based strategies to promote those areas. Chances are there are also areas in which you are less familiar and unsure about possible learning opportunities you can provide for children.



## Acknowledgments

The New York State Early Learning Guidelines would not be complete without the contributions of the many individuals who donated their time, energy, and intellect to the creation of this document.

Frances Alvino	Nancy T. Cupolo	Marjorie Goldsmith	Cynthia Lashley	Carol Rasowsky
Pat Amanna	Desalyn De-Souza	Tiffany Gonsalves	Mary Lavin	Joan Rochetta
Bailey Amuso	Denise Dowell	Shari Gruber	Clare Maloney	Tina Rose-Turrioglio
Mary Ellen Bardsky	Marsha Dumka	Lynnette M. Haley	Wendy McLeish	Sage Ruckterstuhl
April Barrett	Tammy Dunn	Ashmay Haywood	Angela Moran	Sandy Rybaltowski
Liz Belsito	Evelyn Efinger	Barbara Hogan	Liege Motta	Sherone Sanchez
Maria Benejan	Lori Fallon	Jessica Howe	Leigh Mountain	Marcia Scheer
Carmelita Bota	Colleen Faragon	Nancy Hughes	Mary Louise Musler	D. Schulmann
Yvonne Martinez Brathwaite	Colleen Farrell	Joyce James	Hana Myjer	Debbie Silver
Jane Brown	Lily Fernandex- Goodman	Jackie Jones	Barbara Nilsen	Nancy Simko
Kathy Burton	Ann M. Fraser	Kristen Kerr	Donna Noyes	Kaylan Sobel
Claudine Campanelli	Bob Frawley	Jennifer Kinard	Lynnette Pannucci	Karen Sperb
Regina Canuso	Doris Fromberg	Eleace King	Teresa Perez	Hamish Strong
Rebecca Chauvin	Nancy Gabriel	Deborah King	Susan Perkins	Gambi White Tenant
Hsuan- Mei Chien	Dianne Galante	Abbe Kovacic	Patricia Persell	Rebecca Valenchis
Terry Chylinski	Cinthia Gil	Sue Kowaleski	Isadora Polanco	Esperanza Velasquez
Sherry Cleary	Debbie Giroux	Belinda Kwan	Melanie Pores	Michele Washington
Nancy Collins	Cecile Gleason	Nicole LaBar	Jackie Radell	Lynda Weismantel
Pedro Cordero	Colleen Goddard	Candace Larue	Sanjiv Rao	Elise N. Weiss

We express our gratitude to Pat Kemp for her contribution to the section introductions, and to Amy Laura Dombro for working with teachers across the state to capture their voices as she wrote "The Teachers' View: How to Use the Early Learning Guidelines Successfully."

Agri-Business Child Development and Warren County Head Start thank you for sharing photographs of your children in action. Photos on pages 40, 41, 46, 111, 115 were taken by Todd Boressoff in 2007. Photos on pages 16 and 78 were taken by C. Stein.



## Domain I

# Physical Well-Being, Health, and Motor Development

- A. Gross Motor Skills
- B. Fine Motor Skills
- C. Sensorimotor Skills
- D. Physical Fitness: Daily Activities
- E. Physical Fitness: Variety and Well-Being
- F. Daily Living Skills
- G. Daily Living Skills: Hygiene
- H. Nutrition
- I. Safe Practices
- J. Rules and Self-Regulation



## DOMAIN I

### Physical Well-Being, Health, and Motor Development

Physical well-being, health, and motor development shape if and how children are able to take full advantage of learning opportunities. This domain includes four categories: Motor Development, Physical Fitness, Daily Living Skills, Nutrition, and Safe Practices.

Motor development is the child's ability to move and control various parts of his body. Motor development is often divided into three areas:

1. Gross Motor – The ability to move and control the large muscles of the body – the neck, trunk, and limbs
2. Fine Motor – The ability to move and control the small muscles of the body – the fingers, wrists, and to a lesser extent, toes
3. Sensorimotor – The use of the senses – sight, hearing, touch, smell, and taste – to guide motions

There are three principles generally thought to govern motor development:

**Cephalocaudal** – Refers to the development of the muscles from the head down. As you have observed, a baby controls his head using neck muscles before he can stand using his leg muscles.

**Proximodistal** – Refers to the development of the muscles from those closest to the center of the body outward. You see this when you observe that a baby reaches towards something using his shoulder and arm muscles before he can pick it up, which requires using his hand and finger muscles.

**Sensory integration** – Refers to using information gained from one or more senses and making appropriate movements. A good example is one that is familiar to all of us: seeing an appetizing food and trying to eat it.

The area of Physical Fitness is included to call attention to the fact that the early years are when children acquire attitudes and habits that will determine if they grow up to have active, healthy lifestyles, especially important given the high rates of obesity and related health concerns in our country today. By giving children a “fit” start to life, it increases the chances they will have the energy,

stamina, and ability to participate in and benefit from the learning and fun of physical activities and will continue to do so for the rest of their lives.

Growing competence in Daily Living Skills such as healthy sleep patterns, dressing, and dental hygiene will help assure children's physical health and promote lifelong healthy habits.

Nutrition is key to good health and healthy development today and in the future. In this section we look at children's growing ability to recognize healthy foods and providing support for them to try new and healthy foods at snack and meal times.

Young children's awareness of safe practices is a first step on a life-long path to maintain physical well-being. Children will one day be able to apply the lessons learned about avoiding dangerous objects, situations, and substances in the early childhood setting to their everyday lives at home, school, and in the community. The ability to follow rules and to know when and how to ask for help are other key skills young children will learn with practice.

#### Domain I. Physical Well-Being, Health, and Motor Development

- A. Gross Motor Skills
- B. Fine Motor Skills
- C. Sensorimotor Skills
- D. Physical Fitness: Daily Activities
- E. Physical Fitness: Variety and Well-Being
- F. Daily Living Skills
- G. Daily Living Skills: Hygiene
- H. Nutrition
- I. Safe Practices
- J. Rules and Self-Regulation



## A. Gross Motor Skills

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>Lifts head and chest while on tummy</li> <li>Supports upper body with arms while lying on tummy</li> <li>Gains control of arm and leg movements</li> <li>Rolls over (front to back, back to front)</li> <li>Pounds on things with hands and kicks legs</li> <li>Sits with support</li> <li>Rocks back and forth on hands and knees and, later, crawls</li> <li>Sits without support</li> <li>Pulls self up to stand, holding onto something or someone</li> <li>Stands independently</li> <li>Walks holding onto furniture</li> <li>Walks</li> <li>Stoops or squats to explore things on the ground</li> <li>Tries to climb stairs, with assistance</li> </ol>	<ol style="list-style-type: none"> <li>Carries toys or objects while walking</li> <li>Walks and runs with skill, changing both speed and direction</li> <li>Walks backwards</li> <li>Climbs both in and out of bed or onto a steady adult chair</li> <li>Pounds object with intent and precision (e.g., hammers peg with accuracy)</li> <li>Jumps in place</li> <li>Has a basic ability to kick and throw a ball</li> <li>Balances on one foot briefly</li> <li>Bends over easily without falling</li> <li>Walks in a straight line</li> <li>Walks downstairs placing both feet on each step; walks upstairs alternating feet with support/holding handrail</li> <li>Uses feet to push forward and backwards while riding a toy</li> <li>Runs fairly well and negotiate stairs with alternating feet</li> <li>Pedals appropriate sized tricycle</li> </ol>	<ol style="list-style-type: none"> <li>Walks and runs and navigates obstacles and corners</li> <li>Crawls through a play tunnel or under tables</li> <li>Climbs on play equipment</li> <li>Throws ball overhand with some accuracy</li> <li>Catches large balls with two hands</li> <li>Kicks ball forward</li> <li>Hops forward on one foot without losing balance</li> <li>Jumps on two feet and over small objects with balance and control</li> <li>Gallops with skill</li> <li>Pedals consistently when riding tricycle and navigates obstacles and corners</li> <li>Walks up and down stairs, using alternating feet, without support</li> <li>Walks backwards and runs with enough control for sudden stops</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to move freely during waking hours, including time on tummy.
- Provide a variety of objects to be pulled, pushed, and held.
- Play interactive games and sing songs from child's cultural background that involve child's hands and feet.

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to run, throw, jump, and climb.
- Provide physical activities that promote balance (e.g., rocking, swinging, rolling, spinning).
- Modify activities to ensure participation of child with special needs (e.g., provide ramps or low steps to ensure access to climbing equipment).

### Sample Strategies to Promote Development and Learning:

- Provide safe equipment and environments that vary in skill levels (e.g., tricycles, tires, hoops, balls, balance beam, climbing equipment).
- Teach child new skills (e.g., skip, throw overhand, jump rope, hula hoop, swim).
- Provide opportunities for dance and other movement activities that use both sides of the body (e.g., bending, twisting, stretching, balancing).

## B. Fine Motor Skills

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>Grasps caregivers' fingers</li> <li>Plays with own feet/toes and discovers hands</li> <li>Consistently reaches for toys, objects, and bottles with both hands</li> <li>Mimics hand clapping or a good-bye wave</li> <li>Hand-to-mouth movements show increasing coordination with self-feeding if culturally appropriate</li> <li>Transfers small objects from hand to hand</li> <li>Puts objects in and empties objects out from containers</li> <li>Picks up object with thumb and forefinger</li> <li>Turns pages of large books, often turning multiple pages at the same time</li> <li>Makes marks on paper with whole arm movement while writing/using drawing implements (e.g., thick pencil, crayon, marker)</li> </ol>	<ol style="list-style-type: none"> <li>Turns book pages one page at a time, most of the time</li> <li>Scribbles with crayons and begins to imitate marks (e.g., a circle)</li> <li>Folds blanket, cloth diaper, or paper, with assistance</li> <li>Pours contents of one container into another container</li> <li>Opens doors, with assistance, by turning and pulling doorknobs</li> <li>Uses some eating utensils if culturally appropriate</li> <li>Works simple "insert" puzzles (e.g., completes simple puzzle, uses shape sorter box)</li> <li>Unscrews small lids</li> <li>Begins to dress and undress oneself</li> <li>Stacks, sorts, and strings items</li> </ol>	<ol style="list-style-type: none"> <li>Eats with utensils</li> <li>Uses various drawing and art materials (e.g., crayons, brushes, finger paint)</li> <li>Copies shapes and geometric designs</li> <li>Opens and closes blunt scissors with one hand</li> <li>Cutting skills progress from inaccurate cutting to proper grasp with some degree of accuracy</li> <li>Manipulates small objects with ease (e.g., strings beads, fits small objects into holes)</li> <li>Dresses and undresses self-managing buttons and/or zippers</li> <li>Uses stapler or paper punch</li> <li>Completes increasingly complex puzzles (e.g., 3-piece to 10-piece puzzles)</li> <li>Writes some recognizable letters or numbers</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to reach for objects
- Provide opportunities for child to grasp and hold a variety of objects
- Give child appropriate finger foods to eat (e.g., dry cereal, cooked vegetables)

### Sample Strategies to Promote Development and Learning:

- Provide experiences that support the use of hands in many different positions (e.g., painting at an upright easel).
- Engage child in activities that promote moving fingers individually (e.g., finger plays, typing on a toy keyboard, making music).
- Demonstrate clear and consistent boundaries about harmful objects and situations (e.g., always put child in car safety seat when traveling in a vehicle).

### Sample Strategies to Promote Development and Learning:

- Provide activities that strengthen hand grasp (e.g., molding play dough, using a hand-held hole punch).
- Provide opportunities for child to use pincer grasp of thumb/forefinger (e.g., gluing small pieces of paper, peeling/sticking stickers, picking up small objects with fingers).
- Modify activities to ensure participation of child with special needs (e.g., attach rubber grips to pencils and pens).

## C. Sensorimotor Skills

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Sucks smoothly from nipple (breast or bottle)</li> <li>2. Responds by turning toward sound and touch</li> <li>3. Focuses eyes on near and far objects</li> <li>4. Explores the environment with mouth and hands</li> <li>5. Moves objects from one hand to the other</li> <li>6. Coordinates eye and hand movements (e.g., puts objects into large container)</li> <li>7. Explores and responds to different surface textures (e.g., hard tables, soft cushions)</li> <li>8. Begins to eat table food</li> </ol>	<ol style="list-style-type: none"> <li>1. Performs basic creative movements, with adult guidance or alone (e.g., dances to music or rhythm)</li> <li>2. Eats foods that require more chewing</li> <li>3. Demonstrates awareness of own body in space (e.g., walks around table without bumping into it)</li> <li>4. Exhibits eye-hand coordination (e.g., builds with blocks, completes simple puzzles, or strings large beads)</li> <li>5. Enjoys climbing, walking up inclines, sliding, and swinging</li> <li>6. Plays with materials of different textures (e.g., sand, water, leaves)</li> </ol>	<ol style="list-style-type: none"> <li>1. Physically reacts appropriately to the environment (e.g., bends knees to soften landing, moves quickly to avoid obstacles)</li> <li>2. Demonstrates concepts through movement (e.g., imitates an animal through movement, sounds, dress, and dramatization)</li> <li>3. Improves eye-hand coordination (e.g., catches a bounced ball)</li> <li>4. Enjoys pushing objects, climbing short ladders, swinging on a swing, and sliding</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Monitor child's environment for noise level (e.g., do not place electronic toys in crib, keep loud noises away from infant's ears).
- Provide time daily for child to move freely on the floor in a safe environment.
- Talk with child about the colors, sounds, temperatures, tastes, and smells of things during daily activities.

### Sample Strategies to Promote Development and Learning:

- Provide physical experiences that integrate child's movements with all of the senses (e.g., shadow play, painting with feet, playground equipment).
- Model movements and invite child to participate (e.g., dance or drum together).
- Provide objects for catching and throwing (e.g., large, soft balls; beanbags).

### Sample Strategies to Promote Development and Learning:

- Play word games and sing songs that use the body (e.g., Follow the Leader; Che Che Cole; or Heads, Shoulders, Knees, and Toes).
- Set up an obstacle course of chairs, sticks, boxes and give directions (e.g., "Go over the box, under the chair, and beside the stick").
- Provide opportunities for child to run up and down hills and winding pathways.





## D. Physical Fitness: Daily Activities

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>Shows alertness during waking periods</li> <li>Sustains structured physical activity for at least three to five minutes at a time</li> <li>Initiates active play, exploring and interacting with environment</li> </ol>	<ol style="list-style-type: none"> <li>Participates actively in games, outdoor play, and other forms of exercise</li> <li>Runs spontaneously across the room or yard</li> <li>Engages in unstructured physical activities for at least 60 minutes (cumulatively), and up to several hours each day</li> <li>Sustains moderate to vigorous physical activity for at least 10 minutes at a time, for at least 30 minutes each day</li> <li>Sleeps well, awaking rested and ready for daily activities</li> </ol>	<ol style="list-style-type: none"> <li>Carries light objects or backpack for a short distance</li> <li>Repetitively practices new skills</li> <li>Engages in at least 60 minutes, and up to several hours, daily of unstructured physical activity</li> <li>Engages in organized physical activities for a total of at least 60 minutes each day, sustaining physical activity for at least 15 minutes at a time</li> <li>Stays awake except during nap time</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Provide child with several hours of unstructured movement every day, including time on tummy.
- Model daily physical activities (e.g., walking, running, lifting).
- Provide child with regular nap and bedtime routines.

### Sample Strategies to Promote Development and Learning:

- Provide child with a minimum of 60 minutes of physical activity each day.
- Provide common objects for structured physical activity (e.g., child-size equipment, musical instruments, active follow-along songs and basic rhythms).
- Limit child's screen time (watching TV and videos, playing computer games) to no more than half an hour of quality children's programming each day (children over 2 years).

### Sample Strategies to Promote Development and Learning:

- Provide a variety of daily opportunities for child to engage in physical activities.
- Provide child with a minimum of 60 minutes of organized physical activities each day.
- Make physical activity fun (e.g., set up a simple and safe obstacle course outside or inside where child climbs over, under, and through things; incorporate movement to music).

## E. Physical Fitness: Variety and Well-Being

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Attempts new gross and fine motor activities, often with assistance</li> <li>2. Child explores environment with body</li> <li>3. Child exhibits comfort in the outdoors</li> <li>4. Child responds to environmental cues to relax and rest</li> </ol>	<ol style="list-style-type: none"> <li>1. Attempts new activities that require physical movement, without adult assistance</li> <li>2. Participates actively in games, dance, outdoor play, and other forms of exercise</li> <li>3. Takes appropriate risk with body in space</li> <li>4. Selects active activity over passive activity a portion of the time</li> <li>5. Helps with appropriate physical chores (e.g., clearing own space at meals, cleaning up toys, washing dramatic play dishes periodically)</li> </ol>	<ol style="list-style-type: none"> <li>1. Participates in different physical activities (e.g., walking, climbing, throwing, dancing) with enthusiasm</li> <li>2. Incorporates various physical activities while transitioning from one place to another (e.g., marches between the kitchen and the bathroom)</li> <li>3. Participates in group activities involving physical activity (e.g., makes a large letter with a thick rope on the floor)</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Show enthusiasm and encouragement when child tries new motor activities.
- Provide time daily for child to play both inside and outside.
- Discourage television for child younger than 2 years old.

### Sample Strategies to Promote Development and Learning:

- Provide support as child attempts an activity that is challenging.
- Play a variety of activity-based games with child (e.g., run to the letter A, B, etc., or a simple and safe obstacle course).
- Move to music or sing songs with child that involve physical movement.

### Sample Strategies to Promote Development and Learning:

- Engage child in group exercise times/activities (e.g., bike rides, neighborhood walks).
- Engage child in different kinds of physical activities (e.g., throwing balls, climbing playground equipment, dancing and helping with chores).
- Provide child the opportunity to play in different settings (e.g., neighborhood parks, outdoor play equipment).





## F. Daily Living Skills

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Indicates anticipation of feeding on seeing breast, bottle, or food</li> <li>2. Assists caregiver with holding bottle, later grasps a cup, then eats with fingers</li> <li>3. Demonstrates increasing ability to self-soothe</li> <li>4. Removes loose clothing (e.g., socks, hats, mittens)</li> <li>5. Assists with undressing, dressing, and diapering</li> <li>6. Assists with hand washing and tooth brushing as soon as first tooth appears</li> <li>7. Participates increasingly in sleeping routines such as gathering blanket and removing shoes</li> </ol>	<ol style="list-style-type: none"> <li>1. Feeds self with appropriate utensil (e.g., spoon, chopsticks), without assistance</li> <li>2. Participates in putting on shoes and socks</li> <li>3. Dresses and undresses completely, with assistance</li> <li>4. Uses personal care objects correctly and regularly, sometimes with assistance (e.g., drinks from open cup, brushes hair, brushes teeth)</li> <li>5. Participates in sleeping routines such as getting and arranging his/her naptime comfort items</li> </ol>	<ol style="list-style-type: none"> <li>1. Feeds self with proper utensils, without assistance</li> <li>2. Gets drink of water from tap, without assistance</li> <li>3. Dresses and undresses, with minimal help</li> <li>4. Chooses own clothes to wear, when asked</li> <li>5. Puts shoes on, without assistance</li> <li>6. Decides, with few prompts, when to carry out self-help tasks (e.g., to wash hands when dirty and before meals)</li> <li>7. Participates in helping others with personal care routines</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Respond positively and promptly when child indicates need (e.g., need for food, diaper change, blanket).
- Model basic personal care routines.
- Provide opportunities for older child to select safe foods and feed self.

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to participate daily in personal care (e.g., choose clothes to wear, get dressed).
- Provide opportunities for child to be responsible for personal belongings (e.g., hanging up own jacket).
- Read with child and practice other calming routines at bedtime.

### Sample Strategies to Promote Development and Learning:

- Offer plenty of guidance and opportunities for child to take care of self (e.g., put on own coat, clean up after spills and messy projects).
- Help child recognize personal signs of fatigue and need for rest.
- Demonstrate clear and consistent boundaries about harmful objects and situations (e.g., always put child in car safety seat when traveling in a vehicle).

## G. Daily Living Skills: Hygiene

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Responds to vocalizations during diaper changing routines</li> <li>2. Washes and dries hands, with assistance</li> <li>3. Begins to brush gums and teeth with assistance</li> <li>4. Demonstrates a beginning understanding of basic hygiene steps when prompted by caregiver (crawling to the changing table, bringing a new diaper)</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses tissue to wipe nose, with assistance</li> <li>2. Indicates wet or soiled diaper by pointing, vocalizing, or pulling at diaper when prompted</li> <li>3. Shows interest in toilet training and may use toilet regularly with assistance</li> <li>4. Washes and dries hands at appropriate times, with minimal assistance (e.g., after diapering/ toileting, before meals, after blowing nose)</li> <li>5. Communicates with caregiver when not feeling well</li> <li>6. Cooperates and assists caregiver with tooth brushing</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses tissue to wipe own nose and throws tissue in wastebasket</li> <li>2. Takes care of own toileting needs and asks for assistance when needed</li> <li>3. Washes and dries hands before eating and after toileting, without assistance</li> <li>4. Cooperates and assists caregiver with tooth brushing</li> <li>5. Identifies health products (e.g., shampoo, toothpaste, soap)</li> <li>6. Covers mouth when coughing</li> <li>7. Recognizes and communicates when experiencing symptoms of illness</li> <li>8. Understands the need for and participates in care for acute and chronic illness</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Establish ongoing and regular medical and dental homes for child and ensure child receives routine preventive care.
- Talk with child about what you're doing when bathing, diapering, dressing, and cleaning.
- Make bath time enjoyable (e.g., provide safe bath toys, sing songs, tell stories).

### Sample Strategies to Promote Development and Learning:

- Show child how to clean up after self, acknowledging child when he/she does clean up.
- Talk with child about health rules (e.g., cover mouth when coughing; throw away soiled tissues in wastebasket).
- Model words to describe symptoms of illness (e.g., "I feel hot," "My tummy hurts.").

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to select personal hygiene items for self and others (e.g., select own toothbrush, washcloth).
- Make a place for child's personal grooming items.
- Provide child with enough time to take care of personal hygiene.





## H. Nutrition

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Demonstrates hunger clearly</li> <li>2. Regulates the speed and intensity with which he/she eats</li> <li>3. Consumes a variety of nutritious foods from all food groups</li> <li>4. Explores food with fingers</li> <li>5. Tries new foods when offered</li> </ol>	<ol style="list-style-type: none"> <li>1. Begins to recognize and eat a variety of nutritious foods</li> <li>2. Distinguishes between food and non-food items</li> <li>3. Participates in preparing nutritious snacks</li> </ol>	<ol style="list-style-type: none"> <li>1. Participates in preparing nutritious meals</li> <li>2. Chooses to eat foods that are better for the body than others, with assistance</li> <li>3. Passes food at the table and takes appropriate sized portions, or other culturally-specific family serving style</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Plan feeding times and practices around the individual cultural and feeding needs of child (e.g., if breastfeeding, use of breast milk or if bottle feeding, use of formula).
- Follow child's cues for when he/she is full or hungry.
- Provide child with nutritious foods and snacks, including foods from various cultures.

### Sample Strategies to Promote Development and Learning:

- Establish regular meal and snack times in daily schedule.
- Prepare and provide a variety of nutritious snacks and meals from child's own cultural background and other cultures.
- Talk with child about how food and water help us to be healthy.

### Sample Strategies to Promote Development and Learning:

- Engage child in shopping for nutritious food (e.g., have child help pick out fruit).
- Involve child in planting, growing, and harvesting a vegetable garden.
- Provide opportunities for child to help prepare nutritious meals and snacks.

## I. Safe Practices

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Responds to cues from caregivers about warnings of danger</li> <li>2. Shows recognition of the difference between primary caregivers and strangers</li> <li>3. Reacts when caregiver says “no” but may need assistance to stop unsafe behavior</li> </ol>	<ol style="list-style-type: none"> <li>1. Begins to avoid dangers (e.g., hot stoves, sharp knives) but cannot be relied upon to keep self safe</li> <li>2. Knows to hold caregiver’s hand when walking in public places but may resist doing so</li> <li>3. Tells adult when someone hurts him/her or makes him/her feel bad</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicates to peers and adults when sees dangerous behaviors (e.g., throwing rocks on the playground)</li> <li>2. Carries scissors and pencils with points down to avoid accidents</li> <li>3. Looks both ways before crossing street or road, and knows to cross with adult assistance</li> <li>4. Recognizes danger and poison symbols and avoids those objects or areas</li> <li>5. Does not touch or take medicine without adult assistance but knows that medicine can improve health when used properly</li> <li>6. Understands the difference between “safe touch” and “unsafe touch”</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Put infant to sleep on his/her back.
- Demonstrate clear and consistent boundaries about harmful objects and situations (e.g., always put child in car safety seat when traveling in a vehicle).
- Explain when things are hot and too hot to touch safely; cold and too cold to touch safely.

### Sample Strategies to Promote Development and Learning:

- Use poison symbols in classroom and at home and teach child what they mean.
- Introduce child to safety personnel and places (e.g., firefighters and fire stations; doctors and hospitals).
- Demonstrate clear and consistent boundaries about harmful objects and situations (e.g., always put child in car safety seat when traveling in a vehicle).

### Sample Strategies to Promote Development and Learning:

- Participate in discussions with firefighters about fires and safety precautions.
- Read stories in which children face harmful situations and discuss how they deal with them.
- Provide puppets, role-play materials and songs/ rhymes that help child focus on who and what can be trusted.

## J. Rules and Self-Regulation

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Can be distracted from unsafe behavior with words, physical prompts, or signal from adult but requires constant supervision and guidance (e.g., stops unsafe activity when told “stop”)</li> <li>2. Follows some consistently set rules and routines</li> </ol>	<ol style="list-style-type: none"> <li>1. Displays recognition of the rules, though may not always follow them</li> <li>2. May pay attention to safety instructions, with assistance, but may choose not to cooperate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understands and anticipates the consequences of not following rules</li> <li>2. Identifies safety signs posted around the classroom and home</li> <li>3. Follows emergency drill instruction (e.g., fire, tornado, earthquake, tsunami, bomb)</li> <li>4. Follows basic safety rules, with assistance (e.g., bus, bicycle, playground, crossing street, stranger awareness)</li> <li>5. Initiates getting buckled into age- and weight-appropriate car safety seat in vehicles</li> <li>6. Puts on or asks for helmet before riding a bicycle or other wheeled toy</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Provide a safe “child-proof” environment (e.g., cover electrical outlets, keep poisons and chokable items out of child’s reach).
- Ensure that child uses age- and weight appropriate car safety seat when riding in vehicles.
- Model appropriate use of safety equipment (e.g., always wear a seatbelt, bike helmet).

### Sample Strategies to Promote Development and Learning:

- Comment positively when child behaves safely.
- Demonstrate, explain, and provide opportunities for child to practice safety around bodies of water (e.g., lakes, oceans, rivers).
- Provide frequent reminders about safety rules (e.g., “You should always hold my hand when we walk in a parking lot.”).

### Sample Strategies to Promote Development and Learning:

- Discuss safety rules with child (e.g., holding hands in crowds, wearing a bike helmet).
- Provide opportunities for child to practice appropriate emergency drills (e.g., fire, tornado, bomb).
- Provide opportunities for child to learn and practice pedestrian and water safety.



## Domain II

# Social and Emotional Development

- A. Interactions with Adults
- B. Interactions with Adults:
  - Seek assistance from adults
- C. Interaction with Peers
- D. Interaction with Peers: Cooperation
- E. Interaction with peers: Negotiation
- F. Adaptive Social Behavior
- G. Adaptive Social Behavior: Group Activities
- H. Adaptive Social Behavior: Diverse Settings
- I. Adaptive Social Behavior: Empathy
- J. Appreciating Diversity
- K. Self-Concept
- L. Self-Concept: Abilities and Preferences
- M. Self-Efficacy
- N. Self-Control
- O. Self-Control: Feelings and Impulses
- P. Emotional Expression

## DOMAIN II

### Social and Emotional Development

Healthy social and emotional development begins with attachment to another human being(s), typically a parent(s) or other adult family member. Through this trusting relationship children are able to gradually expand and explore friendships with adults and children and branch out into the larger world. The child feels loved, important, and worthy (valued). Because of that bond, the child trusts that the world is a good place. These early relationships form the basis for all other relationships and interactions with others. Healthy developments in these areas are key to development in all domains and all other learning.

**Social Development** refers to a young child's ability to create and sustain social relationships with adults and other children. As children grow older, their relationships with peers take on greater importance. Children who socialize well are generally well liked and have plenty of opportunities to learn skills such as cooperation, negotiation, appreciation for other children's needs and rights, and the ability to sometimes put aside their own needs and wants to meet those of others.

**Emotional Development** refers to a child's ability to recognize, express, and manage their feelings and to understand and respond to the feeling of others. A child needs to be able to express a full range of emotions – from joy to sadness to frustration and anger, in healthy and appropriate ways. This self-regulation is gradually attained throughout the early years.

How a child feels about himself – whether he likes himself and thinks he can succeed at what he tries – is another important aspect of emotional development.

This domain focuses on:

Domain II. Social and Emotional Development

- A. Interactions with Adults
- B. Interactions with Adults: Seek assistance from adults
- C. Interaction with Peers
- D. Interaction with Peers: Cooperation
- E. Interaction with peers: Negotiation
- F. Adaptive Social Behavior
- G. Adaptive Social Behavior: Group Activities
- H. Adaptive Social Behavior: Diverse Settings
- I. Adaptive Social Behavior: Empathy
- J. Appreciating Diversity
- K. Self-Concept
- L. Self-Concept: Abilities and Preferences
- M. Self-Efficacy
- N. Self-Control
- O. Self-Control: Feelings and Impulses
- P. Emotional Expression



## A. Interactions with Adults

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Quiets when comforted, especially by familiar adult, most of the time</li> <li>2. Shows preference for regular care provider</li> <li>3. Initiates and maintains interactions with caregivers (e.g., smiles, gestures, verbal)</li> <li>4. Imitates familiar adults' gestures and sounds</li> <li>5. Shows affection for adults through facial expressions and gestures</li> <li>6. Explores environment with guidance</li> <li>7. Distinguishes between familiar and unfamiliar adults (e.g., prefers comfort from familiar adult)</li> <li>8. Exhibits separation anxiety by clinging to caregiver in the presence of strangers</li> </ol>	<ol style="list-style-type: none"> <li>1. Establishes an attachment or bond with a consistent adult other than the primary caregiver</li> <li>2. Demonstrates feeling safe with significant adults by seeking them when uncomfortable or when sick, tired, or in a dangerous situation</li> <li>3. Imitates adult activities (e.g., pretends to cook, "reads" next to adult who is reading)</li> <li>4. Initiates interactions and play with adults</li> <li>5. Responds to adults' verbal greetings</li> <li>6. Communicates with adults about recent activities</li> <li>7. Labels feelings</li> <li>8. Shows awareness of others' feelings</li> <li>9. May show extreme discomfort with separation or new situations when familiar caregiver is not present – by protesting loudly (crying) or by withdrawing completely (refusing to participate)</li> <li>10. May need to have a special blanket, stuffed animal or toy for comfort</li> </ol>	<ol style="list-style-type: none"> <li>1. Separates with assistance from significant adults and transitions to program</li> <li>2. Expresses affection for significant adults</li> <li>3. Approaches adults for assistance and offers to assist adults</li> <li>4. Carries out actions to please adults at times</li> <li>5. Expresses feelings about adults (e.g., "I love Auntie")</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Talk with and sing to child frequently, especially during feeding and diaper changes.
- Read and look at books with child in ways that foster feelings of trust and security.
- Give child sense of security when around unfamiliar adults.
- Meet child's needs promptly.

### Sample Strategies to Promote Development and Learning:

- Show empathy and understanding to child.
- Listen carefully and with interest to what child says and expand on the message.
- Help child manage feelings of distress.

### Sample Strategies to Promote Development and Learning:

- Establish one-on-one time when child can confide in caregiver on a daily basis (e.g., at naptime or at meal times).
- Use positive behavior and words when separating from child.
- Only make promises to child that you can keep.

## B. Interactions with Adults: Children Seek Assistance from Adults

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Cries, makes sounds, or uses body movements to signal caregiver for assistance, attention, or need for comfort</li> <li>2. Looks for caregivers' response in uncertain situations</li> <li>3. Tests caregiver responses to own behavior (e.g., reaches for a forbidden object and looks at caregiver to check response)</li> <li>4. Looks to adult for indication of appropriate and inappropriate behavior</li> <li>5. Seeks out familiar adult when uncomfortable</li> </ol>	<ol style="list-style-type: none"> <li>1. Seeks adult assistance with challenges but may become angry when the help is given</li> <li>2. Begins to make sense of their ability and understanding of their environment by experimenting</li> <li>3. Periodically checks with caregiver for help or reassurance when playing by self or with peers</li> <li>4. Responds to guidance most of the time</li> <li>5. Starts activity after a caregiver makes suggestions, sometimes (e.g., uses adult's suggestions to find missing pieces to a toy or items needed for an art activity)</li> <li>6. May begin to follow basic safety guidelines and requirements but may not consistently do so (e.g., "Hot – don't touch.")</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognizes that adults have more experience and, therefore, can provide assistance</li> <li>2. Asks questions of adults frequently to obtain information</li> <li>3. Follows caregivers' guidelines for appropriate behavior in different environments</li> <li>4. Brings simple problem situations to adults' attention</li> <li>5. Continues to need adult comfort and reassurance but may be less open in seeking and accepting it</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Nurture child with kind words, hugs, and cuddles.
- Respond to child's needs and reinforce small accomplishments.
- Recognize that responses to child's calls for assistance are important opportunities to develop trust.

### Sample Strategies to Promote Development and Learning:

- Set appropriate and consistent limits.
- Follow child's cues and offer guidance when appropriate.
- Acknowledge and describe child's appropriate behavior (e.g., "You remembered to hang up your coat.")

### Sample Strategies to Promote Development and Learning:

- Communicate guidelines and expectations clearly.
- Show respect for child's choices and attempts at solving problems (e.g., trade with child).
- Answer child's questions directly.



## C. Interaction with Peers

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>Smiles spontaneously at other children</li> <li>Shows enjoyment in interactions with other children, as expressed in gestures, facial expressions, and vocalizations</li> <li>Shows interest in other children by watching them and tracking their behavior</li> </ol>	<ol style="list-style-type: none"> <li>Plays side-by-side with another child, at times</li> <li>Observes and imitates another child's behavior or activity</li> <li>Initiates social interaction with peers</li> <li>Shows enthusiasm about the company of other children</li> <li>Spontaneously shows preference for familiar playmates</li> </ol>	<ol style="list-style-type: none"> <li>Shows enjoyment in playing with other children</li> <li>May elect to entertain oneself for sustained periods of time</li> <li>Initiates an activity with another child</li> <li>Separates willingly from adults to play with friends, most of the time</li> <li>Makes and maintains a friendship with at least one other child</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Respectfully imitate child while playing.
- Name child's feelings.
- Provide opportunities for child to play and interact with other children.

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to play with other children from own and other cultural backgrounds regularly so that the child is familiar with one or more peers.
- Provide toys that can be played with by two or more children at one time.
- Support child if he/she plays with or discusses imaginary friends.

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to engage in a variety of play activities with other children (e.g., dramatic play, art projects, free play outside, dance class).
- Help child join ongoing play.
- Support child's play with peers by staying nearby, offering props, and assisting with conflict resolution.



## D. Interaction with Peers: Cooperation

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Observes other children and imitates their sounds, actions, and motions</li> <li>2. Shows enjoyment in interaction with other children, as expressed in gestures, facial expressions, and vocalizations</li> <li>3. Able to sustain play with caregiver (rolling a ball, peek-a-boo)</li> </ol>	<ol style="list-style-type: none"> <li>1. Takes turns during play with peers, with considerable assistance</li> <li>2. Recognizes there is a conflict and requests adult assistance</li> </ol>	<ol style="list-style-type: none"> <li>1. Plays with other children without prompting, at times</li> <li>2. Cooperates with other children, with assistance</li> <li>3. Manages the use of materials and toys during play, with assistance</li> <li>4. Negotiates with peers (takes turns, plans play)</li> <li>5. Makes decisions with other children, with adult prompts as needed</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Model cooperation and sharing with others in daily tasks (e.g., preparing a meal with other family members).
- Provide opportunities for child to play and interact with other children.
- Play turn-taking games with child (e.g., peek-a-boo).

### Sample Strategies to Promote Development and Learning:

- Notice child's interests and engage child in play by following child's lead.
- Provide toys that can be played with by two or more children at one time to promote sharing.
- Provide child with ample time to play with toys until finished.

### Sample Strategies to Promote Development and Learning:

- Acknowledge cooperation when child plays with other children.
- Read stories or invent puppet plays in which characters share, take turns, and cooperate.
- Demonstrate and explain how to be inclusive based on gender, culture, language, and abilities.



## E. Interaction with Peers: Negotiation

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Elicits attention of adults</li> <li>2. Communicates needs with vocalizations and gestures</li> <li>3. Reaches out to touch other children or grabs their toys</li> <li>4. Accepts adult intervention to negotiate disputes over toys</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses adult help to take turns, including giving up and keeping toys and other objects</li> <li>2. Asserts ownership by saying “mine”</li> <li>3. Communicates with other children to settle arguments, with assistance</li> <li>4. Indicates preferences and intentions by answering yes/no questions (e.g., “Are you done with that? Are you still using it? Can Javier use it now?”)</li> </ol>	<ol style="list-style-type: none"> <li>1. Understands concept of “mine” and “his/hers”</li> <li>2. Approaches other children positively</li> <li>3. Uses different turn-taking strategies (e.g., bartering, trading, and beginning to share)</li> <li>4. Uses simple strategies to solve problems, either individually or in a group (e.g., seeks assistance from an adult)</li> <li>5. Negotiates with other children to solve a problem, with assistance</li> <li>6. States a position with reasons (e.g., “I do not want to play right now because I am tired”)</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Respond to child’s vocalizations and gestures.
- Model appropriate negotiation and conflict management behaviors with others.
- Provide opportunities for child to play and interact with other children.

### Sample Strategies to Promote Development and Learning:

- Talk with child about rules, limits, and options and explain how they help people get along.
- Provide child with opportunities to make some choices.
- Teach child to avoid aggressive behaviors (e.g., biting, hitting, name calling).

### Sample Strategies to Promote Development and Learning:

- Provide activities that allow child to negotiate social conflicts (e.g., dramatic play, blocks, multicultural dress-up clothes).
- Give child ample time to solve own problems before intervening.
- Read stories or invent puppet plays in which characters solve conflicts constructively.

## F. Adaptive Social Behavior

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Repeats actions many times to cause a desired effect (e.g., smiles because it make caregivers smile and laugh)</li> <li>2. Recognizes that certain adult actions are associated with expected behavior (e.g., “When caregiver puts me in crib, I am supposed to go to sleep”)</li> <li>3. Shows understanding that characters from books are associated with certain actions or behaviors (e.g., animal book and animal sounds)</li> <li>4. Recognizes that inappropriate behavior will elicit reaction from adults</li> <li>5. Demonstrates interest in physically hurt or emotionally upset child or adult</li> </ol>	<ol style="list-style-type: none"> <li>1. Experiments with effects of own actions on objects and people</li> <li>2. Learns consequences of a specific behavior, begins to demonstrate appropriate responses to situations and behavior</li> <li>3. Recognizes that inappropriate behavior will elicit negative reaction from adults</li> <li>4. Begins to show empathy when someone is hurt or upset</li> </ol>	<ol style="list-style-type: none"> <li>1. Takes turns and shares with peers, with assistance</li> <li>2. Asks “why” questions to show effort at understanding effects of behavior (e.g., “If I do this, why does that happen?”)</li> <li>3. Demonstrates understanding of the consequences of own actions on others (e.g., “I gave Anna the toy and so she is playing with it now”)</li> <li>4. Describes other children’s positive, thoughtful, kind behaviors</li> <li>5. Shows empathy for physically hurt or emotionally upset child</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Respond consistently to child’s behaviors with similar actions, tone, and words.
- Be aware of your responses to child’s behavior; reinforce positive behavior and redirect negative behavior.
- Play turn-taking games with child (e.g., peek-a-boo).

### Sample Strategies to Promote Development and Learning:

- Read books with child that demonstrate how characters react to one another.
- Play games with child that demonstrate how behavior and actions cause effects (e.g., dump and fill games, Follow the Leader).
- Demonstrate and explain adaptive behavior in own interactions (e.g., waiting your turn in grocery check-out line).

### Sample Strategies to Promote Development and Learning:

- Discuss the consequences of behavior (e.g., “When the baby’s tired, she cries.” “When Auntie is happy, she smiles.”).
- Have child create “if-then” scenarios (e.g., “If I pick up toys, then we will go for a walk.”).
- When there is a conflict between two children, demonstrate empathy and understanding for both children.

## G. Adaptive Social Behavior: Group Activities

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>Smiles at other children and adults</li> <li>Reaches out to touch other children or grabs their toys</li> <li>Expresses contentment or joy when with other children or when a familiar adult is present</li> <li>Begins to participate in simple parallel play with other children</li> </ol>	<ol style="list-style-type: none"> <li>Shows increasing enthusiasm about the company of others</li> <li>Begins to share and take turns, with assistance</li> <li>Participates in loosely structured group games (e.g., chase, dramatic play)</li> <li>Follows familiar routines (e.g., meal time behavior)</li> </ol>	<ol style="list-style-type: none"> <li>Seeks out other children to play with</li> <li>Notifies and comments on who is absent from routine group settings (e.g., play groups)</li> <li>Identifies self as member of a group (e.g., refers to our family, our school, our team, our culture)</li> <li>Uses pretend play to explore, practice, and understand social roles</li> <li>Joins a group of other children playing, with adult prompts as needed</li> <li>May assign roles to other children during cooperative play</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Play with child near other children (e.g., on a playground).
- Provide opportunities for child to be a part of groups (e.g., play groups).
- Begins to follow family or classroom routines (e.g., meal time).

### Sample Strategies to Promote Development and Learning:

- Identify with child the groups of which he/she is a member (e.g., family, school, community, cultural communities).
- Encourage child to participate in classroom duties and household chores.
- Begins to participate in short group times (story or singing).

### Sample Strategies to Promote Development and Learning:

- Provide times when child can participate in group activities (e.g., family style meals, short circle time).
- Promote a sense of community and interdependence within groups (e.g., clean up or meal preparation).
- Provide opportunities for dramatic play that promote group work and an understanding of social roles.



## H. Adaptive Social Behavior: Diverse Settings

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Actively observes surroundings</li> <li>2. Demonstrates recognition of a new setting by changing behavior (e.g., looks to parent for guidance)</li> <li>3. Explores new settings with guidance from caregiver</li> <li>4. Is at ease in familiar settings (e.g., classroom, motor room, playground)</li> </ol>	<ol style="list-style-type: none"> <li>1. Separates from primary caregiver in familiar settings outside the home environment</li> <li>2. Explores and plays in a range of familiar settings</li> <li>3. Asks questions or acts in other uncertain ways in unfamiliar settings and environments</li> <li>4. Displays ease and comfort in a variety of places with familiar adults (e.g., home, store, car, playground)</li> </ol>	<ol style="list-style-type: none"> <li>1. Explores objects and materials, and interacts with others in a variety of group settings</li> <li>2. Successfully transitions from one activity/ setting to the next during the day, with guidance</li> <li>3. Adjusts behavior to different settings (e.g., home, library, playground)</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Establish family rituals, routines, and activities.
- Provide child with consistent objects and routines to help adapt to changes in settings.
- Provide adequate transition time and talk with child about upcoming changes to schedule or setting.

### Sample Strategies to Promote Development and Learning:

- Introduce child to a variety of settings, including diverse cultural settings (e.g., libraries, general stores, post office).
- Talk with child about how one setting is different from another setting.
- Create a care giving environment that reflects child’s home culture.

### Sample Strategies to Promote Development and Learning:

- Provide child with reminders when changes in schedule are planned.
- Involve child in signaling transitions (e.g., ringing bell, singing particular song).
- Demonstrate and explain to child how to stand up for self and others in the face of bias.



## I. Adaptive Social Behavior: Empathy

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Watches and observes adults and children</li> <li>2. Smiles when sees a smiling face</li> <li>3. Reacts when someone is crying or upset</li> <li>4. Explores environment with multiple senses</li> </ol>	<ol style="list-style-type: none"> <li>1. Notices and may show concern for other children who are happy or sad or upset</li> <li>2. Demonstrates awareness of feelings during pretend play (e.g., soothes a crying doll)</li> <li>3. Names emotions of self and others (e.g., happy, sad)</li> <li>4. Expresses interest and excitement about animals and other living things</li> </ol>	<ol style="list-style-type: none"> <li>1. Notices and shows concern for peers' feelings</li> <li>2. Comforts peers when they are hurt or upset, with adult assistance</li> <li>3. Adopts a variety of roles and feelings during pretend play</li> <li>4. Identifies and responds to the feelings and experiences of the characters in stories</li> <li>5. Expresses how another child might feel (e.g., "I think Tanya is sad because she is crying.")</li> <li>6. Cares for plants, flowers, and other living things, with guidance</li> <li>7. Shows concern about fairness within peer group</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Provide mirrors and opportunities for child to see faces and emotions.
- Name emotions (e.g., happy, sad).
- Provide opportunities for child to observe animals in a safe environment.

### Sample Strategies to Promote Development and Learning:

- Provide opportunities to identify emotions by the use of pictures, posters, and mirrors.
- Provide opportunities for dramatic play with simple themes and props, including plays, themes, and props from own and different cultures.
- Share the wonders of the natural world with child (e.g., by playing outside together, reading books and telling stories about the natural world).

### Sample Strategies to Promote Development and Learning:

- Name and discuss feelings (e.g., "You're sad because...").
- Imagine aloud together how animals and plants might feel.
- Provide opportunities for child to play with friendly and gentle animals, with close supervision.

## J. Appreciating Diversity

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Observes body parts and self in mirror</li> <li>2. Focuses attention on others</li> <li>3. Notices others' physical characteristics (e.g., pats others' hair)</li> <li>4. Distinguishes primary caregivers from others</li> <li>5. May initially react to and /or interact differently with others who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs</li> </ol>	<ol style="list-style-type: none"> <li>1. Plays in the presence of other children</li> <li>2. Asks simple questions about other children (e.g., "Where's Tommy?")</li> <li>3. Notices differences, may ask why (e.g., in wheelchair, has glasses)</li> </ol>	<ol style="list-style-type: none"> <li>1. Compares similarities or differences of others (e.g., height, hair color) in his/her circle of contact</li> <li>2. Develops awareness, knowledge, and appreciation of own gender and cultural identity.</li> <li>3. Identifies gender and other basic similarities and differences between self and others</li> <li>4. Demonstrates understanding that different individuals have different abilities and information</li> <li>5. Includes other children in own activities who are of a different gender, ethnic background, who speak other languages, or who have special needs, with guidance</li> <li>6. Asks questions about others' families, ethnicity, language, cultural heritage, and differences in physical characteristics</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Share and explore own culture with child (e.g., attend cultural events).
- Read books to child that explores people with diverse abilities and cultures.
- Introduce child to a second language if you are bilingual.

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to interact with children of diverse abilities, cultures, and ethnicities.
- Provide child with a variety of dramatic play materials reflecting cultures of families in community.
- Encourage child to develop a sense of fairness for self and for others.

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to describe own cultural and physical characteristics.
- Demonstrate and explain that one person may play different roles (e.g., father and employee).
- Accept each child's unique expression of gender.

## K. Self-Concept

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Signals caregivers for assistance, attention, or need for comfort</li> <li>2. Explores own body (e.g., observes hands, reaches for toes)</li> <li>3. Explores the face and other body parts of others (e.g., touches caregivers' ears, hair, hands)</li> <li>4. Responds with gestures or vocalizations when name is spoken</li> <li>5. Shows awareness of self in voice, mirror image, and body</li> <li>6. Attempts to complete basic daily living tasks (e.g., eating, getting dressed)</li> </ol>	<ol style="list-style-type: none"> <li>1. Tests limits and strives for independence</li> <li>2. Recognizes and calls attention to self when looking in the mirror or at photographs</li> <li>3. Identifies self and uses own name when asked (e.g., "I am a boy"/"My name is Christina")</li> <li>4. Shows awareness of being seen by others (e.g., exaggerates or repeats behavior when notices someone is watching)</li> <li>5. Engages in individual activities/play for brief periods of time (e.g., 10 to 15 minutes)</li> <li>6. Identifies objects as belonging to him or her</li> <li>7. Shows pride in achievements/accomplishments</li> </ol>	<ol style="list-style-type: none"> <li>1. Describes self by gender, role, and abilities</li> <li>2. Refers to self by first and last name and uses appropriate pronouns (I, me) rather than referring to self in third person</li> <li>3. Chooses individual activities (e.g., doing puzzles, painting)</li> <li>4. Expresses self in different roles during pretend play</li> <li>5. May talk to self and/or engage in conversation with imaginary playmates</li> <li>6. Describes family members and begins to understand their relationship to one another</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Cuddle, physically nurture, and be responsive to child to foster trust and attachment.
- Use child's name during interactions.
- Help child learn to calm self (e.g., model calming behavior, offer soothing objects).

### Sample Strategies to Promote Development and Learning:

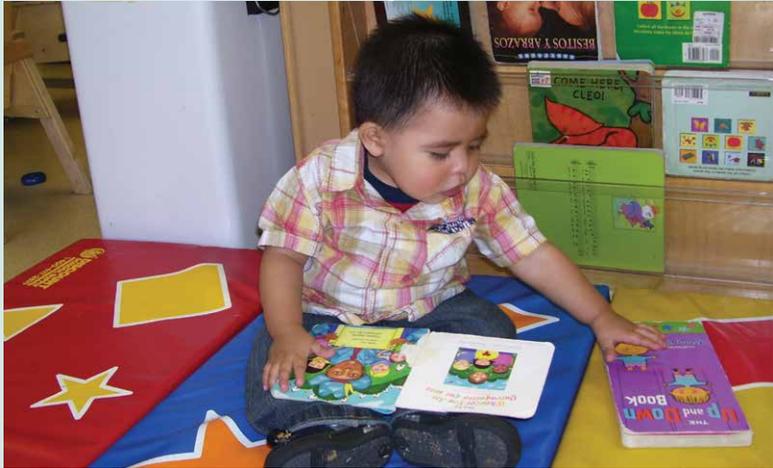
- Give child appropriate and varied choices.
- Be aware and respectful of cultural differences in valuing independence.
- Expect child to protest as he/she expresses individuality.

### Sample Strategies to Promote Development and Learning:

- Encourage child to experiment with growing competence and individuality by providing child opportunities to make choices or decisions.
- Help child distinguish people and relationships (e.g., brother, aunt, cousin).
- Assist child in making collages or an "All about Me" book with pictures and captions.



## L. Self-Concept: Abilities and Preferences

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>Shows preference for primary caregivers</li> <li>Identifies familiar objects (e.g., bottle, blanket)</li> <li>Smiles at self in mirror</li> <li>Notices and explores hands, eventually becoming aware that they are attached and that they can be controlled to do things</li> <li>Points or moves toward desired people or objects</li> <li>Plays with one object more often than others</li> <li>Repeats a motion or noise to replicate a result</li> <li>Makes choices about what toys to play with</li> <li>Protests when does not want to do something (e.g., arches back when doesn't want to sit in high chair)</li> <li>Responds to requests for action (e.g., claps for the song)</li> <li>Points to and may name at least two body parts when asked</li> </ol>	<ol style="list-style-type: none"> <li>Points to and names some of own body parts</li> <li>Makes choices (e.g., what clothes to wear)</li> <li>Shows preference for favorite books, toys, and activities</li> <li>Indicates preferences and intentions by answering yes/no questions (e.g., "Are you done with that?" "Are you still using it?" "Can Joe use it now?")</li> </ol>	<ol style="list-style-type: none"> <li>Describes own basic physical characteristics</li> <li>Exerts will and preferences with actions and increasingly with language</li> <li>Experiments with own abilities by trying new activities and testing limits</li> <li>Identifies feelings, likes, and dislikes, and begins to be able to explain why he/she has them</li> </ol>
		

### Sample Strategies to Promote Development and Learning:

- Involve child in family traditions, rituals, and activities.
- Follow child's lead during play and exploration.
- Talk with child about body parts and body functions (e.g., "We use our teeth to chew").

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to make appropriate and varied choices.
- Share your enthusiasm and describe child's abilities and preferences (e.g., "You really like to draw with those crayons, don't you?" "You are walking carefully over tree roots.>").
- Invite others to share their culture and traditions with child.

### Sample Strategies to Promote Development and Learning:

- Provide child with a variety of materials and experiences that help child to discover preferences and abilities.
- Support child's developing understanding of own characteristics and culture (e.g., "You have freckles just like your Grandma.>").
- Provide dress-up and pretend play materials from child's daily life and cultural background.

## M. Self-Efficacy

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Repeats a sound or gesture that creates an effect (e.g., repeatedly shakes a rattle after discovering that it makes a sound)</li> <li>2. Recognizes that adults respond to cues</li> <li>3. Explores environment, at first in close contact with caregiver and then farther away from caregiver as child grows</li> <li>4. Looks to caregiver when accomplishing new tasks (e.g., standing or walking)</li> <li>5. Gives objects or toys to others (e.g., picks up rock then reaches to give it to caregiver)</li> <li>6. Smiles when succeeding in a task/activity</li> </ol>	<ol style="list-style-type: none"> <li>1. Wants to do things by him/her self</li> <li>2. Recognizes own accomplishments</li> <li>3. Shows completed projects (e.g., drawing, pile of blocks) to caregiver</li> <li>4. Acts as though is capable of doing new tasks and activities (e.g., copies use of adult tools, tries to sweep the floor with an adult-sized broom)</li> <li>5. Seeks help after trying something new or challenging</li> </ol>	<ol style="list-style-type: none"> <li>1. Expresses delight with mastery of a skill (e.g., "I did it myself.")</li> <li>2. Asks others to view own creations (e.g., "Look at my picture.")</li> <li>3. Demonstrates confidence in own abilities (e.g., "I can climb to the top of the big slide!")</li> <li>4. Expresses own ideas and opinions</li> <li>5. Enjoys process of creating (e.g., drawing, painting, building)</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Stay near child to give encouragement as needed.
- Provide a safe environment for child to explore many activities.
- Describe and acknowledge child's actions and accomplishments (e.g., by smiling and saying "You took off your socks!").

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to engage in new tasks.
- Provide materials so child can experience success.
- Monitor child as he/she pushes self to try new things (e.g., keeps going higher when asked to stop).

### Sample Strategies to Promote Development and Learning:

- Model how to do something and provide opportunities for child to try to do it.
- Provide plenty of time and opportunities for child to play, explore, experiment, and accomplish tasks.
- Invite child to share thoughts and feelings when accomplishing a new task.

## N. Self-Control

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Develops increasing consistency in sleeping, waking, and eating patterns</li> <li>2. Engages in some regular behaviors (e.g., sings or babbles self to sleep, goes to high chair when hungry)</li> <li>3. Participates in routine interactions (e.g., quiets body when picked up; cooperates in dressing)</li> <li>4. Anticipates routine interactions (e.g., lifts arms toward caregiver to be picked up)</li> <li>5. Follows some consistently set rules and routines (e.g., chooses book after lunch for quiet time)</li> <li>6. Begins to assert self by resisting familiar caregiver requests with regard to rules</li> </ol>	<ol style="list-style-type: none"> <li>1. Challenges limits and strives for independence</li> <li>2. Anticipates and follows simple routines, with reminders and assistance (e.g., washes hands and helps set table at snack time, helps to pick up and put away blocks at clean-up time)</li> <li>3. Anticipates and follows simple rules, with reminders (e.g., expects to be buckled up when getting into car seat)</li> <li>4. Anticipates consequences for not following rules; but may not be able to overcome the impulse to exert own desire to not follow them</li> </ol>	<ol style="list-style-type: none"> <li>1. Participates in routine activities (e.g., meal time, snack time, naptime)</li> <li>2. Follows simple rules without reminders (e.g., handles toys with care)</li> <li>3. Demonstrates increasing ability to use materials purposefully, safely, and respectfully</li> <li>4. Adapts to changes in daily schedule</li> <li>5. Predicts what comes next in the day, when there is an established and consistent schedule</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Be emotionally available and sensitive to child.
- Establish routines for eating, sleeping, diapering, and other regular activities while taking into account family's care practices and child's schedule.
- Be consistent in your interactions with child.

### Sample Strategies to Promote Development and Learning:

- Establish routines while being flexible to meet child's needs.
- Set simple rules and respond consistently to child's behavior.
- Offer child two real choices that are both okay from the adults' point of view (e.g., "Do you want to wear a red or blue sweater?").

### Sample Strategies to Promote Development and Learning:

- Prepare child for changes in daily schedule by providing advance warning, talking with, and listening to child.
- Keep list (pictures) of rules positive and short; include rules addressing bias and prejudice that are understood by child.
- Engage child in setting appropriate rules.



## O. Self-Control: Feelings and Impulses

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Signals needs with sounds or motions (e.g., turns head and roots or cries when hungry or reaches for wanted object of comfort)</li> <li>2. Relaxes or stops crying when comforted , especially by familiar adult (e.g., when swaddled or spoken to softly)</li> <li>3. Comforts self by clutching, sucking, or stroking when tired or stressed (e.g., calms while stroking or holding soft blanket )</li> <li>4. Communicates need for support or help from adults (e.g., holds out arms when tired)</li> </ol>	<ol style="list-style-type: none"> <li>1. Names some emotions (e.g., happy, excited, sad, mad, tired, scared)</li> <li>2. Increasingly seeks caregiver support and attention when feeling strong emotions</li> <li>3. Begins to control impulses at times (e.g., says “No” when reaching for forbidden object; restrains self from stepping on a book on the floor)</li> </ol>	<ol style="list-style-type: none"> <li>1. Expresses strong emotions in appropriate ways, at times with assistance</li> <li>2. Expresses ownership of feelings and desire to control self, with assistance</li> <li>3. Calms self after having strong emotions, with guidance (e.g., goes to quiet area or requests favorite book to be read when upset)</li> <li>4. Waits for turn during group activities, sometimes</li> <li>5. Sticks with difficult tasks and demonstrates increasing ability to deal with frustration</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Snuggle, cuddle, and physically nurture child.
- Provide child with calming materials (e.g., soft blanket or toy).
- Name own emotions when interacting with child.

### Sample Strategies to Promote Development and Learning:

- Recognize and name child’s feelings and behaviors (e.g., “You seem happy today.”).
- Intervene sensitively when child is having difficulty regulating impulses.
- Read books with child that focus on emotions and emotional regulation.

### Sample Strategies to Promote Development and Learning:

- Engage with child to provide support when he/ she is having difficulty.
- Acknowledge child for expressing and regulating intense feelings.
- Discuss upsets when they are over and child has become calm.



## P. Emotional Expression

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Cries, uses other vocalizations, facial expressions, or body language to express emotions and to get needs met</li> <li>2. Responds to emotional cues and social situations (e.g., crying when other babies cry)</li> <li>3. Smiles, waves, or laughs in response to positive adult interaction</li> <li>4. Frowns in response to discomfort or inability to do something</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognizes and expresses emotions towards familiar persons, pets, or possessions with appropriate facial expressions, words, gestures, signs, or other means</li> <li>2. Names some emotions (e.g., happy, excited, sad, mad, tired, scared)</li> <li>3. Begins to use play to express/act out emotions</li> </ol>	<ol style="list-style-type: none"> <li>1. Names and talks about own emotions</li> <li>2. Uses pretend play to understand and respond to emotions</li> <li>3. Associates emotions with words and facial expressions</li> <li>4. Uses humor to entertain and make others laugh</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Comfort a child quickly when he/she cries; this makes him/her feel safe.
- Model facial expressions to express emotions.
- Respond to child's displays of pleasure by matching child's emotions with facial expressions, tone, and words.

### Sample Strategies to Promote Development and Learning:

- Use words to teach child to associate feelings with their proper names.
- Model a range of appropriate ways to express different feelings.
- Recognize that some children may not express emotions verbally (e.g., invite child to draw pictures, use signs or gestures, or go for a walk to express emotions).

### Sample Strategies to Promote Development and Learning:

- Model appropriate expression of emotions and talk about how you feel (e.g., singing when you are happy, sighing when you are frustrated).
- Avoid stereotyping children's expression of emotion (e.g., validate boys when they cry, girls when they get angry).
- Incorporate books on feelings reflective of the language and cultural background of child.





## Domain III

# Approaches to Learning

- A. Curiosity and Interest
- B. Initiative
- C. Persistence and Attentiveness
- D. Creativity and Inventiveness
- E. Reflection and Interpretation



## DOMAIN III

### Approaches to Learning

This domain refers to a child's intrinsic, in-born qualities and how those affect his learning and acquisition of knowledge. Children learn and express themselves in various ways, and there is much individual variation in how children orient themselves to learn. Factors that influence how a child learns include such traits as the child's temperament and personality. Is the child easy going or slow to warm up? Is he outgoing or shy? Is he active or sedentary? The child's birth order, family values, and cultural practices all influence who the child is and how he takes on the task of attaining information. Is he a first-born or the baby in the family? Is he an only child or one of four? Does the family have strong connections with a local extended family or is the family isolated? Is independence valued in the culture or interdependence? Additionally, how persistent the child is, how well he attends to tasks, and how he reflects upon and interprets his world will all affect how he acquires knowledge.

In this domain we focus on a child's:

- A. Curiosity and Interest**, including the child's interest in and desire to learn new information.
- B. Initiative**, including the child's willingness to take on tasks, volunteer to participate during learning opportunities, and take reasonable risks while exploring and learning new information.
- C. Persistence and Attentiveness**, including the child's ability to remain focused and engaged even in the face of distraction and/or frustration.
- D. Creativity and Inventiveness**, including the child's ability to move beyond current knowledge and to go beyond the here-and-now to explore and play using abstract ideas and images.
- E. Reflection and Interpretation**, including the child's ability to think about, understand, and apply knowledge and information to future actions and learning.

## A. Curiosity and Interest

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>Shows interest in people by changing behavior</li> <li>Reacts to new voices or sounds by turning in the direction of sound, becoming more quiet or active, or changing facial expressions</li> <li>Shows interest by exploring, manipulating, or staring at new objects in the environment</li> <li>Uses all senses to explore the environment (e.g., reaching out to touch rain)</li> </ol>	<ol style="list-style-type: none"> <li>Explores the immediate environment to find out what is there (e.g., asks about a new object he/she finds, actively searches through collection of toys)</li> <li>Shows interest in new and others' activities</li> <li>Asks simple "wh" questions (e.g., why, what, where)</li> <li>Asks about people in own environment</li> </ol>	<ol style="list-style-type: none"> <li>Asks others for information (e.g., "What is that?" "Why is the moon round?")</li> <li>Investigates and experiments with materials</li> <li>Shows interest in how and why others do things</li> <li>Uses "Why" to get information about how his/her world works</li> <li>Develops personal interests (e.g., trains, farm animals)</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Provide support for child who is hesitant about new objects and experiences.
- Play with child using objects with different textures, sounds, and shapes.
- Describe new places and what people are doing when out in the community.

### Sample Strategies to Promote Development and Learning:

- Interact with child by asking simple questions and responding to his/her questions.
- Wonder aloud with child about why things happen.
- When on walks with child, talk about what you see around you.

### Sample Strategies to Promote Development and Learning:

- Provide opportunities and time for child to explore a variety of activities and materials, including those in the larger community and those from diverse cultures.
- Assist child to find answers to own questions by exploring together (e.g., "I wonder... How could that work...Any ideas?").
- Play question-and-answer games that inspire child's curiosity.





## B. Initiative

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>Engages in and actively explores new surroundings</li> <li>Engages familiar adults and children in interactions (e.g., smiling, approaching, not withdrawing)</li> <li>Shows interest in wanting to perform self-help skills</li> <li>Selects a book, toy, or item from several options</li> <li>Shows likes and dislikes for activities, experiences, and interactions</li> </ol>	<ol style="list-style-type: none"> <li>Tries new ways of doing things and begins to take some risks</li> <li>Initiates play with others</li> <li>Chooses one activity over another and pursues it for a brief period of time</li> <li>Proposes an idea for how to spend time</li> <li>Shows interest in wanting to take care of self (e.g., dressing)</li> <li>Initiates activities at caregivers' suggestions</li> <li>Seeks and takes pleasure in new skills and experiences</li> </ol>	<ol style="list-style-type: none"> <li>Asks others to join in play</li> <li>Joins a play activity already in progress, with assistance</li> <li>Selects new activities during play time (e.g., selects characters for dress-up)</li> <li>Offers to help with chores (e.g., sweeping sand from the floor, helping clean up spilled juice)</li> <li>Finds and uses materials to follow through on an idea (e.g., blocks for building a tower)</li> <li>Makes decisions about what activity or materials to work with from selection offered</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to choose toys to play with and books to read.
- Provide opportunities for child to take reasonable and safe risks (e.g., to stretch for an object beyond reach).
- Provide many opportunities for active exploration; discourage watching television or videos.

### Sample Strategies to Promote Development and Learning:

- Provide child with many opportunities to play by self and with other children.
- Try new tasks with child and describe them.
- Help child feel safe and capable of trying something new or taking reasonable risks in a variety of settings.

### Sample Strategies to Promote Development and Learning:

- Encourage child to pursue favorite activities.
- Provide non-threatening environments that create opportunities for child to initiate activities.
- Recognize that child may not demonstrate and express initiative in the same way in all settings (e.g., may take initiative with peers but not in presence of elders).

## C. Persistence and Attentiveness

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Holds attention of caregiver (e.g., smiles, babbles, sustains eye-contact)</li> <li>2. Directs attention towards objects by reaching, grasping, or staring at them</li> <li>3. Examines a toy, rattle, or face for a brief period of time</li> <li>4. Repeats simple motions or activities (e.g., swats at mobile, consistently reaches for objects)</li> <li>5. Remembers where favorite items are stored</li> <li>6. Focuses on reader or story teller for brief periods of time</li> <li>7. Tries different ways of doing things</li> </ol>	<ol style="list-style-type: none"> <li>1. Wants to do favorite activities over and over again</li> <li>2. Completes simple projects (e.g., 3- to 5-piece puzzle)</li> <li>3. Continues to try a difficult task of interest for a brief period of time (e.g., builds a block structure for 3 to 5 minutes)</li> <li>4. Insists on some choices (e.g., what to wear, completing a project)</li> <li>5. Seeks assistance when encountering a problem</li> <li>6. Listens and participates in story time (e.g., turning pages of book)</li> </ol>	<ol style="list-style-type: none"> <li>1. Focuses on tasks of interest to him/her</li> <li>2. Remains engaged in an activity for at least 5 to 10 minutes, at times</li> <li>3. Completes favorite tasks over and over again</li> <li>4. Persists in trying to complete a task after previous attempts have failed (e.g., complete a puzzle, build a tower)</li> <li>5. Uses at least two different strategies to solve a problem</li> <li>6. Participates in meal time with few distractions</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Provide space and times where child can play or work at tasks without interruptions.
- Provide child with opportunities to explore different characteristics of an object (e.g., the toy has several parts; a face has eyes, ears, nose, and mouth).
- Observe child to learn which activities increase or sustain his/her interest.

### Sample Strategies to Promote Development and Learning:

- Provide time for child to engage in sustained activities, be on “toddler time.”
- Limit environmental distractions to help child sustain attention to activities (e.g., turn television off while child plays in the room).
- Talk with child about his/her activities using open-ended questions (e.g., “How did you do that? Tell me more.”).

### Sample Strategies to Promote Development and Learning:

- Comment positively on child’s persistence and concentration.
- Try child’s suggested interventions when problems are encountered; talk with child about what worked and did not work.
- Help child focus attention (e.g., “Look at this.” “I want you to pay attention to the story.”).



## D. Creativity and Inventiveness

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Inspects own hands and feet (e.g., by mouthing)</li> <li>2. Mouths, shakes, bangs, drops, or throws objects</li> <li>3. Imitates action observed in another situation (e.g., tries to stack blocks after watching another child stack blocks, bangs on surface after watching drumming at a cultural event)</li> <li>4. Uses items differently and creatively (e.g., a bucket is turned upside down to build a tower base or to be a pedestal)</li> </ol>	<ol style="list-style-type: none"> <li>1. Invents new uses for everyday materials (e.g., bangs on pots and pans)</li> <li>2. Approaches tasks experimentally, adapting as the activity evolves (e.g., uses trial and error)</li> <li>3. Displays understanding of how objects work together (e.g., gets the dustpan when adult is sweeping the floor)</li> <li>4. Enjoys opportunities for pretend play and creating things</li> <li>5. Pretends and uses imagination during play</li> </ol>	<ol style="list-style-type: none"> <li>1. Invents new activities or games</li> <li>2. Creates acceptable rules for group activities</li> <li>3. Makes up words, songs, or stories</li> <li>4. Expresses ideas through art, construction, movement, or music</li> <li>5. Engages in extensive pretend play (e.g., plays "house" or "explorers")</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Provide toys and experiences with a variety of colors, textures, sounds, shapes, and smells.
- Provide child time and opportunities to be spontaneous, silly, and messy.
- Play with child in creative ways (e.g., using soft toys to create a puppet show).

### Sample Strategies to Promote Development and Learning:

- Use open-ended questions and descriptive language when interacting with child.
- Ensure child has props from own culture to support pretend play.
- Encourage child to pretend, make-believe, and use his/her imagination.

### Sample Strategies to Promote Development and Learning:

- Provide tasks where the goal is trying different strategies rather than right or wrong answers.
- Ask child how a story may have ended differently (e.g., "What if...").
- Provide child with access to artists and artwork from own and other cultures.



## E. Reflection and Interpretation

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Tracks people and objects by moving head as they move</li> <li>2. Behaves in consistent ways to elicit desired response (e.g., kicks a mobile)</li> <li>3. Plays games with primary caregiver that involve repetition (e.g., peek-a-boo)</li> <li>4. Experiments to see if similar objects will cause similar responses (e.g., shakes stuffed animal in the same way as a rattle to hear noise)</li> <li>5. Displays recognition and excitement about game or toys from previous day</li> <li>6. Applies knowledge to new situations (e.g., bangs on bucket instead of drum)</li> </ol>	<ol style="list-style-type: none"> <li>1. Substitutes similar objects (e.g., stacks boxes like blocks)</li> <li>2. Realizes that behaviors can precede events (e.g., "If mom puts the pot on the stove, she is going to cook something to eat.")</li> <li>3. Alters behavior based on a past event and builds on it (e.g., "I did this and it didn't work, so I will do this instead.")</li> <li>4. Relates an experience today to one that happened in the past (e.g., washing hands before meal time)</li> </ol>	<ol style="list-style-type: none"> <li>1. Tells others about events that happened in the past</li> <li>2. Represents things in environment with available materials, moving from simple to complex representations (e.g., recreates picture of a house, bridge, road with blocks)</li> <li>3. Thinks out loud and talks through a situation</li> <li>4. Works out problems mentally rather than through trial and error</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Interact with child in consistent and predictable ways.
- Provide child with toys and objects that react to specific actions.
- Provide opportunities for child to try same action on different objects (e.g., shake a rattle, shake a stuffed animal, shake a ball).

### Sample Strategies to Promote Development and Learning:

- Think "out loud" and talk about ideas with child using descriptive language (e.g., "You remembered where the puzzle piece fits").
- Provide materials that are similar but produce different results (e.g., crayons, markers, paint).
- Demonstrate, explain, and provide opportunities for child to think about and avoid negative or dangerous behavior (e.g., "The stove and iron are hot").

### Sample Strategies to Promote Development and Learning:

- Talk with child about what he/she has seen, heard, or done.
- Provide child with time to process experiences and information.
- Help child remember experiences with photographs, mementos, and souvenirs.



## Domain IV

# Cognition and General Knowledge

- A. Causation: Children demonstrate awareness of cause and effect
- B. Critical and Analytic Thinking: Children compare, contrast, examine, and evaluate experiences, tasks, and events
- C. Critical and Analytic Thinking: Children use past knowledge to build new knowledge
- D. Problem-Solving: Children find multiple solutions to questions, tasks, problems, and challenges
- E. Representational Thought: Children use symbols to represent objects
- F. Representational Thought: Children distinguish between fantasy and reality
- G. Number and Sense Operations: Children demonstrate knowledge of numbers and counting
- H. Measurement: Children demonstrate knowledge of size, volume, height, weight, and length
- I. Properties of Ordering: Children identify and label shapes
- J. Properties of Ordering: Children sort, classify, and organize objects
- K. Scientific Thinking: Children collect information through observation and manipulation
- L. Scientific thinking: Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations
- M. Scientific Knowledge: Children observe and describe characteristics of living things
- N. Scientific Knowledge: Children observe and describe characteristics of the earth
- O. History: Children demonstrate knowledge of past events and awareness of how they may influence the present and future
- P. Geography: Children demonstrate awareness of location and spatial relationships
- Q. Geography: Children demonstrate knowledge of the relationship between people, places, and regions
- R. Economics: Children demonstrate knowledge of various occupations related to trade and currency
- S. Ecology: Children demonstrate awareness of the relationship between humans and the environment
- T. Technology: Children demonstrate understanding and use of technology in their surroundings
- U. Family: Children demonstrate awareness and understanding of family
- V. Community: Children demonstrate awareness of their community, human interdependence, and social roles
- W. Community: Children demonstrate civic responsibility
- X. Culture: Children demonstrate awareness and appreciation of their own and others' culture
- Y. Expression and Representation: Children use creative arts to express and represent what they know, think, believe, or feel
- Z. Understanding and Appreciation: Children demonstrate understanding and appreciation of the creative arts

## DOMAIN IV

### Cognition and General Knowledge

This domain encompasses both how children think and what children know.

Cognitive development refers to the process through which children develop their abilities to think, assimilate, and use information – in other words, how children think. This process changes over time. Initially, infants learn by using all of their senses – sight, hearing, touch, taste, and smell – combined with their ever-increasing motor skills to explore their environment. They seem to be driven to look at, listen to, handle, and chew on everything within their sight and reach – in other words, they play. At some point, roughly halfway through the first year, a huge leap in thinking skills occurs: infants develop object permanence – the ability to remember an object even when it is gone from their sight. This new cognitive skill will affect everything they do as they observe that things and people appear, disappear, and reappear constantly in their lives. Their play changes accordingly.

Sometime during toddlerhood, the use of symbols becomes integrated into the child's thinking skills. This fuels the child's ability to learn to speak his native language(s) and also changes his play. He will begin to use a block, for example, as a pretend car, or feed a doll a pretend bottle. For the rest of his preschool years, his play – the way he spontaneously interacts with his environment and his peers – will be the principal way in which he learns. Through his play, he will discover knowledge. Providing time and materials for that play will be a primary task of his teachers. Knowing when, how, and how much to extend that play will be an important task for his teachers as well.

What children know depends in large part on what they have been exposed to in their lives. A child who lives on a dairy farm may acquire quite a bit of knowledge about cows, milking, grain, and hay. Likewise, a child who lives in a high-rise apartment in a city may acquire a lot

of knowledge about public transportation and elevators. If what the child has been exposed to – learned knowledge – is valued, he is deemed “smart.” However, a child who may not have been exposed to all of the things that have been determined to be “common knowledge” may be wrongly labeled as “deprived” or “disadvantaged.”

It is important that teachers of young children realize how what the child learns from birth to age 5 becomes the foundation of general knowledge that will be needed in later years. It is the job of the teacher to expose all children to the “right stuff” so that every child has the potential to be “smart” when they later go to school.

This domain focuses on:

- A. Causation: Children demonstrate awareness of cause and effect
- B. Critical and Analytic Thinking: Children compare, contrast, examine, and evaluate experiences, tasks, and events
- C. Critical and Analytic Thinking: Children use past knowledge to build new knowledge
- D. Problem-Solving: Children find multiple solutions to questions, tasks, problems, and challenges
- E. Representational Thought: Children use symbols to represent objects
- F. Representational Thought: Children distinguish between fantasy and reality
- G. Number and Sense Operations: Children demonstrate knowledge of numbers and counting
- H. Measurement: Children demonstrate knowledge of size, volume, height, weight, and length
- I. Properties of Ordering: Children identify and label shapes
- J. Properties of Ordering: Children sort, classify, and organize objects
- K. Scientific Thinking: Children collect information through observation and manipulation

- L. Scientific thinking: Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations
- M. Scientific Knowledge: Children observe and describe characteristics of living things
- N. Scientific Knowledge: Children observe and describe characteristics of the earth
- O. History: Children demonstrate knowledge of past events and awareness of how they may influence the present and future
- P. Geography: Children demonstrate awareness of location and spatial relationships
- Q. Geography: Children demonstrate knowledge of the relationship between people, places, and regions
- R. Economics: Children demonstrate knowledge of various occupations related to trade and currency
- S. Ecology: Children demonstrate awareness of the relationship between humans and the environment
- T. Technology: Children demonstrate understanding and use of technology in their surroundings
- U. Family: Children demonstrate awareness and understanding of family
- V. Community: Children demonstrate awareness of their community, human interdependence, and social roles
- W. Community: Children demonstrate civic responsibility
- X. Culture: Children demonstrate awareness and appreciation of their own and others' culture
- Y. Expression and Representation: Children use creative arts to express and represent what they know, think, believe, or feel
- Z. Understanding and Appreciation: Children demonstrate understanding and appreciation of the creative arts



## A. Causation: Children demonstrate awareness of cause and effect

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>Looks for or orients toward a dropped object</li> <li>Uses sounds, gestures, and movements to impact the environment and interactions</li> <li>Acts on an object to make a pleasing sight, sound, or motion (e.g., kicks or swats mobile, continues to bat at object to repeat sound)</li> <li>Begins to demonstrate understanding of causality, repeats actions many times to cause desired effect</li> </ol>	<ol style="list-style-type: none"> <li>Experiments with effect of own actions on objects and people (e.g., building a tower and knocking it down)</li> <li>Observes others' actions to see the effect they will have on objects and people</li> <li>Knows playing with certain desirable or forbidden objects will get adults' attention</li> <li>Expresses beginning understanding of cause and effect (e.g., "It's quiet because you turned off the radio.")</li> </ol>	<ol style="list-style-type: none"> <li>Identifies objects that influence or affect other objects (e.g., "The food coloring makes the water blue.")</li> <li>Asks "why" questions to show effort at understanding causation (e.g., "If I do this, why does that happen?")</li> <li>Explains the effects that simple actions may have on objects (e.g., "It will be dark when you turn off the light.")</li> <li>Recognizes which element of an object causes the effect in simple relationships (e.g., the beads inside the box make the noise)</li> </ol>

### Sample Strategies to Promote Development and Learning:

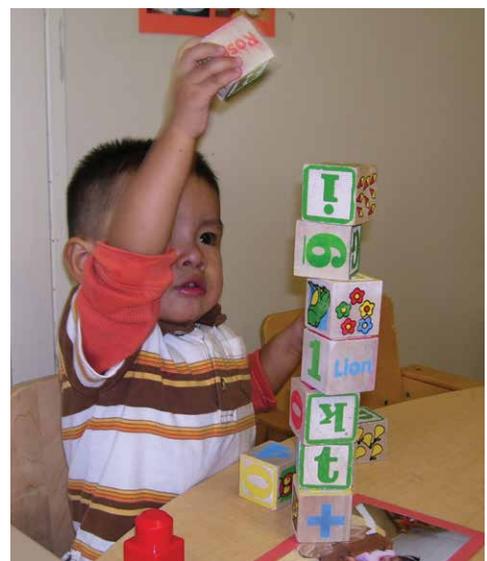
- Play turn-taking games with child (e.g., peek-a-boo).
- Demonstrate and explain the relationships between things (e.g., "If you throw your toy out of the crib, you can't reach it").
- Provide child with experiences and materials that demonstrate cause and effect relationships (e.g., place object on blanket, demonstrate to child how to pull blanket toward self to get the object).

### Sample Strategies to Promote Development and Learning:

- Provide explicit explanations for cause and effect (e.g., when child touches something hot, say "You can't touch that burner because it is hot and it will hurt you").
- Play with and manipulate different materials so child can see changes (e.g., mixing flour and water make dough).
- Describe how objects change when acted upon (e.g., the batter turns into cake; the water turns into ice).

### Sample Strategies to Promote Development and Learning:

- Engage child in activities that demonstrate cause and effect (e.g., cooking projects, planting seeds to watch them grow).
- Demonstrate, explain, and provide opportunities for child to explore cause and effect (e.g., explore what it takes to make flowers grow).
- Provide opportunities for child to engage in efforts to address the effects of local issues (e.g., pollution, littering).



## B. Critical and Analytic Thinking: Children compare, contrast, examine, and evaluate experiences, tasks, and events

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Imitates others' actions, gestures, and sounds</li> <li>2. Explores objects in many different ways (e.g., mouthing, shaking, banging, throwing)</li> <li>3. Observes others' activities and may attempt to imitate (e.g., wind arm on jack-in-box to make it open)</li> <li>4. When looking at picture of object (e.g., in book), may acknowledge same real object in environment</li> </ol>	<ol style="list-style-type: none"> <li>1. Imitates behavior seen in another place and time</li> <li>2. Notices and describes how items are the same or different (e.g., "This ball is bigger than that one." "My shirt is the same as Jane's.")</li> <li>3. Makes choices when given options (e.g., which toy to play with)</li> </ol>	<ol style="list-style-type: none"> <li>1. Shows understanding of concepts of same and different</li> <li>2. Recognizes and labels aspects of an event (e.g., long, fun)</li> <li>3. Compares experiences, with adult assistance (e.g., recalls and compares play times with different children)</li> <li>4. Explains simple benefits and/or drawbacks of choosing one course of action, with assistance</li> <li>5. Organizes objects by more than one pre-selected characteristic (e.g., crayons and markers by color and type of implement)</li> <li>6. Uses comparative words (e.g., "Now the music is faster.")</li> <li>7. Uses actions or words to justify choices</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Provide child with different toys and objects from a variety of cultures to examine, compare, and contrast.
- Describe comparisons during playful interactions.
- Provide opportunities for child to examine his/her environment (e.g., point out different colors in the room, shake a variety of containers and toys).

### Sample Strategies to Promote Development and Learning:

- Demonstrate, explain, and engage child in comparing objects' size, shape, and other characteristics (e.g., explore how a plant is different from a tree).
- Demonstrate, explain, and engage child in discussing what he/she likes and does not like about experiences.

### Sample Strategies to Promote Development and Learning:

- Provide child with opportunities to notice similarities and differences in the environment (e.g., different types of vehicles on the road).
- Provide opportunities for child to role play and assume others' perspectives.
- Read stories to child and then talk about the characters' similarities and differences.

## C. Critical and Analytic Thinking: Children use past knowledge to build new knowledge

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Shakes stuffed animal or object in same way as rattle to hear noise</li> <li>2. Demonstrates object permanence, understanding that at people or things exist even when out of view (e.g., continues to reach for toy that has been hidden under a blanket)</li> <li>3. Uses objects as intended (e.g., pushes buttons on plastic phone, drinks from cup)</li> <li>4. Understands how familiar objects are used in combination (e.g., spoon in bowl, socks on feet)</li> </ol>	<ol style="list-style-type: none"> <li>1. Generalizes ideas based on past experiences (e.g., watches caregiver blow on hot food before eating, then blows on food – hot or cold – at next meal)</li> <li>2. Connects objects and ideas (e.g., broom for sweeping; swimsuit for swimming)</li> <li>3. Searches in several locations for a toy or object</li> </ol>	<ol style="list-style-type: none"> <li>1. Applies new information or vocabulary to an activity</li> <li>2. Uses information gained through one modality and applies it to new context via another modality (e.g., tries to build a tower of blocks like the one seen in a book)</li> <li>3. Generates a strategy based on one learning event and extends it to a new learning opportunity (e.g., learns that mixing red and yellow paint makes orange, later tries coloring yellow crayon over red crayon)</li> <li>4. Labels that a person’s apparel is based on the weather outside (e.g., “Wearing a sweater means it is cold outside.”)</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Provide toys and objects of different textures that respond to actions of child (e.g., rattles, squeeze toys, cloth toys, soft balls).
- Demonstrate, explain, and engage child in activities that show how different experiences relate to one another (e.g., “Your shirt goes on over your head just like your sweater goes on over your head.”).
- Use photos and objects to talk about child’s past experiences (e.g., photos or toy animal after an outing to the park).

### Sample Strategies to Promote Development and Learning:

- Use child’s home language, experience, and culture to make connections to new experiences.
- Engage child in routine activities, explaining the why’s (e.g., “We vacuum the floor to clean up the dirt.”).
- Help child make generalizations (e.g., “If it is sunny here it will probably be sunny at school.”).

### Sample Strategies to Promote Development and Learning:

- Provide child with time and opportunities to make connections by recalling past learnings and events (e.g., engage child in “remember when…” games and discussions).
- Demonstrate, explain, and engage child in activities that recall past events and relate what he/she learned from them.
- Provide opportunities for child to generalize by asking open-ended questions (e.g., “Where else would this work? What if…?”).

## D. Problem-Solving: Children find multiple solutions to questions, tasks, problems, and challenges

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Reaches for a toy or object that has rolled away</li> <li>2. Seeks assistance from caregiver to solve a problem by using vocalizations, facial expressions, or gestures</li> <li>3. Uses objects as a means to an end (e.g., uses a bucket to transport blocks from one room to another, uses spoon to reach for food)</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses active exploration and trial and error to solve problems (e.g., tries puzzle piece in several spots until finds correct place)</li> <li>2. Tries several methods to solve a problem before asking for assistance</li> <li>3. Communicates to request assistance</li> </ol>	<ol style="list-style-type: none"> <li>1. Explores various ways to solve a problem and selects one option</li> <li>2. Seeks assistance from another child or an adult to solve problems</li> <li>3. Modifies actions based on new information and experiences (e.g., changes block structure when the tower continues to fall)</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Provide different materials to engage child.
- Demonstrate, explain, and engage child in trying things in different ways (e.g., stack blocks of different shapes and sizes, trying different combinations – square blocks on bottom, then round blocks on bottom).
- Positively acknowledge when child tries new things.

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to work out problems with and without assistance.
- Play games that have many solutions.
- Sequentially work through a problem with child to find the solution.

### Sample Strategies to Promote Development and Learning:

- Demonstrate several alternatives to solving a problem.
- Guide child through the problem-solving process.
- Apply problem-solving process to social problems at child’s level (e.g., “Enrique and you both want to paint at the easel. What needs to happen for you to share the easel and paint together?”).



## E. Representational Thought: Children use symbols to represent objects

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>Engages in sustained gazing or tracking of object with eyes</li> <li>Recognizes people, animals, or objects in pictures or photographs</li> </ol>	<ol style="list-style-type: none"> <li>Finds objects after they have been hidden nearby</li> <li>Draws or scribbles and explains what the drawing is</li> <li>Experiments with new uses for familiar objects</li> <li>Provides a simple description of a person or object that is not present (e.g., child barks when asked what noise the dog makes)</li> <li>Reacts to mental images of objects or events (e.g., claps hands when told aunt/uncle is coming to visit)</li> <li>Identifies pictures of familiar objects correctly (e.g., chooses favorite book by cover)</li> </ol>	<ol style="list-style-type: none"> <li>Provides more complex description of a person or object that is not present (e.g., child describes that the dog is black, soft, and runs around; child gestures to show how big)</li> <li>Uses symbols or pictures as representation for oral language</li> <li>Uses objects to represent real items in make-believe play</li> <li>Recognizes objects, places, and ideas by symbols (e.g., recognizes which is the men's room and which is the women's room by looking at the stick figure symbols)</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Play games with child that encourage object permanence (e.g., peek-a-boo, hide and seek).
- Model symbolic use of objects (e.g., "drink" from a toy cup).
- Ensure that pictures and books in child's environment have children that look like child as well as children from other cultural groups.

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to explore, supporting imaginative play.
- Demonstrate, explain, and engage child in activities that show how objects not seen still exist.

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to engage in symbolic play (e.g., act happy, imitate a sad puppy).
- Provide opportunities for child to draw pictures of feelings, people, animals, and objects.
- Identify and point out symbols during daily activities, demonstrating and explaining what symbols refer to.

## F. Representational Thought: Children distinguish between fantasy and reality

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Makes animal sounds</li> <li>2. Begins make-believe play (e.g., rocks or feeds a baby doll)</li> </ol>	<ol style="list-style-type: none"> <li>1. Plays make-believe with props (e.g., dolls, animals, and people)</li> <li>2. May have an imaginary friend</li> <li>3. Reacts to people in costume as if they are the characters they portray; some children may react in a fearful way</li> <li>4. Reacts to puppets as if they are real and not extensions of an adult or another child</li> </ol>	<ol style="list-style-type: none"> <li>1. Takes on pretend roles and situations, using the appropriate language, tone, and movements (e.g., pretends to be a baby, crawling on the floor and making baby sounds)</li> <li>2. Engages in complex make-believe play (e.g., theme-oriented play that involves multiple characters and settings)</li> <li>3. Makes connections between characters in books or movies, with people in real-life</li> <li>4. Questions if characters in books and movies are real or not</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Expose child to make-believe stories and songs that describe fantasy.
- Demonstrate and engage child in making a variety of animal sounds.

### Sample Strategies to Promote Development and Learning:

- Participate in child's sense of imagination by engaging in make-believe play.
- Discuss child's dreams, ideas, and imagination with him/her.
- Read fiction and nonfiction books with child and discuss how they are different.

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to develop fantasy characters while helping them differentiate between make-believe and reality.
- Help child distinguish between cartoons, puppets, characters in books and movies, and real people.



## G. Number and Sense Operations: Children demonstrate knowledge of numbers and counting

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Understands the concept of “more” in reference to food or play</li> <li>2. Uses gestures to request “more”</li> <li>3. Imitates rote counting using some names of numbers</li> </ol>	<ol style="list-style-type: none"> <li>1. Counts to at least five from memory (e.g., recites, “one, two, three...”)</li> <li>2. Imitates counting rhymes or songs (e.g., “Three Little Monkeys”)</li> <li>3. Recognizes some quantities (e.g., sees 2 blocks and says “two”)</li> <li>4. Begins to quantify and make comparisons of quantity (e.g., all, some, none, more, less)</li> </ol>	<ol style="list-style-type: none"> <li>1. Names some numerals</li> <li>2. Recognizes that a single object is “one” regardless of size, shape, or other attributes</li> <li>3. Understands that numbers represent quantity (e.g., gets three apples out of the box)</li> <li>4. Applies numbers and counting concepts to daily life (e.g., counts number of children who have raised their hand)</li> <li>5. Differentiates some letters from numerals</li> <li>6. Recognizes, names, and writes some numerals</li> <li>7. Counts to at least 20 from memory</li> <li>8. Counts at least five objects in one-to-one correspondence, without assistance (e.g., places one plate at each chair when setting table)</li> <li>9. Increasing understanding of duration of time (e.g., “all the time,” “all day”)</li> <li>10. Begins to recognize and identify coins to count money (e.g., penny, nickel, dime, quarter)</li> <li>11. Uses numbers to predict and make realistic guesses (e.g., “I think there are about 20 marbles in that jar.”)</li> <li>12. Tells what number comes before or after a given number up to ten</li> </ol>



### Sample Strategies to Promote Development and Learning:

- Count “out loud” objects in child’s environment.
- Demonstrate, explain, and engage child in activities that show “more” versus “less.”
- Sing songs and read books with numbers and counting.

### Sample Strategies to Promote Development and Learning:

- Use numerical concepts in everyday routines (e.g., ask child if he/she would like “One more or two more pieces of something.”).
- Pair objects during daily activities (e.g., “One child gets one snack.”).
- Provide child with math-related toys and objects from own and other cultural backgrounds.

### Sample Strategies to Promote Development and Learning:

- Talk aloud while doing simple math computations (e.g., number of snacks for the number of children).
- Provide opportunities for child to count objects during daily routines.
- Demonstrate to child that numbers have meaning (e.g., speed limits, temperature).

## H. Measurement: Children demonstrate knowledge of size, volume, height, weight, and length

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Plays with toys and objects with different sizes and shapes</li> <li>2. Nests smaller object inside larger one (e.g., puts block in cup)</li> <li>3. Orders a few objects by size, with assistance</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses size words, such as “many,” “big,” and “little,” appropriately</li> <li>2. Fills and empties containers (e.g., with sand or water)</li> <li>3. Compares the size of various everyday objects (e.g., puts different people’s shoes side by side to see which is longest)</li> <li>4. Identifies things that are big or small, heavy or light, and tall or short, with assistance</li> <li>5. Looks at two objects and identifies which one is bigger or smaller</li> <li>6. Explores measuring tools (e.g., measuring cup, ruler)</li> <li>7. Nests up to five cups</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses activities that explore and develop vocabulary for length and weight</li> <li>2. Uses measuring tools in play activities (e.g., measuring tape, measuring cups)</li> <li>3. Estimates size (e.g., “I’m as tall as the yellow bookshelf.”)</li> <li>4. Labels objects using size words</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Provide opportunities to develop an understanding of volume (e.g., filling, emptying).
- Describe the size, volume, weight, and length of people, toys, and objects.
- Provide child with toys that have incremental sizes (e.g., nesting cups, stackable rings) from own and other cultural backgrounds.

### Sample Strategies to Promote Development and Learning:

- Provide sand and water play, giving child opportunities to pour, fill, scoop, weigh, and dump.
- Provide opportunities for child to measure (e.g., during cooking, art projects, grocery shopping).
- Help child to arrange blocks, toys, or objects from smallest to largest or longest to shortest.

### Sample Strategies to Promote Development and Learning:

- Engage child in measuring tasks (e.g., measuring ingredients, weighing a pet).
- Model use of conventional measuring tools and methods in everyday situations.
- Demonstrate, explain, and engage child in activities that use nonstandard measurement (e.g., using handfuls to measure rice; using footsteps to measure distance).

## I. Properties of Ordering: Children identify and label shapes

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>Plays with shape toys, though often does not match correctly (e.g., the round beanbag goes in the round hole; the square beanbag goes in the square hole)</li> </ol>	<ol style="list-style-type: none"> <li>Matches simple two-dimensional shapes in form boards and puzzles (e.g., circles, squares, triangles)</li> <li>Identifies two geometric shapes (e.g., circle, square)</li> <li>Creates and copies simple shapes made by others</li> </ol>	<ol style="list-style-type: none"> <li>Identifies and labels different kinds of two-dimensional shapes (e.g., circle, rectangle, triangle)</li> <li>Compares shape and size of objects</li> <li>Creates, builds, or draws shapes</li> <li>Recognizes non-geometrical shapes in nature (e.g., clouds or other things that are not circles, squares, triangles)</li> <li>Orders shapes from smallest to largest (e.g., orders various circle sizes)</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Provide child with toys that involve shapes (e.g., blocks and play dough).
- Sing songs and read books with child about shapes.
- Identify different shapes in child's environment.

### Sample Strategies to Promote Development and Learning:

- Use shape words in daily life (e.g., "Let's cut the cornbread into squares.>").
- Identify the features of shapes when child plays with them.
- Provide opportunities for child to look for shapes during daily activities (e.g., "Where do you see circles?").

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to recognize shapes in the environment (e.g., octagonal stop sign).
- Provide materials that can be connected and combined to create new shapes.
- Take child to observe murals or other community artwork, exploring together the variety of shapes used.



## J. Properties of ordering: Children sort, classify, and organize objects

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Groups a few objects by color, shape, or size, with assistance</li> <li>2. Helps clean up environment by putting materials away (e.g., puts books in basket, blanket in cubby)</li> </ol>	<ol style="list-style-type: none"> <li>1. Collects items that have common characteristics (e.g., red blocks, shells, leaves)</li> <li>2. Arranges objects in lines (e.g., makes a row of blocks)</li> <li>3. Sorts objects by one characteristic (e.g., color)</li> <li>4. Recognizes objects arranged in series (e.g., small, medium, large)</li> <li>5. Identifies categories of objects (e.g., dogs, cats, and cows are all animals), with assistance</li> </ol>	<ol style="list-style-type: none"> <li>1. Orders several objects on the basis of one or more characteristics through trial and error (e.g., puts 4 blocks of same color in a row from smallest to largest)</li> <li>2. Creates own patterns with a variety of materials</li> <li>3. Classifies everyday objects that go together (e.g., shoe/sock, pencil/paper, comb/brush)</li> <li>4. Places objects in specific position (e.g., first, second, third)</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Sing songs and read books that name colors or identify shapes and objects with similarities.
- Demonstrate, explain, and provide opportunities for child to sort and classify (e.g., "Pick up all of the toys that are animals.>").
- Provide child with objects in a variety of shapes, colors, and sizes (e.g., plastic containers, jar lids).

### Sample Strategies to Promote Development and Learning:

- Provide different materials and objects of the same shape and color (e.g., blocks, crayons).
- Provide opportunities for child to notice patterns in nature (e.g., types of leaves).
- Play matching games with child, incorporating familiar patterns from child's cultural background, neighborhood, and community (e.g., artwork, murals, clothing, utensils).

### Sample Strategies to Promote Development and Learning:

- Demonstrate and explain examples of patterns for child to create and recreate.
- Provide opportunities for child to look for patterns in the house, classroom, or nature.
- Play classification games with child (e.g., gather a group of items that include pairs of objects that go together – shoe/sock, flower/ vase – find the items that go together).

## K. Scientific Thinking: Children collect information through observation and manipulation

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> <li>1. Turns head toward sounds or voices</li> <li>2. Gathers information through the senses (e.g., mouthing, grasping, reaching)</li> <li>3. Uses more than one sense at one time (e.g., uses sight, touch, taste, and hearing by examining and shaking a toy)</li> <li>4. Observes objects in the environment for a brief period of time</li> <li>5. Uses another object or person as a tool (e.g., expresses the desire to be picked up to reach something, uses block to push buttons on a toy)</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses all five senses to examine different objects with attention to detail</li> <li>2. Observes and manipulates objects to identify similarities or differences</li> <li>3. Observes and examines natural phenomena through senses (e.g., notices different types of insects)</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifies and distinguishes between senses (e.g., tastes, sounds, textures)</li> <li>2. Uses nonstandard tools (e.g., blocks, paper tubes) to explore the environment</li> <li>3. Uses standard tools (e.g., magnets, magnifying glass) to explore the environment</li> <li>4. Participates in experiments provided by adults and describes observations (e.g., mixing ingredients to bake a cake)</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Show child self in the mirror.
- Demonstrate and explain how things can be manipulated to make them different and/or more useful.
- Provide objects that invite exploration with multiple senses (e.g., rattle with bright colors and different textures).

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to explore natural objects and events.
- Explore the environment with child and show interest in objects found and observed.
- Provide opportunities for child to examine things in detail by asking open-ended questions.

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to learn through all of the senses (e.g., provide active and large motor strategies to support scientific thinking).
- Provide opportunities for child to share observations through pictures and words.
- Help child represent his/her observations using charts and graphs.





**L. Scientific Thinking:**  
**Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations**

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Actively uses one or more sense to explore environment (e.g., touch, sight, taste, smell, hearing)</li> <li>2. Expresses a sense of wonder about the natural world</li> <li>3. Investigates new phenomena (e.g., reaches out to touch rain)</li> <li>4. Tries new activities, motions, experiences</li> <li>5. Progresses from trial and error to solving problems more systematically, with assistance</li> </ol>	<ol style="list-style-type: none"> <li>1. Asks simple questions about the natural world (e.g., "Where did the rainbow go?")</li> <li>2. Observes and/or manipulates objects and events to answer simple questions about the natural world</li> <li>3. Demonstrates ability to think before engaging in an activity</li> <li>4. Makes guesses about what might happen based on past experience</li> </ol>	<ol style="list-style-type: none"> <li>1. Asks questions and finds answers through active exploration</li> <li>2. Records information from an experience (e.g., drawing, storytelling, writing, photographing)</li> <li>3. Makes predictions and develops generalizations based on past experiences</li> <li>4. Uses vocabulary that shows recognition of scientific principles to explain why things happen (e.g., uses words such as sink, float, melt, freeze)</li> </ol>

**Sample Strategies to Promote Development and Learning:**

- Provide child with opportunities to play and explore the natural world.
- Explore objects and the environment together with child.

**Sample Strategies to Promote Development and Learning:**

- Provide opportunities for child to ask questions about the environment and provide descriptive answers.
- Provide opportunities for child to think ahead by asking "what if" questions about the natural world.
- Provide opportunities for child to note patterns in behaviors and to discuss what comes next (e.g., "After we read a bedtime story, we turn out the lights:").

**Sample Strategies to Promote Development and Learning:**

- Demonstrate, explain, and engage child in activities that make predictions about natural events (e.g., growing seeds, caring for animals, charting weather).
- Invent and conduct simple experiments with child (e.g., which object will sink and which will float).
- Engage child in simple and nutritious cooking projects from own and other cultural backgrounds, demonstrating simple scientific principles (e.g., freeze, melt, liquid, solid).



## M. Scientific Knowledge: Children observe and describe characteristics of living things

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Notices plants, animals, and other people in the environment</li> <li>2. Explores characteristics of certain living things (e.g., picks up an earthworm, tries to catch ants)</li> </ol>	<ol style="list-style-type: none"> <li>1. Explores and investigates physical properties of living and non-living things</li> <li>2. Comments on what it takes to make things grow (e.g., "That plant needs water.")</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifies things as living or non-living based on their characteristics (e.g., breathes, moves, grows)</li> <li>2. Describes characteristics of plants, animals, and people (e.g., "That tree grew really tall!")</li> <li>3. Notices similarities, differences, and categories of plants and animals</li> <li>4. Demonstrates understanding of changes in the appearance, behavior, and habitats of living things (e.g., plants, spider webs)</li> <li>5. Asks questions about growth and change in plants and animals</li> <li>6. Demonstrates understanding of how things grow and change</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Sing songs and read books from a variety of cultural backgrounds with child that describe plants and animals and how they grow and change.
- Take child on field trips to places where he/she can observe and explore living things (e.g., zoo, farm, park).

### Sample Strategies to Promote Development and Learning:

- Help child safely observe animals and insects around the home and neighborhood.
- Provide opportunities for child to observe and interact with live animals and plants (e.g., field trips to farm, zoo, veterinarian's office, science museum, aquarium, plant nursery).
- Read or act out stories and legends about plants and animals from child's cultural background.

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to use all five senses to learn about the outdoor environment (e.g., listen for sounds of nature, watch small insects, smell freshly mowed grass, touch rough pine cones).
- Explain and engage child in activities that explore plants and animals, including those found in diverse cultures.
- Provide opportunities for child to take care of living things (e.g., non-toxic houseplants, pets).

## N. Scientific Knowledge: Children observe and describe characteristics of the earth

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Observes sun and clouds</li> <li>2. Enjoys playing with water, sand, and mud</li> </ol>	<ol style="list-style-type: none"> <li>1. Asks questions about the earth</li> <li>2. Identifies weather (e.g., sun, rain, snow)</li> <li>3. Identifies or labels earth's materials (e.g., water, rocks, dirt, leaves)</li> <li>4. Demonstrates curiosity about the natural environment by asking "why" questions (e.g., "Why is the grass green?")</li> </ol>	<ol style="list-style-type: none"> <li>1. Investigates properties of rocks, dirt, and water</li> <li>2. Recognizes and provides simple descriptions of the states of matter (e.g., "Water is wet.")</li> <li>3. Makes simple observations of the characteristics and movement of sun, moon, stars, and clouds</li> <li>4. Discusses changes in the weather and seasons, using common weather-related vocabulary (e.g., rainy, sunny, windy)</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Take child on walks, describing what you see.
- Read nonfiction books and sing songs with child that describes the properties of the earth.
- Provide safe opportunities for child to explore dirt, sand, and water.

### Sample Strategies to Promote Development and Learning:

- Introduce child to pictures of natural phenomena (e.g., sea, caves, waterfalls, forests).
- Provide opportunities for child to explore his/her natural environment.
- Demonstrate, explain, and provide activities for child to take care of the environment.

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to share observations of the earth.
- Help child develop a nature collection (e.g., leaves, shells).
- If possible, go to museums or community events that focus on the natural world (e.g., planetarium, aquarium, earth day event).



**O. History:**  
**Children demonstrate knowledge of past events and awareness of how they may influence the present and future**

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>Shows anticipation for regularly scheduled daily activities</li> <li>Recognizes the beginning and end of an event (e.g., claps at the end of a song)</li> <li>Recalls information about the immediate past (e.g., after eating, says "All done!")</li> </ol>	<ol style="list-style-type: none"> <li>Anticipates recurring events in typical routines ("After I eat lunch, I will hear a story.")</li> <li>Connects new experiences to past experiences</li> <li>Experiments with general terms related to the elements of time (e.g., "Today we are going to Grandma's.")</li> <li>Makes predictions about what may occur</li> </ol>	<ol style="list-style-type: none"> <li>Retells a simple story or event in roughly sequential order</li> <li>Uses time-related words and concepts (e.g., first/last, morning/night, yesterday/today), though not always accurately</li> <li>Gives simple accounts of what happened that day</li> <li>Establishes causal patterns between past, present, and future events, with assistance</li> <li>Uses phrases that suggest awareness of the past (e.g., "When I was a baby...")</li> </ol>

**Sample Strategies to Promote Development and Learning:**

- Demonstrate, explain, and give child routines, talking about what happens before and after.
- Label events and routines (e.g., use time words such as today, tomorrow, next, later, long ago).
- Look at photo album or family videos with child.

**Sample Strategies to Promote Development and Learning:**

- Tell stories from the past, indicating awareness of time by beginning, "A long time ago..."
- Talk with child to recall what happened yesterday or last night.
- Spend time with elderly relatives.

**Sample Strategies to Promote Development and Learning:**

- Provide child with opportunities to play with time keeping materials (e.g., clocks, watches, timers, calendars).
- Demonstrate, explain, and provide activities for child about what will happen in the future and what has happened in the past ("What did you have for lunch today?").
- Provide opportunities for child to interact with family members about family and community history.





## P. Geography: Children demonstrate awareness of location and spatial relationships

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Explores environment in the presence of caregiver</li> <li>2. Explores spatial relationships (e.g., attempts to fit own body in boxes or tunnels)</li> <li>3. Develops awareness of own body and how much space it takes up</li> </ol>	<ol style="list-style-type: none"> <li>1. Distinguishes between near and far</li> <li>2. Experiments with physical relationships (e.g., on/under, inside/outside)</li> <li>3. Shows interest in investigating geography tools (e.g., map, compass, globe)</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses words to indicate direction, position, and size, not always accurately</li> <li>2. Creates representations of locations and space during play (e.g., builds steep mountain road in sandbox)</li> <li>3. Names street, neighborhood, city or town where he/she lives</li> <li>4. Understands physical relationships (e.g., on/under, inside/outside)</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Provide many opportunities for child to explore the environment.
- Explain what child sees and finds in the environment.
- Provide child opportunities to experience different physical positions (e.g., floor time, carrying time).

### Sample Strategies to Promote Development and Learning:

- Use position words in a conscious way (e.g., suggest child puts magazine under the book that is on the table).
- Play with child, creating situations related to travel (e.g., take “trips” on a bus or plane, use road maps and pictures of different places he/she has been).

### Sample Strategies to Promote Development and Learning:

- Play games with child that incorporate using and responding to position words (e.g., left, right, first, last, big, little, top, bottom).
- When traveling, use directional terms (e.g., “We will turn left at the next street.”).
- Take walking trips around the neighborhood, making note of geographic features and landmarks.

**Q. Geography:**  
**Children demonstrate knowledge of the relationship between people, places, and regions**

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Recognizes some familiar places (e.g., home, store, grandparent’s house)</li> <li>2. Knows where favorite toys or foods are stored in own home</li> </ol>	<ol style="list-style-type: none"> <li>1. Distinguishes different environments by the people or signs that are a part of that environment (e.g., see pictures of fish and says, “They live in water.”)</li> <li>2. Recognizes own house when approaching</li> <li>3. Recognizes familiar buildings (e.g., school, restaurant, library)</li> </ol>	<ol style="list-style-type: none"> <li>1. Matches objects to their usual geographic locations (e.g., stove in the kitchen, bed in the bedroom, tree in the park)</li> <li>2. Develops awareness of some characteristics of own geographic region (e.g., “It rains/snows here a lot.”)</li> <li>3. Recognizes where he/she is while traveling in familiar areas, most of the time</li> <li>4. Recognizes that roads have signs or names and houses and apartments have numbers to help identify locations</li> </ol>

**Sample Strategies to Promote Development and Learning:**

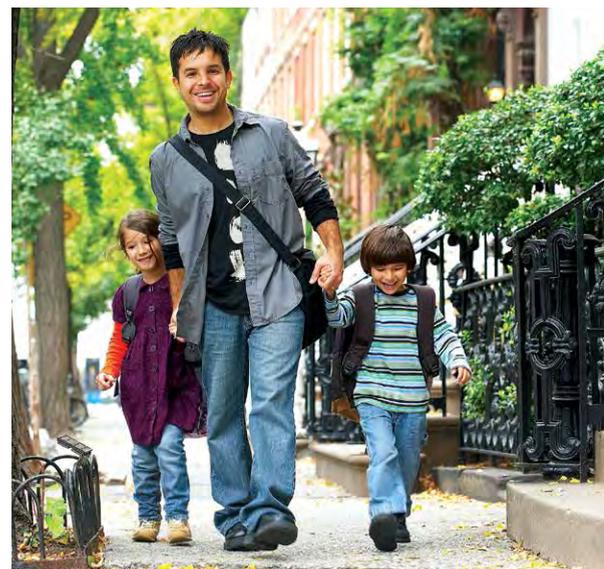
- Give child many opportunities to explore the environment.
- Narrate what child sees and finds in the environment.

**Sample Strategies to Promote Development and Learning:**

- Read aloud books about children living in different climates and discuss how their food, clothing, and houses are different.
- Take child to geographical locations that may be unfamiliar (e.g., parks, mountains, ocean, new neighborhoods).
- Take child for walks around the neighborhood and point out signs and landmarks that indicate locations.

**Sample Strategies to Promote Development and Learning:**

- Explain and provide activities about where child has been on trips or other places he/she has lived.
- Demonstrate and explain the use of maps and globes in the presence of child.



**R. Economics:  
Children demonstrate knowledge of various  
occupations related to trade and currency**

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Depends on others to provide for wants and needs</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognizes relationship between supply and demand (e.g., understands that he/she cannot have another cracker because they are all gone)</li> <li>2. Recognizes and uses objects for barter or trade during play, with assistance</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrates awareness of money being needed to purchase goods and services</li> <li>2. Plays store or restaurant with play or real money, receipts, credit cards, telephones</li> <li>3. Demonstrates understanding that coins of different sizes and colors have different names</li> <li>4. Talks about what wants to be when he/she grows up</li> <li>5. Demonstrates understanding of sharing and interdependence</li> </ol>

**Sample Strategies to Promote Development and Learning:**

- Read aloud books about different types of occupations.
- Explain people’s different jobs in context (e.g., “I’m going to work now.”).

**Sample Strategies to Promote Development and Learning:**

- Provide child with play materials that have economic uses (e.g., cash registers, wallets, purses, checkbooks, credit cards, receipts) for dramatic play.
- Use the names of coins and currency, demonstrating and explaining both their real and relative value.
- Provide opportunities for child to make choices and discuss consequences of choices.

**Sample Strategies to Promote Development and Learning:**

- Provide play opportunities for child to purchase things in dramatic play (e.g., grocery store, bank, post office, shoe store).
- Demonstrate, explain, and provide activities about how all people need food, shelter, and clothing.
- Demonstrate, explain, and provide activities about how things can be used as a substitute for money (e.g., checks, coupons, credit/debit cards).

## S. Ecology: Children demonstrate awareness of the relationship between humans and the environment

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Expresses interest in nature (e.g., flowers, a breeze, snow)</li> <li>2. Recognizes trash as trash</li> <li>3. Knows where the trash receptacle and recycle bin, if available, are in own home or learning setting</li> </ol>	<ol style="list-style-type: none"> <li>1. Helps with home and class routines that keep the house/classroom clean</li> <li>2. Discards trash in appropriate receptacle</li> <li>3. Recognizes and responds to characteristics of the environment (e.g., exclaims out loud when sees bird or a very tall tree)</li> <li>4. Uses natural objects for play (e.g., makes mud pies, makes a house out of sticks, uses leaves for a pillow)</li> </ol>	<ol style="list-style-type: none"> <li>1. Shows awareness of environment by noticing features of own home and other familiar places (e.g., recounts how water flowed over the road on the way to store)</li> <li>2. Recognizes things that do not belong in the environment (e.g., litter)</li> <li>3. Participates in protecting equipment and materials from weather or other natural phenomena</li> <li>4. Helps to sort cans, bottles, and paper into the proper recycling containers, where available</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Provide child with regular opportunities to play outdoors.
- Model environmentally responsible behavior (e.g., not littering; picking up trash on a walk; discarding trash in appropriate receptacle).

### Sample Strategies to Promote Development and Learning:

- Demonstrate, explain, and engage child in activities about the environment and what people can do to protect it.
- Make taking care of the indoor and outdoor environment a normal part of the daily routine.
- Carry a plastic bag on walks with child so you can safely pick up litter.

### Sample Strategies to Promote Development and Learning:

- Explain and provide activities about where child has been on trips or other places he/she has lived.
- Demonstrate and explain the use of maps and globes in the presence of child.





## T. Technology: Children demonstrate understanding and use of technology in their surroundings

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Enjoys listening to music from a CD player or radio</li> <li>2. Shows interest in technology (e.g., turns toward ringing telephone)</li> <li>3. Enjoys using play technology objects (e.g., wind-up toy)</li> <li>4. Turns a light switch on and off</li> </ol>	<ol style="list-style-type: none"> <li>1. Plays with battery-operated toys and learning objects, with assistance</li> <li>2. Operates a simple tape or CD player to listen to a recorded story, with assistance</li> <li>3. Makes mechanical toys work, if labeled safe for children under 3 years old</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicates with family members or other familiar people using telephone or other communicative device, with assistance</li> <li>2. Describes stories, images, or sounds experienced with technology (e.g., music on CD player, program on television, story heard on tape)</li> <li>3. Uses accurate vocabulary to identify technology (e.g., camera, computer, printer, television)</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Provide a safe “child-proof” environment (e.g., cover electrical outlets, keep electronic appliances safely out of child’s reach).
- Discourage use of television, videotapes, and computers.
- Provide child with experiences and materials that demonstrate how objects can assist in accomplishing a task (e.g., place object on blanket, demonstrate to child how to pull blanket toward self to get the object).

### Sample Strategies to Promote Development and Learning:

- Limit child’s television/video/computer time to no more than half an hour per day of quality children’s programming.
- Ensure that all technology-based resources child is exposed to (e.g., television programming, computer software) reflect and affirm diverse cultures, languages, and ethnic heritages.
- Eliminate all technology-based resources (e.g., television programming, computer software) that contain violence and adult humor.

### Sample Strategies to Promote Development and Learning:

- Invent and construct simple objects or structures that can be used to assist in a task, using common tools and materials in a safe manner (e.g., a stick of wood with play dough on the tip to use to pick up pieces of paper without stooping over).
- Actively participate with child when watching television or using the computer.
- Monitor and limit the quantity and quality of child’s computer use.

## U. Family: Children demonstration awareness and understanding of family

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Kicks legs and squeals when familiar adult appears</li> <li>2. Initiates contact with caregivers</li> <li>3. Shows affection (e.g., hugs and kisses) to familiar adults</li> <li>4. Develops and maintains trusting relationships with primary caregiver</li> <li>5. Addresses at least two family members by name</li> <li>6. Recognizes immediate family members in photographs</li> </ol>	<ol style="list-style-type: none"> <li>1. Can state own first and last name</li> <li>2. Recognizes roles within own home (e.g., “Daddy cooks supper and mommy washes the dishes.”)</li> <li>3. Pretends to nurture a doll by feeding and talking to it</li> <li>4. Gives names to toys and dolls that reflect family and circle of friends</li> <li>5. Identifies boys and girls</li> </ol>	<ol style="list-style-type: none"> <li>1. Describes family members and begins to understand simple relationships to one another (e.g., “Marika is my sister.”)</li> <li>2. Talks about grandparents or other family members and discusses how they look the same and/or different from children</li> <li>3. Identifies self as a member of a specific family and cultural group</li> <li>4. Adopts the roles of different family members during dramatic play</li> <li>5. Enjoys being told stories about family routines and stories with family members as the “characters”</li> <li>6. Draws a family portrait</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Involve child in family traditions, rituals, and activities.
- Help child identify and name family members and their relationships and roles.
- Create a baby-proof family album that child can explore.

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for family members to talk with child about family history and culture.
- Provide props and dress-up clothes for child to play different family roles (both male and female).
- Display photos of child and his/her family at child’s eye level.

### Sample Strategies to Promote Development and Learning:

- Assist child in creating an All About Me book with pictures and captions.
- Read stories about families and talk about child’s own and others’ families.
- Help child distinguish people and relationships (e.g., brother, aunt, cousin).
- Provide opportunities for child to spend time with elderly relatives.



## V. Community: Children demonstrate awareness of their community, human interdependence, and social roles

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Begins to watch other children</li> <li>2. Reaches out to touch other children or grabs their toys</li> <li>3. Recognizes the names of other children</li> <li>4. Shows recognition of the family members of other children</li> <li>5. Begins to participate in simple parallel play with other children</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifies the possessions of other children</li> <li>2. Shows interest in peers by including them in play, referring to them by name</li> <li>3. Recognizes that different people have different roles and jobs in the community</li> <li>4. Functions as a member of various communities (e.g., classroom, neighborhood, faith-based community)</li> <li>5. Shows interest in community workers (e.g., garbage collector, mail carrier, doctor)</li> <li>6. Participates in family routines</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifies people by characteristics other than name, when asked</li> <li>2. Names a parent’s job (e.g., nurse, plumber, farmer), but may not know what parent actually does at the job</li> <li>3. Recognizes some community workers and increases awareness of their jobs</li> <li>4. Pretends to be different community workers during play (e.g., grocery store clerk, construction worker, doctor, shoe salesperson)</li> <li>5. Recognizes that people have different communities (e.g., family, neighborhood, school, faith-based community, job)</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Demonstrate, explain, and provide opportunities for child to interact with other children and adults who are in the room.
- Provide opportunities for child to play in diverse environments with other children (e.g., play group, park, friend’s home).
- Read aloud books about families in other communities, cultures, or countries.

### Sample Strategies to Promote Development and Learning:

- Take field trips in the community to increase awareness of roles people play (e.g., library for story hour, nursery where child can pot plants).
- Encourage child to participate in classroom duties and household chores.
- Display pictures and read aloud books that portray a variety of workers and community helpers reflective of women and people from child’s own and other cultural backgrounds.

### Sample Strategies to Promote Development and Learning:

- Take child on field trips to observe community workers.
- Use group time (e.g., family dinner, circle time) to discuss the idea of community and interdependence.
- Provide opportunities for child to express knowledge of social roles through creative art and drama.

## W. Community: Children demonstrate civic responsibility

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Follows simple directions</li> <li>2. Tries out roles and relationships through imitation (e.g., smiles at self in mirror, plays peek-a-boo)</li> <li>3. Requests assistance when needed</li> <li>4. Looks to caregivers for assistance and guidance</li> </ol>	<ol style="list-style-type: none"> <li>1. Tries out roles and relationships through pretend play (e.g., play doctor, house)</li> <li>2. Recognizes that there may be different rules in different places (e.g., school rules may be different from those at home) and follows appropriate set of rules, with assistance</li> <li>3. Participates actively as a member of the family or classroom community (e.g., helping during clean-up time)</li> <li>4. Helps adult with simple chores</li> </ol>	<ol style="list-style-type: none"> <li>1. Shows awareness of group rules (e.g., waits before painting because the easels are full)</li> <li>2. Helps to make rules for free choice play (e.g., "Only 4 people at the sand table.")</li> <li>3. Follows rules while playing games and reminds others of the rules</li> <li>4. Responds to another child's needs by sometimes giving and sharing</li> <li>5. Notices if another child is missing an essential article to participate in the group (e.g., other child does not have crayons to draw with)</li> <li>6. Invites other children to join groups or other activities</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Be responsive and nurturing to child.
- State rules in a manner that promotes positive thinking rather than negative thinking (e.g., "We use walking feet" instead of "No running").
- Offer child easy-to-follow directions, one at a time.

### Sample Strategies to Promote Development and Learning:

- Discuss how each person, including adults, can share in classroom responsibilities (e.g., cleaning up play areas together).
- Give child options rather than commands.
- Provide opportunities for child to make choices.

### Sample Strategies to Promote Development and Learning:

- Include child in the development of rules to promote interdependence and understanding of the rules.
- Establish rules that address bias and prejudice that are understood by child (e.g., "We call other children names that make them feel good about themselves.").
- Take child with you when you go to vote during elections.
- Demonstrate and discuss public manners (e.g., asking permission to touch things, saying thank you and goodbye).
- Create opportunities for cooperation (e.g., ask two children to do a task together).





**X. Culture:  
Children demonstrate awareness and appreciation of their own and others' culture**

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Recognizes simple differences between people (e.g., shows curiosity about someone who wears glasses or has skin color other than own)</li> <li>2. Interacts with other children who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs</li> </ol>	<ol style="list-style-type: none"> <li>1. Enjoys poems, stories, and songs about a variety of people and cultures</li> <li>2. Displays knowledge of basic concepts of own heritage and background (e.g., shows pictures or objects from home)</li> <li>3. Asks simple questions about other children and adults (e.g., "Where is Simon?")</li> </ol>	<ol style="list-style-type: none"> <li>1. Asks questions about other children's appearance and behavior</li> <li>2. Asks questions about similarities and differences in other people (e.g., language, hair styles, clothing)</li> <li>3. Shows respect for similarities and differences (e.g., does not laugh at somebody who is different)</li> <li>4. Begins to develop awareness, knowledge, and appreciation of own culture</li> <li>5. Recognizes and celebrates similarities and differences between people of different cultures in his/her circle of contact</li> </ol>

**Sample Strategies to Promote Development and Learning:**

- Share stories, songs, and poems about child's own and other cultures.
- Model caring and kindness for all people and treat others with respect and fairness.
- Clarify with child's family what is the child's cultural membership and immerse child in his/her own culture.

**Sample Strategies to Promote Development and Learning:**

- Provide opportunities for child to interact with children of other cultures.
- Display images reflective of child's own cultural heritage and physical appearance.
- Provide food, music, art materials, books, photos, and dramatic play props that reflect child's own family and culture.

**Sample Strategies to Promote Development and Learning:**

- Introduce and talk with child about other cultures within his/her community (e.g., visit ethnic restaurants or grocery stores, cultural festivals).
- Teach child words in other languages (e.g., "Hello" in Spanish is "hola," and in Chinese it is "ni hao").
- Choose books, music, activities, and children's shows that celebrate diverse cultures.

**Y. Expression and Representation:**  
**Children use creative arts to express and represent what they know, think, believe, or feel**

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Gazes at pictures, photographs, and mirror images</li> <li>2. Enjoys repetition</li> <li>3. Experiments with a variety of sound sources (e.g., rattles, bells)</li> <li>4. Exhibits an increased variety of movements to express self using different body parts</li> <li>5. Imitates sounds, facial expressions, and gestures of another person</li> <li>6. Imitates sounds or actions of an animal or object</li> <li>7. Experiments with a variety of art materials (e.g., paint, markers, crayons, pencils)</li> <li>8. Shows preferences for certain colors</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses a variety of materials for tactile experience and exploration (e.g., paint, glue, 3-dimensional materials, musical instruments)</li> <li>2. Engages in the artistic process with enthusiasm</li> <li>3. Explores various ways of moving with or without music</li> <li>4. Explores simple songs using voice and/or instruments</li> <li>5. Engages in pretend play</li> </ol>	<ol style="list-style-type: none"> <li>1. Participates in music experiences (e.g., singing, finger plays, chants, musical instruments)</li> <li>2. Remembers the words to a song that is sung often in the classroom</li> <li>3. Asks to sing a particular song</li> <li>4. Participates freely in dramatic play activities (e.g., pantomimes movement of familiar things, acts out stories, re-enacts events from his/her own life)</li> <li>5. Tries one type of art many times (e.g., painting at easel several days in a row, using different colors, or covering the whole paper with paint)</li> <li>6. Performs simple elements of drama (e.g., audience, actors, stage)</li> <li>7. Pretends to be on stage and use a microphone</li> </ol>

**Sample Strategies to Promote Development and Learning:**

- Actively describe to child what you see.
- Provide opportunities for child to experiment with safe art materials and create simple art projects.
- Sing songs to and with child (e.g., while working around the house or waiting for the bus).

**Sample Strategies to Promote Development and Learning:**

- Express a sense of awe and appreciation of artwork – those that child creates and those that others create.
- Provide child with simple musical instruments (e.g., rhythm sticks, drums, tambourine).
- Expose child to a variety of live and recorded music.

**Sample Strategies to Promote Development and Learning:**

- Point out various types of art and materials found in books, photographs, and on the computer.
- Provide daily creative art opportunities using a variety of materials (e.g., watercolors, collage materials, paints, paper, scissors, glue, crayons).
- Involve child in diverse musical activities (e.g., song, dance, rhythm, playing musical instruments) from his/her own and other cultural backgrounds.

## Z. Understanding and Appreciation: Children demonstrate understanding and appreciation of the creative arts

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>Shows interest in sounds, tones, voices, music, colors, and shapes</li> <li>Enjoys rhythms and songs</li> <li>Prefers repetition of familiar songs and rhythmic patterns</li> <li>Interacts with others through touch and motion</li> <li>Enjoys looking at children’s books of dance, music, theater, and visual arts</li> </ol>	<ol style="list-style-type: none"> <li>Observes and responds to artwork produced by other individuals and/or cultures</li> <li>Imitates movement after participating in or watching others perform games or songs</li> <li>Exhibits interest when watching musical, dance, or theater performances by other individuals</li> <li>Identifies favorite storybook characters</li> </ol>	<ol style="list-style-type: none"> <li>Watches other children dance, then tries to mimic the dance steps</li> <li>Listens attentively at a children’s concert, play, or puppet show</li> <li>Hums or moves to the rhythm of recorded music</li> <li>Shares various forms of art found in own environment</li> <li>Wonders about or asks questions about works of art, paintings, songs, dance, and theatre</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Expose child to a range of voice sounds (e.g., singing, speaking, humming).
- Expose child to music from a variety of cultures and styles (e.g., jazz, rock, ethnic, classical).
- Show an enjoyment of music and participate in musical activities around child (e.g., sing aloud).

### Sample Strategies to Promote Development and Learning:

- Provide daily musical activities, games, instruments, singing, and books.
- Display the work of artists through prints, posters, paintings, and books from child’s own and other cultural backgrounds.
- Provide multiple opportunities for child to listen to music of all cultures and styles.

### Sample Strategies to Promote Development and Learning:

- Attend and view live musical performances with child.
- Provide various forms of dramatic expression (e.g., puppetry, storytelling, dance, plays, pantomime, theater).
- Involve child in musical experiences that reflect diverse cultures (e.g., singing, dancing, listening, acting).





## Domain V

# Language, Communication, and Literacy

- A. Dual Language Acquisition
- B. Receptive Vocabulary
- C. Expressive Vocabulary
- D. Grammar and Syntax
- E. Comprehension
- F. Expressive/ Oral Language
- G. Listening Skills
- H. Oral and Written Communication
- I. Conventions of Social Communication
- J. Reading: Phonological Awareness
- K. Reading: Alphabetic Principle
- L. Reading: Print Concepts
- M. Reading: Comprehension of Printed Materials
- N. Reading: Awareness that Written Materials Can Be Used for a Variety of Purposes
- O. Reading: Appreciation and Enjoyment
- P. Writing: Alphabet Knowledge
- Q. Writing Conventions
- R. Writing: Use Writing for a Variety of Purposes

## DOMAIN V

### Language, Communication, and Literacy

This domain encompasses the child's ability to communicate, i.e., his ability to convey feelings or thoughts so that he is clearly understood as well as his ability to accurately interpret the thoughts and feelings of others. Communicating effectively with others requires use of oral language, a unique system of vocal and verbal sounds with vocabulary, syntax, grammar, and its own set of conventions that children are born programmed to learn. It also requires interpreting and using the nonverbal language of facial expressions, body posture, and gestures. In addition, children later learn to read and write (literacy).

Young infants communicate their needs through crying. There are many different cries that a parent of a newborn learns to discern – hunger,

pain, discomfort, fatigue, boredom, and tension discharge. Parents and teachers must respond to these cries for they are the infant's first "language." Infants also communicate nonverbally: averted eyes can mean "that's too much;" turning the face away means "I'm done;" a tense body can mean "I don't like that;" while a relaxed body or a steady gaze means "I like this" or "keep doing what you are doing." When a young infant communicates a need that is responded to, interpreted correctly, and met, the infant, over time, learns that "If I feel this way and do this (cry), that person will appear and do things that make me feel better."

In time, the infant will add coos, babbles, and smiles to his repertoire and find that they yield even more responsive results than his cries or first gestures did. Now other people can more accurately interpret and meet his needs. Adding actual words during toddlerhood takes his ability to be understood to new heights, and soon he is even able to communicate quite effectively using such words as "NO, MINE!" He becomes more proficient and intelligible and finally breaks the linguistic



code of his primary language. He will continue to build vocabulary and increase the complexity of his speech throughout the rest of his early years.

The young child will also notice symbols in his environment. A unique set of symbols is on every grocery store that he goes to with mom or dad. The bus stop has different symbols on the top of each shelter. His cubby and his toothbrush at day care have yet another set of symbols. In addition, as his fine motor skills develop, he will want to learn how to make some of these symbols on his own – usually starting with the one that begins his name. He will ultimately master the task of understanding what these symbols mean (reading) and deciding which ones to use to convey what he thinks, and be able to make them legible (writing) during his primary grade school years.

How well parents and teachers respond to the young child's attempts to communicate will greatly influence how well that child ultimately communicates. The child who is spoken WITH, not TO, as he is cared for will learn that communication is a give and take process and that being able to communicate well is the key to understanding others and to being understood.

Early childhood education plays an essential role in preparing young English language learners (ELL) for later success in school. The youngest children seem born with an aptitude to learn multiple languages simultaneously, and research shows that young native speakers learn English as a second language in rich classroom settings with relative ease, provided that the teacher creates opportunities and experiences to support this. Also during this time, a child's young peers are highly effective teachers, modeling language and providing a safe climate for new English speakers to experiment with their new language in nonthreatening ways especially during free-play opportunities. In the beginning, supportive and nurturing teachers learn a few important words and phrases in the child's native/home language to help create an environment that is safe and trusting. Phrases about using the bathroom, parents, and food are most helpful. Children who have a rich and supportive language environment in the classroom are likely to build proficiency in the second language more easily and quickly.

This domain focuses on how a child develops:

- A. Dual Language Acquisition
- B. Receptive Vocabulary
- C. Expressive Vocabulary
- D. Grammar and Syntax
- E. Comprehension
- F. Expressive/ Oral Language
- G. Listening Skills
- H. Oral and Written Communication
- I. Conventions of Social Communication
- J. Reading: Phonological Awareness
- K. Reading: Alphabetic Principle
- L. Reading: Print Concepts
- M. Reading: Comprehension of Printed Materials
- N. Reading: Awareness that Written Materials Can Be Used for a Variety of Purposes
- O. Reading: Appreciation and Enjoyment
- P. Writing: Alphabet Knowledge
- Q. Writing Conventions
- R. Writing: Use Writing for a Variety of Purposes

## A. Dual Language Acquisition

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Responds to familiar words in home language (e.g., “clap” – the child claps) and attends to sounds in English (e.g., “clap” – looks towards speaker)</li> <li>2. Uses eight to 10 understandable words in home language and may not possess any words in the English vocabulary</li> <li>3. Communicates needs through single-word speech in home language and through facial expression or actions (e.g., points to object desired) if attempting to communicate in English</li> </ol>	<ol style="list-style-type: none"> <li>1. Follows simple verbal direction in home language and attempts to make sense of a direction given in English when accompanied by a nonverbal gesture (e.g., signal for come here)</li> <li>2. Often uses sounds from home language when speaking in English (e.g., Spanish “v” “may be pronounced like “b” so Spanish speaking child might say “bery” for “very”)</li> <li>3. Has a larger vocabulary in home language and is beginning to acquire an English vocabulary</li> <li>4. Recalls words from simple songs in home language and recognizes words from songs in English</li> <li>5. Asks simple questions in home language; uses gestures or single words to ask questions in English</li> <li>6. Inserts words from home language while speaking in English, sometimes</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrates understanding that there are languages other than the home language (e.g., identifies sentence spoken in home language in comparison to one spoken in English)</li> <li>2. Relies on nonverbal cues to communicate in English, but does not rely on nonverbal cues to communicate in home language</li> <li>3. Focuses on the meaning of words rather than grammar in acquiring spoken English language competency</li> <li>4. Follows linguistic rules of home language and constructs own rules for English</li> <li>5. Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate</li> <li>6. If bilingual, adjusts language and communication form used according to person with whom he/she is speaking</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Support child’s use of home language by talking to, reading, and singing in the home language.
- When presenting child with words in English, present them in groups (e.g., animal names) and within a context.
- Help child link English vocabulary to real-life experiences by using pictures, objects, and events.

### Sample Strategies to Promote Development and Learning:

- Read books with child in home language with supplemental reading in English.
- Create a supportive environment for learning the home language while also exposing child to English.
- Speak English in ways that help ELL child understand (e.g., simple sentences, repetition, use of gestures).

### Sample Strategies to Promote Development and Learning:

- Help child develop reasoning skills through use of home language.
- Devise strategies that build a home-school collaboration to reinforce home language competency and promote learning English.
- Identify and explain patterns in errors of spoken English to help child acquire language competency (Note: do not correct child but guide child by example).

## B. Receptive Vocabulary

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Responds to sounds in the environment (e.g., startles or cries if there is an unexpected sound)</li> <li>2. Recognizes familiar voice by turning towards speaker</li> <li>3. Responds to own name</li> <li>4. Calms to familiar voices</li> <li>5. Responds to “no”</li> <li>6. Responds appropriately to simple requests such as “wave bye-bye”</li> <li>7. Points to familiar person/s when requested (e.g., “Where is mommy?”)</li> <li>8. Points to objects when named (e.g., “Where is your blanket?”)</li> <li>9. Has a receptive vocabulary of over 50 words in home language</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrates understanding of simple directions by responding appropriately (e.g., “Give daddy the cup, please.”)</li> <li>2. Identifies at least three body parts, when requested</li> <li>3. Identifies some people, objects, and actions by appropriate gestures or speech when named</li> <li>4. Responds to directions that include verbs (e.g., run, jump, reach, open)</li> </ol>	<ol style="list-style-type: none"> <li>1. Responds appropriately to a request (e.g., “Bring me the green towel.”)</li> <li>2. Has a receptive vocabulary of several hundred words in home language</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Describe everyday objects found in the home using correct vocabulary (e.g., bed, door).
- Provide opportunities for child to point to familiar objects and actions for which he/she knows the names.
- Play labeling games with child (e.g., “Where is your nose?”).

### Sample Strategies to Promote Development and Learning:

- Use as diverse range of a vocabulary as possible when talking with child.
- When in a new environment make up games like “What do you see?” and label aloud what you see around you (e.g., animals in the environment, name them aloud).
- Read daily with child and explain new vocabulary.

### Sample Strategies to Promote Development and Learning:

- Use increasingly complex words, in context, and explain their meaning when talking with child.
- Provide opportunities for child to listen for new words in the environment and identify them when heard.
- Play “placing games” with child to show understanding of prepositions (e.g., “Put the ball under/on top of/ beside the table.”).

## C. Expressive Vocabulary

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Makes sounds or gestures that let others know that he/she is experiencing pain, pleasure, or discomfort or to express needs (e.g., cries when upset, coos and squeals when content)</li> <li>2. Imitates non-speech sounds (e.g., cough, click of tongue)</li> <li>3. Babbles using many sounds (e.g., two-lip sounds: “p,” “b,” and “m”)</li> <li>4. Babbles in sentence-like sequences; puts words and sounds together in speech-like patterns</li> <li>5. Uses consistent sound combinations to indicate specific object or person (e.g., “da-da” for daddy)</li> <li>6. Combines words and gestures (e.g., waves when saying goodbye)</li> <li>7. Uses eight to 10 understandable words (e.g., “daddy,” “bottle,” “up”)</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses new vocabulary in everyday experiences</li> <li>2. Demonstrates use of an expressive vocabulary of more than 100 words, in home language</li> <li>3. Uses mostly two- and some three- syllable words</li> <li>4. Asks others to label unfamiliar objects</li> <li>5. Uses adjectives in speech (e.g., “red ball”)</li> <li>6. Imitates simple two-word phrase/sentence</li> <li>7. Uses some plurals</li> <li>8. Expresses negative statements by adding on a “no” in the sentence (e.g., “no milk”)</li> <li>9. Speech is 50–75% intelligible</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses new vocabulary in spontaneous speech</li> <li>2. Asks the meaning of unfamiliar words and then experiments with using them</li> <li>3. Uses words to further describe actions or adjectives (e.g., “running fast” or “playing well”)</li> <li>4. Uses multiple words to explain ideas (e.g., when talking about primary caregiver says “mother/father” and/or “parent”)</li> <li>5. Uses words to express emotions (e.g., happy, sad, tired, scared)</li> <li>6. Recites songs, finger plays, and rhymes; tells stories</li> <li>7. Vocabulary of 1500 words or more</li> <li>8. Produces sentences with five to seven words</li> <li>9. Speech is entirely intelligible</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Recognize and appreciate child’s efforts to use new words.
- Expand upon child’s attempts to use words (e.g., Child says “baba,” and you say, “yes, here is the bottle” or “your bottle is empty”).
- Expose child to language by talking and reading with him/her.

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to experiment with new words by providing a sentence starter and asking child to complete the sentence.
- Explain meanings of words to child during conversations.
- Provide opportunities for child to distinguish between real and nonsense words in home language.

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to use and expand language (e.g., jokes, rhymes, songs).
- Interact with child by talking about books, laughing at his/her jokes.
- Support ELL child (or any second language learner) in acquiring a second language by avoiding translating everything for child and by using props, gestures, role-plays, physical movements, and demonstrations.

## D. Grammar and Syntax

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Uses single word speech (e.g., one word to communicate message; child says “up” when wanting to be carried by adult)</li> <li>2. Uses some pronouns (e.g., mine)</li> <li>3. Uses short telegraphic sentences (e.g., “Me go.” or “There mama.”)</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses three- to four-word sentences with noun and verb</li> <li>2. Describes a self-made drawing</li> <li>3. Uses simple questions in speech, but may not use correct grammar</li> <li>4. Uses plural forms for nouns, sometimes</li> <li>5. Uses negatives (e.g., “I don’t want it.”)</li> <li>6. Uses adjectives in phrases (e.g., big bag, green bear)</li> </ol>	<ol style="list-style-type: none"> <li>1. Talks in sentences with five to seven words to describe people, places, events</li> <li>2. Uses more complex grammar and parts of speech</li> <li>3. Describes a task, project, and/or event sequentially in three or more sentences</li> <li>4. Asks questions for information/clarification</li> <li>5. Uses prepositions in everyday language, sometimes needing assistance (e.g., at, in, under)</li> <li>6. Uses possessions consistently (e.g., his, hers, their)</li> <li>7. Uses past tense of irregular verbs consistently (e.g., went, caught)</li> <li>8. Uses past tense for regular verbs consistently (e.g., jumped, washed)</li> <li>9. May generalize grammar rules (e.g., plurals – says “deers” and “mouses”)</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Speak in simple sentences when communicating with child.
- Use language in daily routines, talk with child, associate words with actions (e.g., “First, we wash our hands; then we dry them; next, we open the refrigerator; then we take out the milk; next, we pour it in a glass.”).
- Use finger plays, lullabies, and songs from child’s home and other languages.

### Sample Strategies to Promote Development and Learning:

- Engage child in conversations that require more than a single word response.
- When asking child questions, make sure to wait long enough for child to answer, as some children need more time to understand questions and put together words.
- Recognize that English language learners may mix words from different languages in the same sentence; repeat what child said using all the words in the same language.

### Sample Strategies to Promote Development and Learning:

- Using a picture book, ask child to tell his/her own story.
- Set aside a regular time during daily routine to engage child in meaningful conversation (if child is bilingual, in both languages separately at different times of the day).
- When reading with child, point out how text progresses from word to sentence to paragraphs.



## E. Comprehension

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Turns to look at familiar object when it is named</li> <li>2. Imitates adult actions that go along with simple songs and rhymes (e.g., “Row, row, row your boat,” “Pinpon,” “La Bo”)</li> <li>3. Follows single-step directions (e.g., “Please bring me the ball.”)</li> </ol>	<ol style="list-style-type: none"> <li>1. Follows two-step directions with complex sentence structures (noun + verb + adverb; e.g., “Put dishes away quickly.” “Put dishes in the cupboard.”)</li> <li>2. Answers simple questions</li> <li>3. Asks questions that demonstrate knowledge of events or phenomena (e.g., “Why did the boy run away?” “How did the water turn blue?”)</li> </ol>	<ol style="list-style-type: none"> <li>1. Follows directions that involve a two- or three-step sequence of actions, which may not be related (e.g., “Please pick up your toys and then get your shoes.”)</li> <li>2. Responds to questions with verbal answers or gestures</li> <li>3. Extends/expands the thought or idea expressed by another</li> <li>4. Engages in conversation that develops a thought or idea (e.g., tells about a past event)</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Demonstrate and explain to child while carrying out daily routines, so words are linked with actions.
- Indicate to child that you comprehend what he/she is saying, gesturing, and expressing.
- Engage in conversations with child about things seen or experienced in familiar environments.

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for ELL child to ask questions in his/her home language first as that might be more closely linked to the development of understanding.
- Use a game or echo song where child repeats what you say (e.g., “I met a bear” song).
- Read a story often, including stories from diverse cultures, and then engage child in conversation about it.

### Sample Strategies to Promote Development and Learning:

- Play games with child that involve following directions in sequence (e.g., Simon Says, Follow the Leader, Hokey Pokey).
- Provide opportunities for child to talk about a recent event by asking simple questions.
- Provide opportunities for child to retell a story or event in own words.

## F. Expressive/Oral Language

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Vocalizes to get attention</li> <li>2. Uses a variety of inflections and sounds to express intent (e.g., coos to express happiness)</li> <li>3. Enjoys listening to oral stories</li> <li>4. Attempts to repeat animal sounds (e.g., “moo” and “woof, woof”)</li> <li>5. Uses single words to express thoughts and ideas (e.g., when child sees the sun, he/she says “sun”)</li> </ol>	<ol style="list-style-type: none"> <li>1. Recounts an event, with assistance</li> <li>2. Begins to recall parts of a previously heard story</li> <li>3. Requests to hear familiar stories</li> <li>4. Begins to follow the sequence of events in an orally narrated story</li> </ol>	<ol style="list-style-type: none"> <li>1. Recounts some details of a recent event</li> <li>2. Tells a short make-believe story, with assistance</li> <li>3. Uses oral language to communicate a message</li> <li>4. Participates in conversations about a variety of topics</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Describe events to child or comment about what is happening.
- Provide opportunities for child to contribute with single words as you make up a story.
- Ask “wh” questions (e.g., why, what, where).

### Sample Strategies to Promote Development and Learning:

- Incorporate songs, rhymes into stories you tell, so child can participate in storytelling.
- Set aside time daily to engage in storytelling, singing, and talking with child.
- Discuss and explain the importance of child’s home language.

### Sample Strategies to Promote Development and Learning:

- Engage child in conversations that lend themselves to expressing different ideas (e.g., explanatory talk, conversations about science).
- Provide opportunities for child to create make-believe stories and write them down as child tells the story out loud.
- Provide opportunities for child to hear stories from traditional storytellers.





## G. Listening Skills

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Turns to locate source of a sound</li> <li>2. Shows preference for human voices to other sounds (e.g., animal sounds) and for familiar adult voices over unfamiliar ones</li> <li>3. Orients to speaker in response to speaker's words</li> <li>4. Pays attention to what the speaker is looking at or pointing to</li> <li>5. Vocalizes or gestures in response to another person's voice or gesture</li> <li>6. Enjoys finger plays</li> </ol>	<ol style="list-style-type: none"> <li>1. Responds to action words by performing the action</li> <li>2. Responds by looking when directed toward a certain object</li> <li>3. Attempts to locate objects when they are discussed by others</li> <li>4. Listens to short and simple stories while walking, standing, or sitting</li> </ol>	<ol style="list-style-type: none"> <li>1. Selects specific details in a story and repeats them</li> <li>2. Listens to others in a group discussion for a short period</li> <li>3. Responds to questions with appropriate answers</li> <li>4. Gains information through listening</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Tell child stories, sing songs, and repeat rhymes from child's own culture and language.
- Talk and interact with child during routine times (e.g., diaper changing, bath, meals, dressing).
- Read stories and nursery rhymes with child.

### Sample Strategies to Promote Development and Learning:

- Use puppets and/or other props when reading or telling stories.
- Provide opportunities for child to listen to recorded stories and nursery rhymes.
- Assist child to speak on the telephone and encourage child to listen to the person on the other end.

### Sample Strategies to Promote Development and Learning:

- Provide child with pictures or other materials to stimulate talking and discussion.
- Increase the length and complexity of books you read and stories you tell child.
- Play games with child that require listening and understanding (e.g., Simon Says, Red light Green light).

## H. Oral and Written Communication

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Cries and later vocalizes/ uses words and gestures to solicit attention</li> <li>2. Communicates needs through facial expression, words, or actions (e.g., points to desired object)</li> <li>3. Changes volume and pitch to convey meaning</li> <li>4. Imitates words (e.g., simple greetings)</li> <li>5. Makes and imitates sounds in a back and forth turn-taking “conversation”</li> </ol>	<ol style="list-style-type: none"> <li>1. Changes intonation and tone to communicate meaning</li> <li>2. Uses nonverbal gestures and body language to express needs and feelings (e.g., gives spontaneous hug)</li> <li>3. Addresses listener appropriately to get attention (e.g., when speaking to another child, uses child’s name)</li> <li>4. Uses jargon with regular words in conversation</li> <li>5. Uses descriptors to describe a thing or event (e.g., “big toy,” “fun ride”)</li> <li>6. Uses sound effects in play</li> <li>7. Demonstrates an awareness of back and forth turn-taking during conversation exchanges</li> </ol>	<ol style="list-style-type: none"> <li>1. Speaks clearly enough to be understood by most listeners</li> <li>2. States point of view, likes/ dislikes, and opinions using words, signs or picture boards</li> <li>3. Uses multiple word sentence/s to communicate needs, ideas, actions, and/or feelings</li> <li>4. Relays a simple message (e.g., from grandparent to parent)</li> <li>5. Repeats words or ideas to be sure information is communicated</li> <li>6. Uses pre-writing in play with other children when pretending to communicate</li> <li>7. Begins to draw representational figures</li> <li>8. Dictates a story for adult to write out</li> <li>9. Draws simple pictures or scribbles word-like marks to communicate a message or an idea</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Interpret and give meaning to what child says (e.g., “You are saying ‘baba.’ Do you want some water?”).
- Use different types of voice with child.
- “Tune in” to the different ways child attempts to communicate by responding.

### Sample Strategies to Promote Development and Learning:

- Model effective communication skills, such as speaking clearly.
- Respond with the correct pronunciation when child mispronounces a word.
- Provide opportunities for child to communicate with other children.

### Sample Strategies to Promote Development and Learning:

- Ask open-ended questions that can be answered by child in own way, thereby eliminating right or wrong answers.
- Invent creative games like “message relay,” where child retells a message in a group.
- Play mime games that use the body to tell a story or express an idea.

## I. Conventions of Social Communication

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Responds to speaker when name is called, sometimes</li> <li>2. Uses nonverbal gestures for social conventions of greeting (e.g., waves “bye”)</li> <li>3. Participates in a one-on-one conversation by making sounds or using words, sometimes</li> <li>4. Makes eye contact when vocalizing/is spoken to, as appropriate to cultural context</li> </ol>	<ol style="list-style-type: none"> <li>1. Pays attention to speaker for at least a portion of a conversation</li> <li>2. Begins to demonstrate turn-taking in conversation</li> <li>3. Makes a related comment (e.g., adult says, “Here is your water,” child says “Cup” or “Water cup”)</li> <li>4. Makes a formal request or response (e.g., “May I,” “Please,” “Thank you”)</li> <li>5. Follows nonverbal directions (e.g., signal for come here)</li> <li>6. Whispers with initiation from adult</li> </ol>	<ol style="list-style-type: none"> <li>1. Pays attention to speaker during conversation</li> <li>2. Takes turns during group conversations/discussions, usually</li> <li>3. Recognizes rising and falling intonations and what they mean (e.g., difference between a “wh” question and a statement)</li> <li>4. Begins to demonstrate understanding of nonverbal cues (e.g., facial expressions for pride, displeasure, encouragement)</li> <li>5. Bilingual child adjusts his/her language and communication form according to person with whom he/she is speaking</li> <li>6. Whispers due to awareness of the rules of a quiet environment or to draw attention to the change in volume in room</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Use everyday routines, such as meal times, to role-play social language conventions (e.g., not interrupting the other speaker).
- Demonstrate, explain, and provide opportunities for child to use a play or make-believe telephone.
- Take turns talking with child, even before he/she uses real words.

### Sample Strategies to Promote Development and Learning:

- Talk and interact with child throughout the day.
- Take time daily to have conversations with child that are fun and engaging.
- Demonstrate, explain, and provide opportunities for child to practice culturally and socially appropriate courtesies.

### Sample Strategies to Promote Development and Learning:

- Use props and role play to encourage child to participate in group conversations.
- Make special time to sit down for leisurely conversations of interest to child.
- Provide opportunities for interaction within child’s own social conventions and also other languages and cultural groups.

## J. Reading: Phonological Awareness

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>Shows beginning sound awareness by reacting differentially to different sounds</li> <li>Imitates vocalizations and sounds</li> <li>Vocalizes familiar words when read to</li> <li>Recites last word of familiar rhymes, with assistance</li> </ol>	<ol style="list-style-type: none"> <li>Recites phrases from familiar rhymes</li> <li>Completes a familiar rhyme by providing the last word</li> <li>Participates in rhyming games and songs with other children</li> <li>Imitates tempo and speed of sound (e.g., clapping hands fast and clapping hands slowly, speaking fast and speaking slowly)</li> </ol>	<ol style="list-style-type: none"> <li>Participates in and creates songs, rhymes, and games that play with sounds of language (e.g., claps out sounds or rhythms of language)</li> <li>Identifies initial sound of words, with assistance (e.g., book begins with the /b/ sound)</li> <li>Makes three or more letter-sound correspondences (e.g., identifies that “David,” “day,” and “dog” all begin with “d”)</li> <li>Finds objects in a picture with the same beginning sound, with assistance</li> <li>Differentiates between similar-sounding words (e.g., three and tree)</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Engage in sound play with child (e.g., tap drums at different tempos).
- Read books with rhymes, songs, and repetitive language with child.
- Clap, stomp, dance, or finger tap to songs as they are sung.

### Sample Strategies to Promote Development and Learning:

- Make up rhyming songs using child’s and other familiar people’s names.
- During everyday activities talk about words and sounds (e.g., at the grocery store, identify fruits with the same beginning sound, peach and pear).
- Read books to child that focus on sounds.

### Sample Strategies to Promote Development and Learning:

- While listening to rhyming songs, pick out the rhyming words.
- Make up own silly songs and chants.
- Sing word songs, leaving out parts as you sing along (e.g., a dog BINGO, and in each consecutive paragraph leave out a letter but mark the spot with silence or clap).



## K. Reading: Alphabetic Principle

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>Shows increasing awareness of sounds of spoken words by focusing on the speaker</li> <li>Imitates sounds when looking at words in a book</li> <li>Points to words in a book</li> </ol>	<ol style="list-style-type: none"> <li>Begins to identify letters in own name, especially initial letter</li> <li>Recites a song with the letters of the alphabet, with assistance (e.g., an alphabet song or recitation)</li> <li>Begins to understand that print represents words (e.g., pretends to read text)</li> </ol>	<ol style="list-style-type: none"> <li>Recites all letters of the alphabet</li> <li>Knows that alphabet letters are a special category of symbols/pictures that can be individually named</li> <li>Associates the names of letters with their shapes</li> <li>Correctly identifies 10 or more letters of the alphabet</li> <li>Asks “what does this say”</li> <li>Recognizes the first letter of own name</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Write out child’s name sounding out each letter.
- Sing alphabet songs with child.
- Point to words while reading with child.

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to point out letters and words in the environment (e.g., street names or on billboards).
- Sing a variety of alphabet songs together, providing opportunities for child to participate.

### Sample Strategies to Promote Development and Learning:

- Play letter games with child (e.g., point to objects in the environment that begin with the same letter).
- Read alphabet books with child.
- Solve alphabet puzzles with child.



## L. Reading: Print Concepts

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Pays attention to pictures in books</li> <li>2. Shows increasing ability to handle books, without assistance</li> <li>3. Knows how to turn pages</li> <li>4. Uses interactive books, with assistance</li> <li>5. Attempts to position pictures in book right side up</li> </ol>	<ol style="list-style-type: none"> <li>1. Knows the right side up of a book</li> <li>2. Turns pages of board books, increasingly one page at a time</li> <li>3. Recognizes first name when printed</li> <li>4. Chooses and identifies a book, with accuracy, according to the front cover</li> </ol>	<ol style="list-style-type: none"> <li>1. Knows first and last page of a book</li> <li>2. Identifies some individual letters in text</li> <li>3. Shows understanding that letters make up words</li> <li>4. Identifies words that look similar and different, with assistance</li> <li>5. Begins to understand that print progresses from left to right (for exceptions, e.g., see Arabic text)</li> <li>6. Recognizes some signs and symbols in the environment (e.g., "STOP")</li> <li>7. Recognizes own printed name</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Read with child one-on-one, so that child observes and handles books often.
- Provide child with board, cloth, and plastic books that can be manipulated and explored with assistance.
- Explore a variety of printed materials with child (e.g., photo albums, magazines, song books).

### Sample Strategies to Promote Development and Learning:

- When reading with child, incorporate looking at the cover, reading the title and author's name.
- Occasionally run finger along text while reading with child to demonstrate text progression.
- Demonstrate top to bottom progression by using paint or markers to draw lines from top to bottom on newspaper.

### Sample Strategies to Promote Development and Learning:

- Create word games using familiar objects (e.g., BINGO).
- Provide opportunities for child to make picture books.
- When reading with child, use punctuation to create natural breaks (e.g., Say to child "Let me finish this sentence before I answer your question.") and when sentence is completed, point to period to indicate the end of the sentence.

## M. Reading: Comprehension of Printed Material

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Points or makes sounds when looking at picture books</li> <li>2. Points to familiar pictures, characters, and objects in books</li> <li>3. Identifies familiar people and objects in photographs</li> <li>4. Focuses attention on simple picture books</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses words for pictures</li> <li>2. Uses pictures to describe actions (e.g., picture of person running, child says “run”)</li> <li>3. Recites familiar words in a book when read to</li> <li>4. Recalls specific characters or actions from familiar stories</li> <li>5. Produces a multiple-word response to printed materials</li> <li>6. Anticipates what comes next in known stories, with assistance (e.g., anticipates the next animal in an animal concept book)</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses pictures to predict a story</li> <li>2. Recognizes own name when spelled out in letters</li> <li>3. Recites some words in familiar books from memory</li> <li>4. Fills in the blanks/missing information in a familiar story</li> <li>5. Identifies major characters in story</li> <li>6. Begins to understand the sequence of a story (e.g., beginning, middle, end)</li> <li>7. Makes up an ending for a story</li> <li>8. Pretends to read a familiar book</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Introduce books from diverse cultures.
- Read books with a predictable story line and sequence of events with child.
- Point to pictures as you read and encourage child to do so as well.

### Sample Strategies to Promote Development and Learning:

- Make a name block for child with the name on one side and child’s picture on the other.
- Use cards with pictures and corresponding words in activities with child.
- Have child help decorate labels for objects in child’s environment (e.g., bookshelf, clothes closet, shelf).

### Sample Strategies to Promote Development and Learning:

- Show the cover of a book and ask child to predict what happens in the story.
- When reading with child, change roles; have child become the storyteller and “read” to you.
- After child listens to story have him/her draw his/her favorite part of the story.





**N. Reading:**  
**Awareness that Written Materials Can Be Used for a Variety of Purposes**

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Enjoys books about daily routines (e.g., eating, toileting)</li> <li>2. Purposefully uses pop-up and interactive books</li> </ol>	<ol style="list-style-type: none"> <li>1. Enjoys books about different things (e.g., books about animals, occupations)</li> <li>2. Responds to emotional expressions in a book (e.g., points to a happy face)</li> <li>3. Recognizes print in the neighborhood, community, and environment (e.g., stop-signs, store signs)</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifies a variety of printed materials (e.g., books, newspapers, cereal boxes)</li> <li>2. Imitates common reading activities appropriately in play (e.g., pretends to use directions while putting something together)</li> <li>3. Uses signs in the environment for information (e.g., in a tall building, points to the elevator button)</li> </ol>

**Sample Strategies to Promote Development and Learning:**

- Demonstrate and explain when using a variety of printed materials for everyday purposes (e.g., phone books, recipe books, how-to manuals, flyers from cultural events).
- Share pictures that might be of interest to child, when reading a magazine or newspaper.
- Read a variety of materials in child's presence.

**Sample Strategies to Promote Development and Learning:**

- Expose child to different forms of printed matter so he/she understands the different functions of print (e.g., invitation, flyers, bills, take-out menus).
- When walking in the neighborhood point out common signs to child.
- Incorporate print found in child's everyday life into dramatic play and small-scale block play materials (e.g., murals with words on side of blocks).

**Sample Strategies to Promote Development and Learning:**

- Model using a variety of printed materials for more complex activities (e.g., cookbook while cooking).
- Provide opportunities for child to help put something together based upon printed directions (for bilingual children, in both languages).
- Share with child written directions for assembling toys.



## O. Reading: Appreciation and Enjoyment

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Explores books (e.g., turns pages several at a time)</li> <li>2. Enjoys touching and carrying books</li> <li>3. Brings book to adult to read</li> <li>4. Shows preference for certain books</li> <li>5. Focuses attention for short periods of time when looking at books</li> <li>6. Shows pleasure when read to (e.g., smiles, vocalizes)</li> </ol>	<ol style="list-style-type: none"> <li>1. Asks to be read to</li> <li>2. Requests favorite book to be read repeatedly</li> <li>3. Looks at books, magazines, and other printed matter, without assistance</li> <li>4. Looks through books and other printed matter as though reading</li> <li>5. Memorizes phrases from favorite books</li> <li>6. Makes comments on book</li> <li>7. Uses books during play</li> <li>8. Selects books and magazines when asked to select favorite objects/toys</li> </ol>	<ol style="list-style-type: none"> <li>1. Expresses the title of a favorite book</li> <li>2. Gives opinion on books in terms of sections liked and enjoyed</li> <li>3. Enjoys a variety of genres (e.g., poetry, folk/ fairy tales, concept books, magazines)</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Read with child daily in a relaxed and fun manner (e.g., sitting on your lap).
- Provide a variety of multicultural books in child’s environments.
- Create a book about child’s daily life with photos of his/her significant people.

### Sample Strategies to Promote Development and Learning:

- Read with child informally (e.g., during child initiated play).
- Take child to library, bookstore, or places where child will have exposure to books.
- Select books that are connected to child’s life and help child make those connections (e.g., when reading a book about gifts for grandmother ask child what gift he/she would like to give his/her grandmother).

### Sample Strategies to Promote Development and Learning:

- Ask child his/her opinion of books, parts of stories, and characters.
- Use books to enhance other activities (e.g., if child is making a castle, find books about castles).
- Provide child with opportunities to have “quiet time” daily to spend with books.

## P. Writing: Alphabet Knowledge

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Focuses on marks on paper</li> <li>2. Makes marks on paper</li> <li>3. Points to words in a book</li> <li>4. Imitates other person's words, drawings, or scribbles by making own marks or scribbles</li> </ol>	<ol style="list-style-type: none"> <li>1. Notices both words and pictures on a page</li> <li>2. Labels pictures using scribble writing</li> <li>3. Uses symbols or pictures as representation of oral language</li> <li>4. Demonstrates an understanding that we hear and see words by pointing randomly to text while it is being read out loud (e.g., a spoken word is also represented in print)</li> </ol>	<ol style="list-style-type: none"> <li>1. Knows the difference between printed letters and drawings</li> <li>2. Attempts to copy one or more letters of the alphabet</li> <li>3. Labels pictures using letter-like marks</li> <li>4. Knows that alphabet letters are a special category of graphics that can be individually named</li> <li>5. Identifies letters to match the said-aloud letter name</li> <li>6. Works at writing own name</li> <li>7. Shows awareness of the difference between own writing and conventional print</li> <li>8. Shows awareness of two different writing systems (especially appropriate for ELL child)</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Provide writing and drawing tools (e.g., crayons, chalk, finger paint) that can be used both indoors and outdoors.
- Write out child's name calling out each letter.
- Display pictures and posters with word labels.

### Sample Strategies to Promote Development and Learning:

- Draw attention to signs and symbols in the environment, (e.g., stop sign, Chinese writing on a Chinese restaurant sign).
- Provide alphabet puzzles for child to manipulate and play with.
- Provide opportunities for child to manipulate magnetic letters, naming the letters or using them to spell out simple words.

### Sample Strategies to Promote Development and Learning:

- Use the letters of the alphabet as they come up in real life situations.
- Call attention to names of children that begin with the same alphabet letter.
- Print an uppercase letter on one shape and matching lowercase letter on another of the same shape. Show child how to match the shapes, thereby matching the letters.

## Q. Writing Conventions

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Makes imprints on paper using art materials presented (finger paint, tempera)</li> <li>2. Experiments with grasp when using a variety of writing tools (e.g., crayon, paint brush)</li> <li>3. Grasps marker or crayon with his/her fist and makes marks on paper without regard to location</li> <li>4. Scribbles on a page spontaneously</li> <li>5. Makes strokes on paper with paint brush</li> <li>6. Picks up small writing tools (e.g., thin crayons) using finger and thumb (pincer) grasp but possibly without control or pressure on paper</li> </ol>	<ol style="list-style-type: none"> <li>1. Scribbles and makes marks on paper purposefully</li> <li>2. Names scribbles (e.g., tells others what scribbles mean)</li> <li>3. Draws horizontal and vertical lines</li> <li>4. Uses a variety of writing tools (e.g., pencil, marker, paint brush)</li> <li>5. Paints using whole arm to make strokes</li> <li>6. Adjusts body position to enable writing/ drawing on paper</li> <li>7. Pretends to write on paper, without regard to location or direction</li> </ol>	<ol style="list-style-type: none"> <li>1. Writes some letters or numerals</li> <li>2. Prints or copies first name</li> <li>3. Attempts to copy words from print</li> <li>4. Draws basic geometric shapes (e.g., circle, triangle)</li> <li>5. Uses pretend writing activities during play to show print conventions in home language</li> <li>6. Adjusts paper position when writing</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Provide child with opportunities to write.
- Provide child with writing tools (e.g., thick crayons, paint brushes) and writing surfaces (e.g., large paper, easel) to experiment and imitate writing.

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to draw; and write down what child says he/she has drawn.
- Write child's comments at the bottom of drawings, collages, or photos.
- Provide opportunities for child to draw and paint in a variety of positions (e.g., while standing, outdoors on a hard surface).

### Sample Strategies to Promote Development and Learning:

- Provide paper and writing tools (and/or if you choose to use one, access to a computer) for child to use for specific purposes (e.g., create greeting cards).
- Ask child to "sign" artwork, cards, and letters.
- Point out the shapes of individual letters to help child learn letters.



## R. Writing: Use Writing for a Variety of Purposes

Birth to 18 months	18 to 36 months	36 to 60 months
<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>	<b>Some Indicators for Children:</b>
<ol style="list-style-type: none"> <li>1. Makes marks on paper and shows to others</li> <li>2. Makes marks with fingers (e.g., in finger paint, mud, sand)</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses scribbles and pictures to make lists, letters</li> <li>2. Recognizes some environmental print/symbols (e.g., a stop sign)</li> <li>3. Asks adult to label pictures that he/she has drawn</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses letter-like symbols to make lists, letters, and stories</li> <li>2. Copies some environmental print/symbols</li> <li>3. Uses letter-like symbols to express an idea</li> <li>4. Talks aloud about creative ideas and stories and asks adult to write them out</li> <li>5. Asks adult to write out rhymes to make a simple poem</li> <li>6. Makes cards to give peers and significant adults, with assistance</li> </ol>

### Sample Strategies to Promote Development and Learning:

- Draw and label pictures while talking with child about an activity or idea.
- Model uses of writing to child (e.g., making grocery lists, writing letters).
- Make greeting cards with child's hand prints.

### Sample Strategies to Promote Development and Learning:

- Create joint projects with child that involves writing (e.g., make a pretend grocery store and label all of the products).
- Leave fun notes for child in his/her bed or with his/her toys and when child finds the notes, read them aloud together.
- Provide opportunities for child to tell stories out loud, write down what child says and read it back with child.

### Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to draw a story or idea and write out the dictation for that idea.
- Model making lists for child (e.g., grocery list).
- When going through the mail describe the different items received (e.g., flyers, letters, bills, magazines).





# New York State Early Learning Alignment

- ★ New York State Early Learning Guidelines
- ★ New York State Education Department Foundation For The Common Core
- ★ Head Start Child Development and Early Learning Framework





**T**

his is an exciting time for early care and education in New York State! The Early Childhood Advisory Council, with a full complement of partners, is working on several initiatives to increase the quality of early learning programs in New York State. The purpose of aligning the state's developmental guidelines and standards is to help ensure that all children who attend any early care and education setting in the state will experience responsive and knowledgeable teachers in stimulating learning environments that support and build upon each child's development.

While these are three separate and unique documents, they are commonly linked and all are designed to foster high quality learning environments for children in New York State, regardless of what program the child attends. All are research based and support

developmentally appropriate practices.

This chart illustrates the similarities in domains for each of the three documents.





Our understanding of how young children learn has increased exponentially over the past decade. It is with this new knowledge that we update existing and develop new and innovative opportunities for the children of New York State to thrive and excel. We now know that a baby's environment, particularly their relationships and interactions with adults, shape the brain's architecture. Positive and nurturing early relationships strongly influence the development of a healthy well-functioning brain that guides children as learners. Establishing and supporting early care and education programs that are nurturing and stimulating enable children to become active learners and ultimately productive citizens.

Three sets of standards/ guidelines have been developed to assist early learning programs and families to support the development of children. They include:

**Early Learning Guidelines** — The new NYS Early Learning Guidelines have been developed to provide comprehensive information for parents, teachers, and others about how children grow and what adults can do to make the most of each child's intrinsic drive to learn. They are designed to support educators and families alike in understanding the developmental progression children make from birth through 5 years. The Early Learning Guidelines illustrate each step along the developmental continuum;

**The NYS Early Learning Guidelines**

depict a developmental progression of typical child development, they are not a set of standards. The Early Learning Guidelines outline how children typically develop through each domain from birth to 5 years, and help to inform an emergent curriculum and effective teaching.

**The New York State Education Department Foundation for the Common Core**

identifies a set of skills for children to know and be able to do by the end of their preschool experience.

**The Head Start Child Development and Early Learning Framework**

provides a description of the building blocks for children ages 3 to 5 that Head Start researchers determined as most important for a child's school and long-term success.

this can help adults support children's play and interactions at each stage of development. The more adults know about what children are capable of achieving and how to encourage their development, the greater the likelihood each child will be empowered to grow and learn. Teachers will use the Early Learning Guidelines to help them understand where children are developmentally, and to plan meaningful activities while establishing trust and affirming the joy of learning.

**New York State Education Department Prekindergarten Foundation for the Common Core**

— The NYS Education Department released standards (January 2011) for all Universal Prekindergarten classrooms. These standards establish expectations for instruction and will help to ensure consistency for children who attend prekindergarten in community based settings and school based prekindergarten classrooms. The Prekindergarten Learning Standards are designed to help ensure that children leave the



classroom prepared and well-equipped to take on the next stage of their learning. The Common Core standards (English Language Arts and Math) were developed on a national level. The state of New York adapted and adopted them as the Prekindergarten through grade 12 standards. The newly released Prekindergarten Foundation For The Common Core include all areas of child development and support a teacher’s effort to provide a well-balanced developmentally appropriate prekindergarten experience.

**Head Start Child Development and Early Learning Framework** — The Head Start Child Development and Early Learning Framework has been updated (2010) and replaces the Head

Start Outcomes Framework. Based on additional research and information in the Head Start Act, the new Framework addresses all domains of development and supports children’s learning. Each Head Start program will align their curricula and child assessment tools to these expectations for all enrolled 3-5 year old children.

These three valuable resources have many common threads and together, they provide a wonderful outline for excellent early childhood practices. The documents have been aligned to enable teachers and others (parents, teacher educators, etc.) to make sure that they are providing children with highly effective opportunities to learn and grow.

## A Look at the Three Early Learning Documents

	Total Number of Elements	Age Range	The Number of Children Impacted by the Standards/ Guidelines
<b>Early Learning Guidelines</b>	75	Birth to 5 years old	All children in New York State birth to 5 years old 1.25 million children
<b>NYS Prekindergarten Foundation for the Common Core</b>	112	4 year olds	99,000 children
<b>Head Start Framework</b>	37	3 and 4 year olds	55,000 children



	Domain	Domain Element/ Benchmark	Example/ Indicator
<b>Early Learning Guidelines</b>	Physical Well-Being, Health & Motor Development	Gross Motor Skills	Walks and runs and navigates obstacles and corners.
<b>NYS Education Department eKindergarten Foundation for the Common Core</b>	Physical Development and Health	Gross Motor: Children demonstrate coordination and control of large muscles.	Child runs, jumps, walks in a straight line, and hops on one foot.
<b>Head Start Framework</b>	Physical Development & Health	Gross Motor Skills	Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.

Please note these documents are designed with the expectation that all children will make progress in all domains over time. Some children might need more individualized or intensive instruction in order to make progress. Early screening is imperative to ensure children's

needs are met as early as possible. Classroom teachers will work closely with special educators, health providers, family support professionals and parents to help ensure the child's IFSP (Individualized Family Service Plan) or IEP (Individualized Education Program) goals are clearly addressed in daily planning.

**The NY State Early Childhood Advisory Council** vision is as follows: All young children are healthy, learning, and thriving in families that are supported by a full complement of services and resources essential for successful development. Using the guidelines and standards families and professionals working in the field of early childhood education can increase the effectiveness of their support of each child in achieving all developmental milestones and prepare them for lifelong learning.

Key initiatives currently underway to provide guidance, support, and technical assistance include:

- ✦ Implementing Early Learning Guidelines for children birth to five years of age.
- ✦ Supporting professional development opportunities in early care and education settings.
- ✦ Implementing QUALITYstarsNY (a quality rating and improvement system for early care and education programs).
- ✦ The NYS Core Body of Knowledge outlines what teachers and caregivers of young children should know and be able to do.

Each of these efforts will continue to support and enhance the New York State Early Childhood Advisory Council's position that all young children deserve high quality, developmentally appropriate learning environments, with well-trained and educated adults and that all children should enter kindergarten physically and emotionally healthy, ready and able to learn.

For an element level comparison of the three documents please go to:

[www.earlychildhood.org](http://www.earlychildhood.org).

### ***For more information please go to:***

Head Start Child Development and Early Learning Framework  
[http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/eecd/Assessment/Child%20Outcomes/HS\\_Revised\\_Child\\_Outcomes\\_Framework.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework.pdf)

QUALITYstarsNY  
<http://www.qualitystarsny.org>

Patricia E. Persell, NYS Head Start Collaboration Office, Council on Children and Families  
In collaboration with the Early Childhood Advisory Council, Early Learning Workforce Development Work Group, December 2011  
[Patricia.persell@ccf.ny.gov](mailto:Patricia.persell@ccf.ny.gov)

The New York State Early Childhood Advisory Council  
<http://www.ccf.ny.gov/Initiatives/ECACHome.htm>

New York State Education Department Prekindergarten Foundation For The Common Core  
[http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/nyslsprek.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf)

The NYS Council on Children and Families [www.ccf.ny.gov](http://www.ccf.ny.gov)

## TO FIND MORE INFORMATION PLEASE GO TO THE FOLLOWING WEBSITES

### **Council on Children and Families**

[www.ccf.ny.gov](http://www.ccf.ny.gov)

The Council on Children and Families is authorized to coordinate the state health, education and human services systems as a means to provide more effective systems of care for children and families.

### **New York Works for Children**

[www.nyworksforchildren.org](http://www.nyworksforchildren.org)

New York Works for Children is the state's integrated, coordinated, cross-sector workforce development system. It has been built to serve public agencies and all professionals who work with and/or on behalf of children, and includes teachers, leaders, teacher educators and professional development providers, advocates and policy-makers, and any others engaged in the efforts to elevate the field.

### **The New York State Office of Children & Family Services**

[www.ocfs.ny.gov/main/childcare/default.asp](http://www.ocfs.ny.gov/main/childcare/default.asp)

The New York State Office of Children & Family Services provides a range of resources to help parents with their child care needs, people who want to start or are currently running child care programs located outside of New York City.

### **New York City Department of Health and Mental Hygiene**

[www.nyc.gov/html/doh/html/dc/dc.shtml](http://www.nyc.gov/html/doh/html/dc/dc.shtml)

New York City Department of Health and Mental Hygiene provides child care information for parents and providers in New York City.

### **QUALITYstarsNY**

[www.qualitystarsny.org](http://www.qualitystarsny.org)

The Early Childhood Advisory Council is developing QUALITYstarsNY to support the efforts of early care and learning programs to improve the quality of their services and to give parents the information they need to make a more informed

choice. QUALITYstarsNY is a quality rating and improvement system that is designed to increase quality in early learning settings - centers, schools, and child care homes - throughout the state.

### **New York State Association for the Education of Young Children**

[www.nysaeyc.org](http://www.nysaeyc.org)

The New York State Association for the Education of Young Children's (NYSAEYC) mission is to promote excellence in early care and education services for NYS children and families, through education, advocacy and the support of the profession.

### **New York State Prekindergarten Foundation for the Common Core**

[http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/nyslsprek.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf)

In an effort to provide a clear, comprehensive, and consolidated resource for early childhood professionals, the New York State Prekindergarten Learning Standards have been revised to fully encompass the New York State P-12 Common Core Learning Standards for English Language Arts and Literacy, and Mathematics at the Prekindergarten level.

### **New York City Early Childhood Professional Development Institute (PDI)**

[www.earlychildhoodnyc.org](http://www.earlychildhoodnyc.org)

The PDI is a public/private partnership that brings together a range of city and state agencies, a consortium of private funders and the nation's largest urban public university to build a comprehensive system of professional development for individuals who work with young children in New York. Children need to spend their most critical years with dedicated, educated, trained, and well-compensated individuals in order to thrive. Recruitment of a talented workforce, competency-based teacher education programs and training opportunities, innovative models of technical assistance, effective public policy, and adequate funding are integral components of a system that will ensure positive outcomes.



