South Carolina
Early Learning Standards

South Carolina Early Learning Standards 2017.
South Carolina Early Learning Standards Interagency Stakeholder Group.

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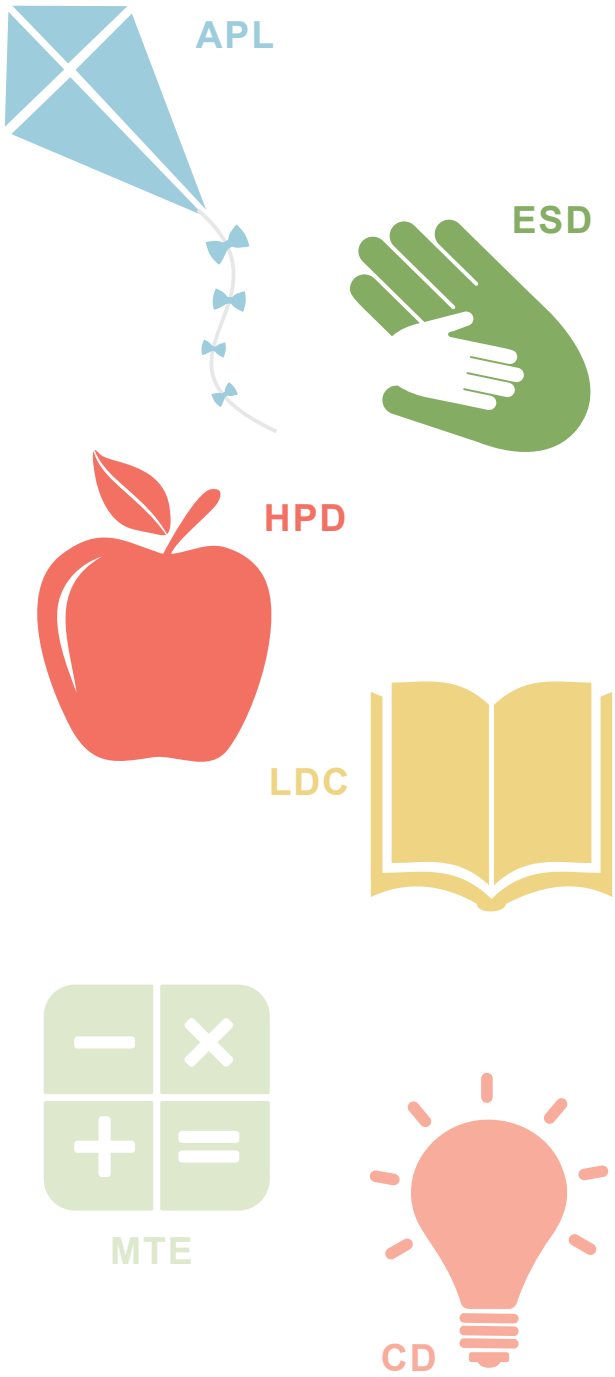

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In 2013, the South Carolina State Child Care Administrator's Office at the Division of Early Care and Education in the SC Department of Social Services (SCDSS) authorized and funded the revision of the Infant-Toddler Guidelines and the *Good Start, Grow Smart Early Learning Standards*. That effort led to the creation of the *South Carolina Early Learning Standards* (*SC-ELS*)—a single document that describes children's development and learning from birth to age five. The Division of Early Care and Education and the Office of Early Learning and Literacy in the South Carolina Department of Education (SCDE) provided co-leadership for this initiative and have contributed critical advice, oversight, and vision on the ELS and its implementation. Many individuals from across the state devoted their time and expertise to this task force. We are grateful to everyone's work on this important resource for our state.

These standards are based on the *North Carolina Foundations for Early Learning and Development*. We thank the North Carolina Division of Child Development and Early Education and the North Carolina Department of Public Instruction for granting South Carolina their permission to rely heavily on their work in the development of this resource.

These South Carolina Standards differ from the *North Carolina Foundations for Early Learning and Development* in that they include Mathematical Thinking and Expression as a separate domain. Thank you to Mary Ruzga, Mathematics Education Associate, from the Office of Standards and Learning at the SCDE and Sandra Linder, Associate Professor of Early Mathematics at Clemson University for guidance in the math domain.

This publication is dedicated to South Carolina's early childhood professionals and the teachers who nurture and support the development of many young children who are in school or in care while their families work.

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PUBLIC COMMENT

The team provided opportunities for public comment on the *South Carolina Early Learning Standards (SC-ELS)* from May 6, 2016 to May 22, 2016; September 9, 2016 to October 10, 2016; and from February 1, 2017 to February 15, 2017. Feedback was received from over 200 individuals including teachers of infants, toddlers, and 2-year olds; 3K, 4K, and 5K teachers from public and private settings; teachers of children in grades 1-4; Head Start administrators; public school and district-level administrators; directors of child care programs; literacy, instructional, and reading coaches; higher education faculty members; and parents and grandparents of young children.

ORGANIZATION OF THIS DOCUMENT

The *SC-ELS* Goals and Developmental Indicators describe expectations for what children will learn, starting with infancy and covering all ages through kindergarten entry.

The Goals and Developmental Indicators are divided into six domains:

- Approaches to Play and Learning (APL)
- Emotional and Social Development (ESD)
- Health and Physical Development (HPD)
- Language Development and Communication (LDC)
- Mathematical Thinking and Expression (MTE)
- Cognitive Development (CD)

All six of the domains are essential components in the *SC-ELS* because all children develop differently. All domains are equally important and overlap is to be expected. The overlap is needed because children's development and learning are integrated or interrelated. The progress that a child makes in one domain is related to the progress he or she makes in other domains. For example, as a child interacts with adults (i.e., Social Development), she/he learns new words (i.e., Language Development) that helps her/him understand new concepts (i.e., Cognitive Development). Therefore, it is essential that the *SC-ELS* address all six domains, and that teachers and caregivers who use the *SC-ELS* realize that all six domains are related and should not be considered independently from one another.

A ***Domain Introduction*** is located at the beginning of each domain section. The introduction describes some of the most important ideas related to the domain. This introductory information provides understanding of children's learning and development. The introduction is followed by the ***Goal and Developmental Indicator Continuum*** (sometimes called a "Continuum" in this document) for each domain. The Continuum for each domain shows the ***Goals*** (statements that describe a general area or aspect of development that children make progress on from birth to age five) for the domain, and the ***Developmental Indicators*** (more specific statements of expectations for children's learning and development that are tied to age levels). As the following sample shows, South Carolina has elected to arrange the Developmental Indicators along a continuum so that the Developmental Indicators for the age levels from birth to kindergarten entry are included. This format allows teachers and caregivers to easily look across the age levels to see the progression that a child might make toward the Goal. The Goals are organized in ***Subdomains*** or subtopics that fall within the domain, with one or more Goal and Developmental Indicator Continua for each subdomain.

Developmental Indicator Continuum

Generally, the Developmental Indicators describe expectations that many children will reach toward the end of their respective age level. They are not, however, hard and fast requirements or expectations for what children should be able to do at the end of the age level. The fact that there is some overlap across the age levels shows that what children know and can do at one age is closely related to what they know and can do at the previous and the next age level. Most children will reach many, but not necessarily all, of the Developmental Indicators that are listed for their age level; some will exceed the Developmental Indicators for their age level well before they are chronologically at the upper end of the age range; and others may never exhibit skills and knowledge described for an age level. The Goal and Developmental Indicator Continua are designed to help teachers and caregivers identify where an individual child might be on the learning continuum described in the Developmental Indicators, and to easily see what might have come before and what might come after the child's current level of development. In limited instances, developmental indicators can be observed more broadly in multiple age levels. When this occurs, an arrow is used to show that the developmental indicator occurs across multiple age levels.

The Developmental Indicators are numbered so that it is easier to find specific items. The numbering system is the same for all Developmental Indicators across all six domains. First, there is an abbreviation of the domain where the Developmental Indicator is found (APL for Approaches to Play and Learning in the following sample chart). The abbreviation is followed by a number that indicates what Goal the Developmental Indicator is associated with (1 for Goal 1 in the sample chart). Each of the Developmental Indicators for each Goal has a letter that reflects the order of the item. The first indicator in the infant age level begins with the letter "a," the second indicator begins with the letter "b," etc. All subsequent indicators are assigned a letter in alphabetical order. (The sample chart shows Developmental Indicators "a" through "p"). The numbering system is simply a way to help teachers and caregivers communicate more easily about the Developmental Indicators (i.e., so they can refer to specific indicators without having to write or say the whole indicator), and does not imply that any Developmental Indicator is more important than others within the same age level.

AGE PERIODS

The Developmental Indicators are divided into overlapping age levels shown below. These age ranges help to know where to start when using the Developmental Indicators. These indicators describe expectations many children will reach toward the *end* of the respective age level, but are not *requirements* for what children should know and can do at the end of the age period.

Infants: birth to 12 months
Younger Toddlers: 8 to 21 months
Older Toddlers: 18 to 36 months
Younger Preschoolers: 36 to 48 months
Older Preschoolers: 48 to 60+ months

DEVELOPMENTAL INDICATOR NUMBERING SYSTEM

Domain Abbreviation	Goal number	Indicator Letter
APL	1-15	a-z
ESD		
HPD		
LDC		
MTE		
CD		

The final resources included in *SC-ELS* are the Strategies that are provided at the end of the Goal and Developmental Indicator Continuum for each subdomain. These strategies provide ideas for how teachers and caregivers can support children's development and learning in the areas described in the Developmental Indicators. They are a guide for the types of teaching practices and interactions adults can use to foster children's progress on the Developmental Indicators. The list includes strategies that can be used to promote the learning and development of all children. Notice, in addition, that some suggested strategies provide ideas for teachers who are working with Dual Language Learners and others may be particularly useful to those working with children who have disabilities. Most of the strategies are practices that can be carried out as part of a child's everyday activities. They are not intended to be an exhaustive list of how teachers can support children's growth and development, but are a place to start when planning activities to support children's progress.

Goal provides a broad statement of what children from birth to 60+ months should know or be able to do at the end of each age range.

Subdomain defines areas within each Domain more specifically.

Goal and Developmental Indicator Continuum is the chart that shows the Goal and corresponding Developmental Indicators for each age level.

Domain refers to the broad area of learning or development that is being addressed.

Curiosity, Information-Seeking, and Eagerness

Goal APL-1: Children show curiosity and express interest in the world around them.

Developmental Indicators

Infants Birth to 12 months	Younger Toddlers 8 to 21 months	Older Toddlers 18 to 36 months	Younger Preschoolers 36 to 48 months	Older Preschoolers 48 to 60+ months
• Show interest in others (smile or gaze at caregiver, make sounds or move body when other person is near). APL-1a	• Imitate what others are doing. APL-1d	• Show pleasure in new skills and in what they have done. APL-1g	• Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1j	• Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1m
• Show interest in themselves (watch own hands, play with own feet). APL-1b	• Show curiosity about their surroundings (with pointing, facial expressions, words). APL-1e	• Discover things that interest and amaze them, and seek to share them with others. APL-1h	• Discover things that interest and amaze them, and seek to share them with others. APL-1k	• Discover things that interest and amaze them, and seek to share them with others. APL-1n
• React to new sights, sounds, tastes, smells, and touches (stick out tongue at first solid food, turn head quickly when door slams). APL-1c	• Show pleasure when exploring and making things happen (clap, smile, repeat action again and again). APL-1f	• Watch what others are doing and often try to participate. APL-1i	• Show interest in a growing range of topics, ideas, and tasks. APL-1l	• Show interest in a growing range of topics, ideas, and tasks. APL-1o

Developmental Indicators provide more specific information about what children should know or can do at each age level.

Arrows: Occasionally, the same Developmental Indicators apply to two or more age levels. Arrows are used to show where these Developmental Indicators repeat across multiple age levels.

To use the *SC-ELS* effectively, it is suggested that teachers and caregivers begin by reading the entire document cover to cover. This thorough investigation will help to get a sense of each section and how the various pieces fit together.

Included within each Goal is a set of Developmental Indicators that explain what behaviors or skills to look for according to the age of the child. Check the age level to see which Developmental Indicators (infants, younger toddlers, older toddlers, younger preschoolers, or older preschoolers) might apply and study those indicators to know what is typical for children.

The *SC-ELS* describe what children at different stages of development often can do toward the end of the age period. Take notice that children in each group regularly do some of the things listed for their age level. They may just be starting to show some of the abilities, and they may not yet do some of the things described. This is normal. Use the Developmental Indicators to think about "next steps" for each child. Then consider the natural moments during the day that might offer chances for children to take these next steps. For children with disabilities or special needs who may not be at the same level as other children their age, use the same process described above: think about "next steps" for these children by considering their current level of development and how they might develop next.

Next, consider the strategies listed after the Developmental Indicators. They can help to brainstorm about how to use a natural moment or everyday learning opportunity to address specific areas of children's development and learning. Many of these strategies can be carried out with no special equipment. Choose strategies that seem most likely to help the children take their "next steps". Sometimes the Developmental Indicators for a child's age level do not seem to describe how a child is developing right now. This may happen whether a child has a disability or not. When it does, look at guidelines for younger or older age groups as appropriate. The goal is always to learn what developmental steps the child is taking now. Then choose strategies to support those next steps. There are many strategies for children with disabilities. Strategies to help providers appreciate the diversity of children and families are also included. Be creative and find ways to adapt other strategies. Families and other professionals can suggest additional ideas.

Seek additional professional development to help use the document effectively. This document is designed to be a useful resource for teachers and caregivers, and provides a wealth of useful information that can be used to improve the quality of care provided to children. It is not, however, intended to be used alone, without additional resources, and does not replace the need for continued professional development. Supervisors, mentors, college instructors, and technical assistance providers offer important support for teachers and caregivers using the *SC-ELS*. It is important, therefore, to follow the steps described above to use the *SC-ELS*, and to also seek additional information and professional development to use the document effectively.

See the appendix for a rich discussion about how to use the *SC-ELS,* the 10 guiding principles, how to work with all children, children's success in school, standards alignment with South Carolina College and Career Reading Standards for 5K-Grade 12, and frequently asked questions about *SC-ELS*.

USING THE GOALS AND DEVELOPMENTAL INDICATORS

They Should Be Used To...

- Promote development of the whole child, including physical, emotional-social, language, math, cognitive development, and learning characteristics
- Provide a common set of expectations for children's development and, at the same time, validate the individual differences that should be expected in children
- Promote shared responsibility for children's early care and education
- Emphasize the importance of play as an instructional strategy that promotes learning in early childhood programs
- Foster an integrated approach to early learning and development
- Support safe, clean, caring, and effective learning environments for young children
- Support appropriate teaching practices and provide a guide for gauging children's progress
- Encourage and value family and community involvement in promoting children's success
- Reflect and value the diversity that exists among children and families served in early care and education programs across the state

They Should NOT Be Used To...

- Stand in isolation from what is known about children's development and about quality early education programs
- Serve as an assessment checklist or evaluation tool to make high-stakes decisions about children's program placement or entry into kindergarten
- Limit a child's experiences or exclude children from learning opportunities for any reason
- Set up conflicting expectations and requirements for programs
- Decide that any child has "failed" in any way
- Emphasize child outcomes over program requirements
- Place or retain any child in a program/service

Domains, Subdomains, and Goals Overview

Approaches to Play and Learning (APL)

Subdomain: Curiosity, Information-Seeking, and Eagerness
- Goal APL-1: Children show curiosity and express interest in the world around them.
- Goal APL-2: Children actively seek to understand the world around them.

Subdomain: Play and Imagination
- Goal APL-3: Children engage in increasingly complex play.
- Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.

Subdomain: Risk-Taking, Problem-Solving, and Flexibility
- Goal APL-5: Children are willing to try new and challenging experiences.
- Goal APL-6: Children use a variety of strategies to solve problems.

Subdomain: Attentiveness, Effort, and Persistence
- Goal APL-7: Children demonstrate initiative.
- Goal APL-8: Children maintain attentiveness and focus.
- Goal APL-9: Children persist at challenging activities.

Emotional and Social Development (ESD)

Subdomain: Developing a Sense of Self
- Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.
- Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.

Subdomain: Developing a Sense of Self with Others
- Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.
- Goal ESD-4: Children form relationships and interact positively with other children.
- Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.

Subdomain: Learning about Feelings
- Goal ESD-6: Children identify, manage, and express their feelings.
- Goal ESD-7: Children recognize and respond to the needs and feelings of others.

Health and Physical Development (HPD)

Subdomain: Physical Health and Growth

- Goal HPD-1: Children develop healthy eating habits.
- Goal HPD-2: Children engage in and sustain various forms of physical play indoors and outdoors.
- Goal HPD-3: Children develop healthy sleeping habits.

Subdomain: Motor Development

- Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.
- Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.

Subdomain: Self-Care

- Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.
- Goal HPD-7: Children develop independence in caring for themselves and their environment.

Subdomain: Safety Awareness

- Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.

Language Development and Communication (LDC)

Subdomain: Learning to Communicate

- Goal LDC-1: Children understand communications from others.
- Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.
- Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.
- Goal LDC-5: Children describe familiar people, places, things, and events.
- Goal LDC-6: Children use most grammatical constructions of their home language well.
- Goal LDC-7: Children respond to and use a growing vocabulary.

Subdomain: Foundations for Reading

- Goal LDC-8: Children develop interest in books and motivation to read.
- Goal LDC-9: Children develop book knowledge and print awareness.
- Goal LDC-10: Children comprehend and use information presented in books and other print media.
- Goal LDC-11: Children develop phonological awareness.
- Goal LDC-12: Children develop knowledge of the alphabet and the alphabetic principle.

Subdomain: Foundations for Writing

- Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.
- Goal LDC-14: Children use knowledge of letters in their attempts to write.
- Goal LDC-15: Children use writing skills and writing conventions.

Mathematical Thinking and Expression (MTE)

Subdomain: Foundations for Number Sense

- Goal MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.
- Goal MTE-2: Children demonstrate a beginning understanding of numbers and operations during play and other activities.

Subdomain: Foundations for Algebraic Thinking

- Goal MTE-3: Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.

Subdomain: Foundations for Geometry and Spatial Understanding

- Goal MTE-4: Children begin to identify, describe, classify and understand shape, size, direction and movement during play and other activities.

Subdomain: Foundations for Measurement and Data Analysis

- Goal MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing, and interpreting data during play and other activities.

Subdomain: Mathematical Thinking and Reasoning

- Goal MTE-6: Children use mathematical thinking to solve problems in their everyday environment.

Cognitive Development (CD)

Subdomain: Construction of Knowledge: Thinking and Reasoning

- Goal CD-1: Children use their senses to construct knowledge about the world around them.
- Goal CD-2: Children recall information and use it for addressing new situations and problems.
- Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.

Subdomain: Creative Expression

- Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.
- Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.

Subdomain: Social Connections

- Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.
- Goal CD-7: Children recognize that they are members of different groups (e.g. family, preschool class, cultural group).
- Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.
- Goal CD-9: Children explore concepts connected with their daily experiences in their community.

Subdomain: Scientific Exploration and Knowledge

- Goal CD-10: Children observe and describe characteristics of living things and the physical world.
- Goal CD-11: Children explore the natural world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.

Approaches to Play and Learning (APL)

APPROACHES TO PLAY AND LEARNING

Children are born with an inclination to learn and to figure things out, but each child approaches learning in his or her own way. The **Approaches to Play and Learning** domain addresses how children learn, and includes children's attitudes toward and interest in learning. It reflects behaviors and attitudes such as curiosity, problem-solving, maintaining attention, and persistence. Children display these characteristics in the way they learn in all domains and curriculum areas, including music, dramatic play, and art.

For infants and toddlers, their approach to learning begins with their openness and interest in the world around them and their desire to make things happen. They learn by mouthing, tasting, touching, smelling, listening, and looking at just about anything in their environment. They also learn through their physical actions as they try new actions and see what happens when they do something with objects. When adults support and encourage their efforts, children feel safe and secure and are more willing to try new things and take risks. With a consistent environment and responsive adults who encourage exploration, young children will experience the emotional security necessary for exploring, growing, and learning.

As children move into the preschool years, they begin to establish learning behaviors that are more closely tied to later school success. They become more confident in their ability to learn and enjoy exploration and discovery through play. This is also a time when children develop some specific areas of interest, and learn different strategies to find out more about those interests. They typically can concentrate for longer periods of time and can persist with tasks even after encountering obstacles. It is important for teachers of young children of every age to recognize that children vary in their learning styles and in how they express their approaches to learning. For example, some children show great enthusiasm for trying new things, while others are more content to sit back and watch. These differences may reflect the child's temperament or cultural differences in how his or her family encourages the child to interact with the people and things in the environment. The presence of a developmental delay or disability may affect how a child takes in information and/or interacts with the people and things in the environment. Teachers and caregivers must be attuned to these differences and provide children appropriate support and guidance. The Goals and Developmental Indicators included in this domain describe important aspects of approaches to learning that early childhood educators should seek to foster as they work with young children. It is important to remember, however, that each child's approach toward play and learning is unique.

Curiosity, Information-Seeking, and Eagerness

Goal APL-1: Children show curiosity and express interest in the world around them.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Show interest in others (smile or gaze at caregiver, make sounds or move body when other person is near). APL-1a	• Imitate what others are doing. APL-1d	• Show pleasure in new skills and in what they have done. APL-1g	• Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1j	• Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1m
• Show interest in themselves (watch own hands, play with own feet). APL-1b	• Show curiosity about their surroundings (with pointing, facial expressions, words). APL-1e	• Discover things that interest and amaze them, and seek to share them with others. APL-1h	• Discover things that interest and amaze them, and seek to share them with others. APL-1k	• Discover things that interest and amaze them, and seek to share them with others. APL-1n
• React to new sights, sounds, tastes, smells, and touches (stick out tongue at first solid food, turn head quick-ly when door slams). APL-1c	• Show pleasure when exploring and making things happen (clap, smile, repeat action again and again). APL-1f	• Watch what others are doing and often try to participate. APL-1i	• Show interest in a growing range of topics, ideas, and tasks. APL-1l	• Show interest in a growing range of topics, ideas, and tasks. APL-1o
				• Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills). APL-1p

Curiosity, Information-Seeking, and Eagerness

Goal APL-2: Children actively seek to understand the world around them.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Explore the indoor and outdoor environment using all available senses — smell, hear, see, feel, and taste. APL-2a • With appropriate supports, move toward interesting people, sounds, objects, and activities. APL-2b	• Initiate activities that interest them and try to get others involved. APL-2c • Use toys and other objects to make things happen (kick a ball, push a button on a toy). APL-2d • Move toward people and things that are new and/or interesting. APL-2e	• Seek more information about people and their surroundings ("study" an object carefully, stare for long moments, become absorbed in figuring out a situation). APL-2f • Use their whole body to learn (get mud or paint on themselves from head to toe, fit themselves into a big, empty box). APL-2g • Communicate what they want to do or know using gestures, facial expressions, or words (ask "What dat?"). APL-2h	• Ask questions about the people and things around them. APL-2i • Use all available senses, tools, and a variety of strategies to explore the environment (drop objects in water to see if they sink or float). APL-2j • Purposely try different ways of doing things to see what and how they work (adjust blocks used as a ramp to make a ball roll faster and farther). APL-2k	• Ask questions to find out more about the things that interest them, including questions about future events. APL-2l • Choose among different ways to explore the environment based on experience (use a magnifying glass that the class used before to explore something new). APL-2m • Use what they know from experience to understand what is happening now (get an umbrella to go outside because it is raining). APL-2n

Strategies for Infants and Toddlers

1. Provide safe spaces and remove dangerous items indoors and outdoors so infants and toddlers can explore safely. Use soft surfaces, light colors, and comfortable furniture to create a warm, inviting classroom atmosphere.

2. Provide children with the means to represent their ideas with more than one type of material or medium (e.g., painting, drawing, blocks).

3. Choose materials that appeal to children's senses (smell, touch, hearing, sight, and taste) to encourage children to react and move. For example, place colorful toys around an infant during tummy time, hang wind chimes outdoors, or invite toddlers to smell flowers. Be sensitive to infants and toddlers with special sensory needs. Avoid overwhelming children with stimulation. Provide quiet, uncluttered spaces when children need them.

4. Offer toys and activities that are challenging and exciting for each child at his or her individual level. When children express interest, show them what toys will do and how materials can be used.

5. Allow children to make choices when possible (such as materials and activities). For some children with disabilities, caregivers must introduce toys, begin activities, and play a more active role to show them what to do. Follow children's signals to decide whether to continue, vary, or end an activity.

6. Show enthusiasm for children's discoveries. Talk with them about what they are experiencing and what is happening around them. Set an example by sharing children's excitement in discovery and exploration on their level (e.g. "You are digging in the sand. The sand is stickling to your hands." or "Wow! You put red paint in the yellow paint. Now it is a different color called orange.").

7. Make a wide variety of experiences available to all infants and toddlers, including children with disabilities. Encourage children to use multiple senses (touching, smelling, looking) to explore a variety of materials and experiences (e.g. digging through snow in winter to see if the grass is still there; sifting through the sand to find hidden items; looking for flower buds in spring and yellow leaves in fall; smelling arrangement of flowers or fresh fruit and vegetables; and listening to different types of music such as classical, dance, jazz, and/or folk, etc.).

8. Talk about and share enjoyment in learning new things, trying new activities, etc.

9. Set an example by thinking out loud when actively solving a dilemma or figuring something out.

10. Ask children to communicate what they like, dislike, and enjoy. Use actions, facial expressions, and/or words to reflect what a child seems to be communicating.

Strategies for Preschoolers

1. Provide a wide variety of objects, experiences, and materials for exploration. Provide both familiar and new materials in response to children's interests. Include materials that are found in their homes. Make sure materials are accessible for non-mobile children to look at, listen to, reach for, and touch. Adapt materials (e.g., location, texture, color, etc.) as needed to ensure all children can use them.

2. Furnish materials that will facilitate the recreation of memories or experiences that a child can share and encourage a spirit of inquiry.

3. Listen and respond to children as they share their thoughts (e.g., open a discussion of what happened in a class meeting). Provide props (such as an object from the activity being discussed) and pictures to make it easier for children with limited vocabulary or who are Dual Language Learners to participate.

4. Provide plenty of time for children to explore and play at their own pace, indoors and outside.

5. Encourage children to share ideas and ask questions of one another. Encourage curiosity by modeling their wonderment and asking open-ended questions (for example, "What will happen when we add the water to the flour?" "What is the man in the picture trying to do?").

6. Give children many opportunities to experience beauty through all their senses (touching snow and sand, looking at rainbows, smelling freshly mowed grass, tasting different foods, listening to bird's chirp). For older children, put large coffee-table books with pictures in the classroom's book area.

7. Visit different types of places so that children have a variety of experiences (such as farms, farmers' markets, plant nurseries, museums, parks, grocery stores, the post office, etc.).

8. The teacher should talk about the things of interest to him/her and share his/her enjoyment in learning new things, trying new activities, etc.

9. Set an example by thinking out loud as they actively solve a dilemma or figure something out to help children develop self-talk.

10. Ask children to communicate what they like, dislike, and enjoy. Use actions, facial expressions, and/or words to reflect what a child seems to be communicating.

Play and Imagination

Goal APL-3: Children engage in increasingly complex play.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschooler**s 48 to 60+ months
• Show interest in other children playing (watch, turn toward). APL-3a • Imitate sounds, facial expressions, or gestures (cover face with hands, hands up for “so big”). APL-3b • Play with simple objects, using them to make sounds and other interesting results. APL-3c • Begin to participate in give-and-take exchanges of sounds and gestures (“serve and return”). APL-3d	• Play alongside other children, sometimes imitating their actions. APL-3e • Imitate adult actions with objects, first with real objects and then with objects that are used to represent another object (talk on phone, feed doll, use a chair as pretend car). APL-3f • Take turns in simple games (pat-a-cake, peek-a-boo). APL-3g • Offer toys and objects to others. APL-3h	• Try to involve other children in play. APL-3i • Make believe, pretend, and act out familiar life scenes, sometimes using objects to represent something else (a shoe becomes a phone). APL-3j • Play with others with a common purpose (play a chase game). APL-3k • Communicate about what is happening during pretend play (“He eating,” point to a picture on a communication board when feeding a toy baby with a spoon; “Now go work,” after putting on shoes and necktie).APL-3l	• Engage in dramatic play themes that include interacting with other children, but often are not coordinated. APL-3m • Talk to peers and share materials during play. APL-3n • Engage in make-believe play with imaginary objects. APL-3o • Use language to begin and carry on play with others. APL-3p • Express knowledge of their everyday lives and cultures through play (use chopsticks to eat, pretend to fix hair the way their family styles hair). APL-3q	• Develop and sustain more complex pretend play themes in cooperation with peers. APL-3r • Use more complex and varied language to share ideas and influence others during play. APL-3s • Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture). APL-3t • Demonstrate their cultural values and “rules” through play (tell another child, “That’s not what we eat for breakfast.”). APL-3u

Play and Imagination

Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Use everyday household objects for play (spoons, pots and pans, plastic bowls). APL-4a • Try a familiar action with a new object or person (try to bounce a block, wave bye-bye to a toy, make a sound to get a new adult's attention). APL-4b • React to unexpected events with laughter and interest. APL-4c	• Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, try to stack bears). APL-4d	• Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, try to stack bears). APL-4e • Pretend to be somebody or something other than themselves. APL-4f • Pretend one object is really something different (use Legos® as food while stirring a pot). APL-4g	• Offer new ideas about how to do or make things. APL-4h • Add new actions, props, or dress-up items to pretend play. APL-4i • Use materials (e.g., art materials, instruments, construction paper, writing implements) or actions to represent experiences or ideas in novel ways. APL-4j • Experiment with language, musical sounds, and movement. APL-4k	• Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. APL-4l • Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. APL-4m • Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. APL-4n • Make up stories, songs, or dances for fun during play. APL-4o • Invent new games. APL-4p

Strategies for Infants and Toddlers

1. Accept getting messy as part of a child's play and learning.

2. Look and plan for children's differences and their many ways of learning. Use real objects, pictures, music, language, books, the outdoors, active play, quiet activities, and group activities to appeal to children who learn in different ways.

3. Provide materials that can be used in more than one way and encourage children to think of different ways to use them. Encourage trial and error and provide children with adequate time to fully explore materials.

4. Encourage children to notice what others are doing when they are pretending. ("See the way Maya is using the block for a race car." "Look at Luis and Mary. They are pretending to bake a cake.")

5. Include unusual art and music materials when planning creative activities for children (for example, jumping on bubble wrap, painting with feet, using classroom items such as blocks and toy pots to make music or create rhythm).

6. Allow and encourage children to find their own ways to solve problems.

7. Encourage and help children to make up creative stories so they use their imaginations.

8. Make accommodations to the environment and materials to allow opportunities for children with varying abilities and physical needs to fully participate.

Strategies for Preschoolers

1. Encourage children to think about new ideas. ("Have you ever wondered where rain goes?" "Where do birds live?")

2. Provide a wide range of experiences. For preschoolers, include some experiences in which the goal is to try many different approaches rather than finding one "right" solution.

3. Foster cooperative play and learning groups. Stay involved in the children's play and learning groups to help children who may be less likely to join in because they don't communicate as well as other children—ask questions, make suggestions, and draw each child into the play and other activities.

4. Promote the integrated use of materials throughout activities and centers. ("Let's get some paper from the writing center to make signs for the city you made in the block center.")

5. Challenge children to consider alternative ideas and endings of stories.

6. Help children accommodate and build on one another's ideas to achieve common goals (e.g., suggest that individual block structures can be put together to make a much larger one).

7. Provide materials for preschoolers to pretend, to use one object to represent another, and to take on roles. This includes dress-up clothes for a variety of play themes and toys that can be used for many things, such as blocks, scarves, and clay.

8. Look and plan for children's differences and their many ways of learning. Use real objects, pictures, music, language, books, the outdoors, active play, quiet activities, and group activities to appeal to Dual Language Learners, and children who learn in different ways.

9. Watch for, acknowledge, and support increasing complexity in a child's play. ("Your tower of blocks became a fire station, and now you've built a whole town.")

Risk-Taking, Problem-Solving, and Flexibility

Goal APL-5: Children are willing to try new and challenging experiences.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Explore new experiences both indoors and outdoors (toys, foods, people, spaces) with support of a familiar trusted adult. APL-5a • Try to do things that are hard for them (stretch to reach toy, work to crawl or walk, try to capture tiny crumb with pincer grasp). APL-5b • Look to adult for cues and, when reassured, proceed. APL- 5c	• Try unfamiliar experiences and interact with new people with a familiar adult nearby. APL-5d • Move away from a familiar adult to explore, but check in frequently. APL-5e • Show interest in and try to opperate toys that offer a challenge. APL-5f	• Explore freely without a familiar adult nearby. APL-5g • Try out new skills in a familiar environment (learn to climb steps and then try to climb ladder to the slide). APL-5h • Approach a challenge with confidence (try to lift a heavy object, work on a difficult puzzle, “I can do it.”). APL-5i • Want to do things their own way (say “Me do it!”, push an adult’s hand away if the person is trying to help). APL-5j	• Express a belief that they can do things that are hard. APL-5k • Choose to participate in an increasing variety of familiar and new experiences. APL-5l • Accept new challenges when offered. APL-5m • Try things they are not sure they can do, while avoiding dangerous risks. APL-5n	• Express a belief that they can do things that are hard. APL-5o • Approach new experiences independently. APL-5p • Ask to participate in new experiences that they have observed or heard about. APL-5q • Independently seek new challenges. APL-5r

Risk-Taking, Problem-Solving, and Flexibility

Goal APL-6: Children use a variety of strategies to solve problems.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Try one or two strategies to get what they want (make noise, move or reach toward things, reject unwanted item). APL-6a • Try a familiar action in a new activity (hit a button on a new toy, try to open a visitor's purse). APL-6b • Use trial and error to get something done, get what they want, or solve simple problems. APL-6c	• Try one or two strategies to get what they want or solve a problem (try giving a peer an alternate toy to get a toy from him/her; try to put a ball in a box—if it will not fit, get a bigger box). APL-6d • Use available resources to accomplish a goal or solve a problem (push a stool to a counter to reach for something). APL-6e • After unsuccessful attempts to solve a problem, ask for help from an adult (point, gesture, speak). APL-6f • Vary actions on purpose to solve a problem (when fitting a shape into a shape sorter, turn the shape to fit; when opening a drawer, shake, then pull its handle). APL-6g	• Try a variety of strategies to get what they want or solve a problem. APL-6h • Use language to obtain help to solve a problem (tell adults, "My car broke."). APL-6i • Use materials in new ways to explore and solve problems (bring a big spoon to the sand table when all of the shovels are in use, pile blocks on a towel and drag them across the floor when there are too many to carry). APL-6j	• Seek and make use of ideas and help from adults and peers to solve problems ("How can I make this paint get off my pants?"). APL-6k • Purposefully use a variety of strategies to solve different types of problems. APL-6l • Talk to themselves to work through the steps to solve a problem. APL-6m	• Seek and make use of ideas and help from adults and peers to solve problems ("How can I make this paint get off my pants?"). APL-6n • Describe the steps they will use to solve a problem. APL-6o • Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. APL-6p • Explain how they solved a problem to another person. APL-6q

RISK-TAKING, PROBLEM-SOLVING, AND FLEXIBILITY

Strategies for Infants and Toddlers

1. Provide challenging, high-quality tools and equipment and an abundant supply of thought-provoking, complex materials that can be used in more than one way (e.g., blocks or clay) and are not limited to a single "right" use.

2. Show genuine care, affection, and kindness toward children (e.g., validate their disappointment when a block structure falls down; encourage them to figure out what happened and rebuild). Active support gives children the confidence to take risks.

3. Allow children to do things their own way and take some risks. Intervene when needed to keep children safe.

4. Show pleasure in what children have done. Respond to their expressions of accomplishment. ("You have a big smile on your face! You look happy that you went down the slide all by yourself.")

5. Model flexibility and acceptance of mistakes or failures. ("Oops, that didn't work! Let's try something else.")

6. Establish a regular yet flexible routine.

7. Recognize that some children have difficulty trying new things, using a toy in a different way, or varying their routines. Try different ways to introduce change and variety (provide warning of changes in routine, use pictures for what will happen next, model new ways of using materials). Gradual change is usually best. Work with other professionals to learn strategies that help these children try new things and accept changes when needed.

8. Plan for and recognize different interest levels and abilities to tolerate materials, mistakes, and engagement with other children. Accommodate these differences by being flexible and introducing more challenging experiences gradually.

Strategies for Preschoolers

1. Seek and accept children's ideas. Let them know that their thinking and their efforts are valued more than "getting the right answer."

2. Recognize that "mistakes" are inevitable and treat them as opportunities to learn. Help children deal with mistakes in a positive way. Avoid criticizing or making fun of them.

3. Set an example by acknowledging one's own "mistakes" and modeling constructive reactions to them. Model this approach for children by talking calmly, figuring out what went wrong, and trying again.

4. Help children think and talk through different approaches to problems (e.g., when their favorite game isn't available, encourage them to consider another choice).

5. Encourage children to share, listen, and ask questions of one another and compare strategies and solutions. Support children with varying communication abilities by supporting a variety of ways for children to share, ask questions, and compare.

6. Recognize that some children have difficulty trying new things, using a toy in a different way, or varying their routines. Try different ways to introduce change and variety (provide warning of changes in routine, use pictures for what will happen next, model new ways of using materials). Gradual change is usually best. Work with other professionals to learn strategies that help these children try new things and accept changes when needed.

7. Plan for and recognize different interest levels and abilities to tolerate materials, mistakes, and engagement with other children. Accommodate these differences by being flexible and introducing more challenging experiences gradually.

8. Help children who seem confused understand by asking probing questions.

Attentiveness, Effort and Persistence

Goal APL-7: Children demonstrate initiative.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Communicate with sounds or movements to indicate preferences (make excited sound for food they like, push away food they don't like). APL-7a • Independently explore the different qualities of an object (notice the sound of a rattle, then be drawn to the "feel" of it, exploring it with mouth or hand). APL-7b	• Express choices with actions or simple language (choose Cheerios® or a cracker). APL-7c • Seek to repeat experiences they enjoy or succeed at (do shape sorter over and over, climb up and down stairs). APL-7d	• Select and carry out activities (choose to set the table; gather play dishes and food, and then feed the dolls). APL-7e • Show increasing interest in performing tasks independently (put on jacket and try to zip it up). APL-7f • Show and/or tell others what they have done. APL-7g	• Show increasing independence and purpose when making choices ("I want to go to blocks."). APL-7h • Express goals or plans and follow through on them ("I'm going to draw my house."). APL-7i • Make decisions about materials needed to carry out a task. APL-7j	• Show increasing independence and purpose when making choices ("I'm going to the block area to make a track for my race car."). APL-7k • Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). APL-7l • Set simple goals that extend over time, make plans and follow through ("Let's make a rocket ship. We need blocks."). APL-7m

Attentiveness, Effort and Persistence

Goal APL-8: Children maintain attentiveness and focus.

Developmental Indicators				
Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Focus and attend to people and things around them. APL-8a • Repeat interesting actions over and over (push button to make toy pop up). APL-8b • Notice when the expected does not happen. APL-8c	• Focus on self-selected activity for a short period of time (decide to play in the sandbox and stay there for a couple of minutes). APL-8d • Focus on an interesting activity or interaction shared with adults for a short period of time. APL-8e	• Focus on a person or a hands-on activity for a short period of time (participate in singing a song, stay focused long enough to build a block tower). APL-8f • Keep working on interesting activities with other things going on around them. APL-8g	• Focus on age-appropriate activities for a short period of time, even with interruptions (continue working on a puzzle even though another child sitting nearby is laughing and talking). APL-8h • Remain engaged in more complex activities that they have chosen. APL-8i • Maintain focus and return to an activity after a break. APL-8j	• Sometimes able to focus on what is relevant to a task (sort multicolored wooden beads by shape). APL-8k • Consistently remain engaged in self-directed activities. APL-8l • Shift attention back to a task after having been diverted from it. APL-8m

Attentiveness, Effort and Persistence

Goal APL-9: Children persist in challenging activities.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Try over and over to make things happen (make sounds to get attention, work to get to something that is out of reach). APL-9a	• Keep trying to accomplish tasks that they are not able to do immediately (put on a jacket, engage a busy adult in play). APL-9b	• Seek help from others to complete a challenging activity. APL-9c • Keep working on an activity even after setbacks (block structure collapses, puzzle piece does not fit). APL-9d	• Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9e • When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9f • Keep working to complete tasks, including those that are somewhat difficult. APL-9g	• Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9h • When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9i • Plan and follow through on longer-term tasks (planting a seed and caring for the plant). APL-9j • Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later). APL-9k

ATTENTIVENESS, EFFORT, AND PERSISTENCE

Strategies for Infants and Toddlers

1. Furnish the classroom with a variety of materials that allow children with diverse interests and abilities to experience success.

2. Set up clearly defined interest areas that provide an abundant supply of toys and materials so that children can carry out ideas without interruption and frustration. Organize the space in a way that allows children who want to work on meaningful activities for extended periods of time to be protected from other children accidentally destroying what they are working on.

3. Plan for smooth transitions when moving children from one activity to another (lunch to nap, center time to cleanup to snack). Let children know ahead of time when transitions are coming so they can begin to finish what they are doing.

4. Provide a variety of activities and materials that offer challenges appropriate to each child's age and ability level. Encourage each child to try hard, to try different ways of doing things, and to experience challenges.

5. Add new things to the indoor and outdoor environment for children to notice (e.g., windsocks and flags that move in the breeze, bird feeders outside the window, new photographs of family members).

6. Allow children to use materials in their own ways and for extended periods of time. However, keep in mind that some children (e.g., children with disabilities) may use materials in ways that do not help their development. Learn how to respond appropriately to this behavior.

Strategies for Preschoolers

1. Provide large, uninterrupted blocks of time for children to play, explore materials, and solve problems at their own pace. Allow children to repeat activities and experiences, and to be involved in activities without interruption.

2. Plan projects that are completed over the course of several days.

3. Help children with limited vocabulary skills as well as those who are Dual Language Learners stay involved with activities by giving them words and other means to communicate if they are having difficulty expressing their ideas or staying focused on an activity.

4. When children indicate they need help, respond by listening and observing to determine what kind of help is needed. Offer help when children show they want and need it, adjusting levels of help to fit the situation and child's abilities.

5. Ask probing questions when children appear to be losing interest in a problem or activity to help them stay focused for just a bit longer.

6. Encourage children to keep working and focus on effort rather than results. Value their thinking processes by acknowledging their work and effort. ("Look how long and hard you worked on this.")

7. Encourage children to persist with difficult tasks; talk about the importance of persistence.

8. Help children notice each other's contributions. Encourage them to listen carefully to what others in the class are saying, ask questions, and work together.

"IMPORTANT POINTS TO KEEP IN MIND…"

Goal APL-1: Children show curiosity and express interest in the world around them.

It is important for teachers to remember that persons from different cultures value different characteristics and qualities in children. Some cultures will encourage or value curiosity, while others may discourage children from demonstrating curiosity.

Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.

The environment has a big effect on how children demonstrate creativity and imagination. Teachers and caregivers can encourage creativity and imaginative play by modeling or demonstrating creativity, and by offering children many opportunities for pretend play.

Goal APL-5: Children are willing to try new and challenging experiences.

Temperament influences the way children approach new or challenging tasks and situations. Depending on their temperament, some children will approach new or challenging tasks and situations with enthusiasm, while others will be more wary and cautious. If a child is not a risk taker, it is important for teachers and caregivers to look for opportunities to build the child's confidence by noticing times when he or she tries something new or challenging.

Goal APL-7: Children demonstrate initiative.

Children's willingness to demonstrate initiative varies based on their personality or temperament and familial and cultural differences. Some cultures value children who demonstrate initiative, while others may place a low priority on initiative.

Some children are less likely to demonstrate initiative because they are shy or prefer to join an activity that is already going on in the classroom rather than initiate a new activity or interaction.

Goal APL-8: Children maintain attentiveness and focus.

Generally, young children have short attention spans; however, by age 4, children can usually pay attention to a toy or other activity for 8-10 minutes. They can also shift their attention back and forth between their activity and an adult talking to them, and may be paying attention even when it does not look like they are. Brief opportunities for children to practice focusing on an activity or experience are helpful, but only for very short periods of time.

Emotional and Social Development (ESD)

EMOTIONAL AND SOCIAL DEVELOPMENT (ESD)

The **Emotional and Social Development** domain describes how children feel about themselves and how they develop relationships with others, as well as how they learn to express and manage their emotions. Children's development in this domain affects their development in every other domain. For instance, children who develop a positive sense of self are more likely to try new things and work toward reaching goals. They tend to accept new challenges and feel more confident about their ability to handle problems or difficulties that they encounter.

Children's social skills and the relationships they form with others are also important for their overall development. Children's earliest relationships with their caregivers and teachers provide the basis for the relationships they will form with their future teachers and classmates. Through positive relationships with adults, children learn to understand and care about others and develop skills that help them adjust to the demands of formal schooling they will encounter when they are older. Sensitive interactions with caregivers and teachers are particularly important for infants and toddlers because they are learning to form attachments, that is, strong ties to people who care for them. These attachment relationships lay the foundation for children's development in all areas. When adults are attentive to children's emotional and social cues and consistently respond with kindness and care, children feel important and they learn to feel good about themselves. They also learn to relate positively to others.

Children also learn to manage their feelings and impulses during their early years. Very young children (infants and toddlers) need the support of sensitive adults as they learn how to regulate their emotions. Preschoolers' ability to regulate and manage emotions is still developing, and it is not unusual for them to sometimes have difficulty controlling their feelings and expressing their emotions appropriately.

Several factors affect children's emotional and social development. Children's temperament, the unique way they respond to the world around them, plays a big role in how they express their emotions and relate to others. Some children may be generally happy and very friendly, while others may be often cranky, slow-to-warm up to newcomers, or shy. Sensitive teachers and caregivers accept that children respond to new situations and to people differently based on their temperament and learn to interact with children in ways that match each child's temperament to support their developing emotional and social abilities.

In addition to temperament, children have other characteristics and experiences that can affect their social and emotional development. Children with disabilities may need additional support in learning to express their emotions and/or develop positive relationships. For instance, a child with vision and hearing loss may need specialized assistance to develop a strong sense of self and/or form relationships with adults and other children. Children who are Dual Language Learners may also need special accommodations. They may need help communicating their needs or cooperating with peers. Teachers and caregivers must be "in tune" with each child as an individual to effectively support their emotional and social development.

Finally, children's family and culture play important roles in their emotional and social development. Some families and cultures encourage children to be more reserved, while others may encourage children to be more outgoing. Cultures and families also have different expectations for other aspects of emotional and social development, such as expectations for how assertive children are expected to be, and the way that children show respect to adults. Teachers and caregivers should keep these types of cultural differences in mind as they support children's emotional and social development.

Developing a Sense of Self

Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Show awareness of their bodies (study own hands and feet moving; use hands, mouth, and eyes in coordination to explore their bodies). ESD-1a • Show interest in their image in a mirror (stare, smile, reach out to touch). ESD-1b • Respond to their name with sounds or movement. ESD-1c • Express likes and dislikes (smile, cry, and protest). ESD-1d	• Show awareness of specific body parts. ESD-1e • Recognize themselves in a mirror (point to self, make faces in mirror). ESD-1f • Express choices with gestures, signs, or words (select a toy they want). ESD-1g	• Show awareness of some of their own characteristics and things they can do (recognize themselves in pictures, say, “I help Daddy!”). ESD-1h • Use their own name or a personal pronoun to refer to themselves (I, me, and mine). ESD-1i • Make choices and have favorite clothes, toys, and activities. ESD-1j	• Describe self (characteristics that can be seen, things they can do, things they like, possessions). ESD-1k • Express a sense of belonging to a group (say “There’s Kirby from my class,” move to stand with own group upon request, “I am a girl.”). ESD-1l • Use own first and last name. ESD-1m • Choose activities they like and name their favorite activities. ESD-1n	• Describe themselves in concrete ways, with greater detail and accuracy (“My eyes are brown.” “I am tall.”). ESD-1o • Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). ESD-1p • Choose to spend more time on preferred activities, and express awareness of skills they are developing. ESD-1q

Developing a Sense of Self

Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Show they expect results from their actions (repeat loud noise to gain attention, hit toy over and over to produce sound). ESD-2a • Show pleasure at things they have done (wiggle, coo, laugh). ESD-2b • Explore the environment with support from a familiar, trusted adult. ESD-2c	• Explore the environment on their own, but check in with a familiar, trusted adult occasionally. ESD-2d • Show confidence in their ability to make things happen by repeating or changing their actions to reach a goal (move closer to reach an object they want). ESD-2e • Bring others things they like or show them things they have done. ESD-2f	• Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2g • Explore the environment independently to satisfy their own interests (seek out toy or favorite materials). ESD-2h • Show confidence in their abilities through actions and/or language (try to lift a heavy object, say, “I’m strong!”). ESD-2i • Attempt to reach goals without help from others (push adult away, say “Me do it myself!”). ESD-2j	• Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2k • Express the belief that they can do many things. ESD-2l • Try new activities and attempt new challenges. ESD-2m	• Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2n • Express the belief that they can do many things. ESD-2o • Stick with tasks even when they are challenging. ESD-2p • Express opinions about their abilities in different areas (“I’m a good friend.” I can run fast.” “I know all my letters!”). ESD-2q

Strategies for Infants and Toddlers

1. Observe children carefully. Learn how each child prefers to be held for feeding, sleeping, or comforting and how he or she reacts to things like noise, light, or touch. Also, ask families about their child's preferences. Use the information to provide consistent, predictable care and help each child be comfortable. Share with others who care for the child.

2. Keep brief notes on each child to help remember the unique needs of each individual child. Use this information to plan how to care for the child.

3. Take plenty of time to interact with each infant in a relaxed way during every day caregiving routines such as diapering, dressing, and feeding. Plan so that materials are ready (such as supplies and clean hands) before the routines.

4. Hold and talk to babies individually throughout the day, not only during diapering, dressing, and eating times. Cuddle them while reading a book or playing with a toy.

5. If possible, use children's home language in daily conversations with them.

6. Support children as they discover their bodies, actions or movements. For example, say, "Look at your hands, Jalen. You are moving your fingers."

7. Be on the floor with children. Support and encourage them by making eye contact and talking with them.

8. Offer a comfort object such as a favorite blanket or stuffed animal to help a child feel secure when he or she is stressed.

9. Place unbreakable mirrors in different areas of the room so children get to see themselves often (for example, above the changing table and on the walls at child's eye level).

10. Give infants and toddlers many chances to make choices and decisions. Try to avoid telling infants and toddlers "no" by giving them choices that are acceptable. For example, if a toddler tries to grab a toy from another child, offer two other similar toys from which to choose.

11. Respect toddlers when they try to get what they want or do something their own way. Be patient, give them time to work at things, and encourage them to communicate what they want.

DEVELOPING A SENSE OF SELF

Strategies for Preschoolers

1. Help establish a sense of trust and security by developing warm and responsive relationships with every child. Greet each of them by name daily.

2. Respect individual temperaments and personal uniqueness and be aware of any personal circumstances in a child's life.

3. Encourage children to express their feelings through appropriate words and actions.

4. Communicate often with children, both individually and in small groups. Listen to what they are saying and value their opinions by acknowledging them and building on their ideas.

5. Involve children in planning related to the classroom (e.g., ask for and use their ideas about visual displays, book selections, and activities).

6. If possible, use children's home language in daily conversations with them.

7. Help children identify themselves as unique individuals and as members of different groups (e.g., create and display family photo books; ask the children to describe something that is special about another child; put a full-length mirror in the classroom; use given names and pronounce them correctly).

8. Design the classroom so that it stimulates, challenges and gives children choices that are appropriate for a range of ages, developmental stages, and abilities (e.g., freshen materials in activity centers to reflect emerging themes generated by children, and children's interests).

9. Support the growth of children's feelings of competence and self-confidence (e.g., use books and games they create; provide access to materials that encourage them to stretch their abilities; provide positive comments about their accomplishments).

10. Allow children to experiment without fear of criticism or danger. Treat mishaps such as spilling, dropping, or knocking over objects as opportunities for positive learning.

11. Make the classroom environment safe, pleasant, and joyful. Promote the use of humor and singing.

12. Make room in the classroom for cozy, safe areas where children can be alone if they wish.

13. Get to know children's families and value them as partners. Invite their participation and input through comment cards, home visits and casual conversation.

Developing a Sense of Self With Others

Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Enjoy being held, cuddled, and talked to by familiar adults. ESD-3a • Recognize and reach out to familiar people. ESD-3b • Seek to be near their caregivers; stop crying when they come near. ESD-3c • Show signs of separation anxiety when a familiar caregiver leaves. ESD-3d • Make eye contact with others. ESD-3e • Imitate sounds, facial expressions, or gestures they see other people do (peek-a-boo, hands up for "so big"). ESD-3f	• Show preference for and emotional connection with adults who take care of them on a regular basis ("check in" with caregiver while playing, greet family member with big hug, seek out caregiver when upset or uncertain, exhibit anxiety when adult leaves). ESD-3g • Offer toys and objects to familiar adults. ESD-3h • Look to adult for affirmation of behavior/guidance. ESD-3i	• Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). ESD-3j • Form close relationships with their primary caregivers and other familiar adults. ESD-3k • Seek help from trusted adults when upset (when fearful or having difficulty with something). ESD-3l • Are less likely to get upset when primary caregiver is with them. ESD-3m • Use words to influence caregivers' behavior (ask for help, talk about something they want the adult to do). ESD-3n	• Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). ESD-3o • Show affection for adults they are close to. ESD-3p • Given time, form positive relationships with new teachers or caregivers. ESD-3q • Show ease and comfort in their interactions with familiar adults. ESD-3r • Ask for assistance from adults. ESD-3s	• Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). ESD-3t • Form positive relationships with new teachers or caregivers over time. ESD-3u • Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something). ESD-3v

Developing a Sense of Self With Others

Goal ESD-4: Children form relationships and interact positively with other children.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Notice other infants and children (look at them, turn in other's direction, reach for them, touch them). ESD-4a	• Show pleasure at the arrival of familiar peers.ESD-4b • Enjoy playing alongside other children. ESD-4c • Imitate actions of older siblings and playmates. ESD-4d • Offer toys and objects to other children. ESD-4e	• Show affection or preference for particular children (spontaneously hug, want to play, call child a friend). ESD-4f • Remember and use names of familiar playmates. ESD-4g • Use appropriate words to influence playmates' behavior ("Play with me." "Stop hitting me."). ESD-4h • Participate in play with other children. ESD-4i • Show positive emotion and turn-taking with familiar playmates (agree to chase each other, watch and imitate each other's play with toys). ESD-4j	• Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing). ESD-4k • Form and maintain friendships with a few other children. ESD-4l • Identify another child as a friend. ESD-4m • Approach other children easily, expecting positive interactions. ESD-4n • Show ease and comfort in their interactions with familiar children. ESD-4o	• Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing). ESD-4p • Form and maintain friendships with other children of diverse cultural backgrounds and abilities. ESD-4q • Seek and give support to children they identify as friends. ESD-4r • Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together). ESD-4s • Play and interact cooperatively with other children (work on project together, exchange ideas). ESD-4t

Developing a Sense of Self With Others

Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.

Developmental Indicators

	Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
Emerging		• Use gestures, sounds, objects, or words to get another person to do something (bring box to adult to be opened, make noise to get someone to look). ESD-5a • Follow simple directions some of the time. ESD-5b • Control impulses some of the time (look at forbidden object and say, "No, no," allow adult to direct them to a different activity). ESD-5c • Accept adult help to resolve problems and conflicts, and cooperate when adults redirect them from a situation that poses a problem. ESD-5d	• Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. ESD-5e • Adjust their behavior to fit different situations (tiptoe near a sleeping baby, use a quiet voice inside, run outside). ESD-5f • Evaluate their own and others' actions as right or wrong (pointing out another child is climbing on the table). ESD-5g • Show caring and cooperation (help to put away toys, offer to help another person). ESD-5h • Wait for a short time to get what they want (a turn with a toy, snack), with guidance and support. ESD-5i • Accept "no" without getting overly upset. ESD-5j	• Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. ESD-5k • Often make requests clearly and effectively. ESD-5l • Show awareness that their actions affect others (move carefully around classmate's block structure). ESD-5m • Wait for a short time to get what they want (a turn with a toy, a snack). ESD-5n • Work to resolve conflicts effectively, with guidance and support. ESD-5o • Notice and accept similarities and differences among all people, including people with disabilities. ESD-5p • Recognize and honor cultural differences. ESD-5q	• Follow social rules, transitions, and routines that have been explained to them. ESD-5r • Make requests clearly and effectively most of the time. ESD-5s • Balance their own needs with those of others in the group. ESD-5t • Anticipate consequences and plan ways to solve problems effectively, with guidance and support. ESD-5u • Use a variety of strategies to solve problems and conflicts with increasing independence. ESD-5v • Express respect and caring for all people, including people with disabilities. ESD-5w • Recognize and honor cultural differences. ESD-5x

DEVELOPING A SENSE OF SELF WITH OTHERS

Strategies for Infants and Toddlers

1. To promote attachment, allow only a small number of consistent people to care for each young child regularly.

2. When there is more than one caregiver in the room, assign one specific person to be the primary caregiver for each young child. The primary caregiver should complete all the child's daily caregiving routines, such as feeding and diapering. This helps the child develop a strong relationship with the caregiver and helps the caregiver learn about the uniqueness of the child. If the primary caregiver is absent, assign a person familiar to the child to be the primary caregiver.

3. Watch infants for signs that they are not becoming attached. For example, a child might become passive, not react to something that would typically upset a child, or seem not to thrive like other infants. Talk with family members, administrators, or other professionals if these signs are observed.

4. Recognize that fear of strangers and separation anxiety are normal stages of attachment in mobile infants. Help families understand that fear of strangers and separation anxiety are normal.

5. Treat children as individuals by using their names rather than just talking to them as a group.

6. Maintain eye contact and interact with children in an engaging way during caregiving routines such as diapering and feeding.

7. Allow infants and toddlers to be with and watch others much of the day.

8. Set up interest areas with enough toys and materials for two to three children to play without having to argue over the materials.

9. Model "gentle touches" for toddlers as they interact with others.

10. Encourage family members to say goodbye to their infants and toddlers. This helps children understand what to expect when family members leave and trust that their loved ones will come back.

11. Realize that families may be afraid that if their child becomes attached to other caregivers, their child might be less attached to them. Reassure families that children can become attached to more than one person and will not become less attached to them.

12. Support each child's attachment to his/her family while the child is in care. Greet both the infant/toddler and family members as they arrive and depart. Talk about family members with children during the day. Set up a communication system (report form, notebook) to let families know what the child's day has been like.

Strategies for Preschoolers

1. Create opportunities for children to interact with others who have varying characteristics and abilities, identifying and pointing out areas in which they share a common interest.

2. Observe children in the classroom and facilitate their entry into social groups with their peers. Serve as broker between Dual Language Learners and children who speak English to facilitate their engagement in play with others. For example: Travis just joined the dramatic play center. Prompt him: “Travis, ask your classmates what they are playing.” Then address classmates: “What part/job can Travis do?”

3. Alert children to the feelings and emotional needs of others (e.g., display and talk about pictures depicting various emotions, point out how others feel when reading books and in various real-life situations).

4. Be aware of social interactions among children and create opportunities to support friendships. For example, create inviting areas within the room where small groups of children can play.

5. Help children see the effect of their behavior on others by encouraging them to see others’ perspectives and share their ideas about solving problems and social conflicts (e.g., assist the process of conflict resolution).

6. Allow children to share ownership of the classroom by participating in discussions related to classroom decisions and helping to establish rules and routines.

7. Model asking for and understanding the viewpoints and opinions of others.

8. Promote an atmosphere of cooperation instead of competition (e.g., introduce activities that require two or three children to work together).

9. Promote children’s self-regulation by redirecting them to another activity while waiting for a turn to use a toy being used by a classmate.

10. Provide opportunities for children to be responsible members of the classroom community, respecting shared rights and property and helping others (e.g., assign individual cubbies for belongings; rotate responsibility for tending classroom plants).

11. Maintain an ongoing flow of information between school and family, through home-school journals, e-mails and texts, suggestion boxes, weekly newsletters, phone calls, or classroom visits.

12. Make the classroom the children’s space, with displays of their creations, experiences, interests, and cultures.

13. Provide adaptive equipment and materials when a child needs support to be active and successful in program routines and activities. When children can participate, they feel a sense of belonging and security.

14. Model respect for individuals who have disabilities by, for example, pointing out positive characteristics of a student in a wheelchair while reminding students that we should treat each other respectfully no matter what our differences.

Learning about Feelings

Goal ESD-6: Children identify, manage, and express their feelings.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice. ESD-6a	• Express a range of emotions (happiness, sadness, fear and anger) with their face, body, and voice. ESD-6d	• Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6h	• Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6l	• Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6o
• Show when they feel overwhelmed or are in distress or pain (cry, yawn, look away, extend arms or legs, arch their body, fuss). ESD-6b	• Use body language, facial expression, and sometimes words to communicate feelings (clap when happy, pout and hunch shoulders when sad, shout "Whee!" when excited). ESD-6e	• Communicate to make needs known. ESD-6i	• Use a variety of words or signs to express and manage feelings more clearly. ESD-6m	• Independently manage and express feelings effectively most of the time. ESD-6p
• Soothe themselves (suck thumb or pacifier, shift attention, snuggle with soft toy). ESD-6c	• Separate from parent or main caregiver without being overcome by stress. ESD-6f	• Manage emotions and control impulses with guidance and support (Say "I don't like that!" instead of hitting; wait by door instead of running ahead when excited to go out). ESD-6j	• Describe reasons for their feelings ("I'm sad because Grandma's leaving." "That makes me mad when you do that!"). ESD-6n	• Use a larger vocabulary for talking about different feelings ("I'm frustrated with that puzzle!" "I'm excited about our trip."). ESD-6q
	• Find comfort and calm down in a familiar setting or with a familiar person. ESD-6g	• Display emotional outbursts less often. ESD-6k		• Give reasons for their feelings that may include thoughts and beliefs as well as outside events ("I'm happy because I wanted to win and I did."). ESD-6r
				• Use problem-solving strategies when feeling angry or frustrated. ESD-6s

Learning about Feelings

Goal ESD 7: Children recognize and respond appropriately to the needs and feelings of others.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Become upset when another infant is crying. ESD-7a • Respond differently to positive vs. negative emotional expressions of others. ESD-7b	• Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7c • Look at familiar caregivers to see how the caregiver is feeling (do something wrong and look to see if the caregiver is angry, bump head and start crying after the caregiver expresses concern/ tries to comfort). ESD-7d • Match their tone and emotions to that of others during interactions. ESD-7e	• Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7f • Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?"). ESD-7g • Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower). ESD-7h • Recognize facial expressions or actions associated with different emotions. ESD-7i	• Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7j • Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?"). ESD-7k • Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower). ESD-7l • Show awareness that other people have different feelings ("I like raisins but he doesn't." "I'm scared on that ride but she isn't."). ESD-7m	• Communicate understanding and empathy for others' feelings. ESD-7n • Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled."). ESD-7o • Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others). ESD-7p

LEARNING ABOUT FEELINGS

Strategies for Infants and Toddlers

1. Be aware of infants' and toddlers' reactions. Teachers and caregivers should reassure children through hugs, cheers, and hold them in their laps if they welcome these touches. (Remember, some children prefer to be comforted in other ways.)

2. Pay attention to infants' signals that they are overwhelmed. Give them some quiet time or extra time cuddling to help them recover. Take the children out of situations where there are too many people, too much noise, or too much stimulation of any kind.

3. Teachers and caregivers should talk about their own feelings with the children. Use words to describe those emotions.

4. When the child is experiencing emotions use feeling words to acknowledge and label those emotions such as "You're very mad!" "You look sad." This helps the child to feel understood and learn to use words to describe feelings.

5. Understand that expression of feelings (both positive and negative) is important to healthy emotional development. Children need to express both types of feelings and have adults accept these feelings.

6. Provide adaptive equipment and materials when a child needs support to be active and successful in program routines and activities. When children are able to participate, they feel a sense of belonging and security.

7. Focus on each toddler's positive qualities and accomplishments. Avoid talking about children as good or bad, or messy or neat.

8. Accept the toddler's mistakes as a natural process of learning and exploring. Use supportive language such as "Oh, the milk spilled. Let's get a paper towel and clean it up," rather than "You're so clumsy. You made a mess."

9. Encourage independent choices so toddlers can feel a sense of control and success. For example, have children decide how to play and when they need to go to the toilet. Let them do things for themselves even if they do not do it exactly as they have been told.

10. Provide opportunities for toddlers to repeat successful activities until they are ready to move on to something more challenging. Have many different toys available to toddlers at the same time.

11. Use transition objects or comfort toys to help children adjust to changes in routines or settings.

Strategies for Preschoolers

1. Incorporate small and large group lessons focused on a discussion about feelings into regular classroom activities. Allow children to describe their feelings related to a personal event or classroom event, etc.

2. Make books about feelings available in the book area and for check-out. Include simple books with children's faces depicting feelings (can be teacher created or purchased).

3. Use a small flip chart with pictured expressions and labels so children can turn to the emotion that fits what they are feeling (or have an adult help them find it).

4. Include a "peace talk" area or corner where children can go for conflict resolution when they have a disagreement.

5. Read a familiar book and discuss each character's feelings or reactions.

6. Give children words to explain why they feel a certain way if they cannot express it themselves. ("I think you are angry because Joanie took your toy. Can you tell her?")

7. Guide children through brief exercises that can help reduce stress. For example, teach children how to take deep breaths when they are upset or to reach up and stretch their muscles to reduce tension.

8. Understand that expression of feelings (both positive and negative) is important to healthy emotional development. Children need to express both types of feelings and have adults accept these feelings.

9. Focus on each child's positive qualities and accomplishments. Avoid talking about children as good or bad, or messy or neat.

10. Talk with children about how other children might feel, particularly if they have done something to upset another child.

IMPORTANT POINTS TO KEEP IN MIND…

Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.

Home language and culture are an important part of children's developing self-concept and self-identity. Teachers and caregivers can help to support this process by creating an environment that reflects the children they serve and addresses children's languages and cultures in respectful and authentic ways.

Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.

Temperament also plays a role in children's relationships. Depending on their temperament, some children may have an easy time meeting new people. Other children may be more hesitant and/or shy, and may need more time and support before they feel comfortable enough to interact with adults and peers.

Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.

Teachers should keep in mind that culture plays a role in children's relationships with adults, and cultures differ in terms of the social skills and behaviors they value and expect.

Goal ESD-4: Children form relationships and interact positively with other children.

Children whose home language is different from the language spoken by most of their peers may need extra time and support to develop peer relationships.

Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.

Taking turns and waiting are important aspects of participating in a group. Generally, young children are not good at waiting. It is important that teachers try to minimize the amount of time children have to wait for materials and/or activities. To help encourage and support children's ability to wait, teachers can occasionally build in opportunities to practice waiting for very short periods of time.

Goal ESD-6: Children identify, manage, and express their feelings.

Teachers and caregivers should keep in mind that the way children express their emotions may be different for children from different cultural groups, and those with differing temperaments or language abilities.

Goal ESD-7: Children recognize and respond to the needs and feelings of others.

Some children may not recognize how other children are feeling and need help from teachers and caregivers in order to respond appropriately to the needs and feelings of others.

Health and Physical Development (HPD)

HEALTH AND PHYSICAL DEVELOPMENT (HPD)

The Health and Physical Development domain focuses on physical growth and motor development, nutrition, self-care, and health/safety practices. It lays a foundation for children's future health and well-being. Teachers and caregivers should keep in mind that the developmental trajectory of children with identified disabilities may differ from the descriptions of typical development described in this domain's Developmental Indicators.

During the time from birth to age five, children grow rapidly. Their bodies more than double in size, and their brains develop more rapidly than during any other period in their lives. Children grow and develop best when they are provided, and enjoy, a healthy and balanced diet that promotes their physical growth and health, as well as their cognitive development, including their memory, problem solving, and decision-making skills.

In addition to healthy eating habits, children need sufficient rest and need to be physically active to develop strength and stamina. They benefit from a variety of activities that promote physical fitness and give them opportunities to practice both large and small motor skills. Although developmental milestones don't occur at the same time for all children, growth and motor development do follow a predictable sequence as children's skills build upon each other. Teachers and caregivers see children's large muscle development progress as they turn over and then sit up; as they creep or crawl and then walk; and then as they learn to run, climb, and play organized games. They develop fine motor skills when they use their hands to play with materials such as blocks, puzzles, and crayons, and when they learn to put on and button their clothes and become able to care for themselves. Early childhood programs can promote children's motor development by providing them with a safe, well-supervised environment where they have many opportunities to play with a wide variety of materials that involve both their large and small muscles.

The health and physical development domain also addresses children's increasing ability to care for themselves as well as their developing awareness of how they can keep themselves healthy and safe. When children are very young, they need constant adult supervision and guidance. As they grow older, they show greater independence and can be helped to begin to recognize dangerous situations. Health and safety habits are nurtured when children are carefully supervised and when they have opportunities to participate in individual and group routines such as cooperating when their diapers are being changed, becoming adept at washing their hands, and using toys and materials in safe and appropriate ways.

It is particularly important for teachers to pay attention to families' approaches to self-care, care-giving routines, and to encouraging children's independence. They should make every effort to create classrooms that incorporate the cultural practices of the families they serve including helping children develop a sense of independence in ways that reflect their families' cultural values.

It is important to remember that each child develops at his or her own pace. Often teachers and caregivers are the first to notice that a child is not reaching expected developmental milestones. If a child's family, teacher, or caregiver is concerned that a child is not meeting many or all the Goals and Developmental Indicators described in this document, it may be appropriate to work with the child's family to arrange for an evaluation by a specialist who can determine if specialized intervention services may be needed. If an evaluation reveals that a child has a developmental delay or disability, the teacher or caregiver should work with the family and any specialists to accommodate the child's physical, emotional, or cognitive needs.

Physical Health and Growth

Goal HPD-1: Children develop healthy eating habits.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Show interest in feeding routines. HPD-1a • Help with feeding themselves (eat finger foods, hold bottle). HPD-1b • Show hunger or fullness using actions, sounds, or words (cry or search for food, turn away when full). HPD-1c • Indicate foods they like and do not like. HPD-1d • Respond to different textures of food in their mouth (wait for the next bite, spit out food, turn head away). HPD-1e • Eat different kinds of food such as liquids, pureed or soft foods, and finely chopped food. HPD-1f	• Try new foods. HPD-1g • Feed themselves with some assistance (may use hands, spoons, or cups with or without lids). HPD-1h • Ask for or accept food when hungry. HPD-1i • Eat enough to meet nutritional needs, even when the amount or type of food varies over time (eat a lot at one meal and little at the next, show interest in many foods but no interest in others). HPD-1j • Eat a variety of small pieces of age-appropriate table foods. HPD-1k	• Try new foods. HPD-1l • Feed themselves using utensils and hands. HPD-1m • Eat foods depending on their appetite and personal preference (make food choices at a meal, leave unwanted food on plate, ask for seconds of favorite food). HPD-1n • Notice and talk about food preferences, textures, temperatures, and tastes (crunchy crackers, warm soup, sweet apples). HPD-1o	• Try new foods. HPD-1p • Feed themselves independently with utensils. HPD-1q • Communicate that some foods are good for them (fruits, vegetables, milk) and some are not healthy (potato chips, soda). HPD-1r	• Try new foods. HPD-1s • Feed themselves independently with utensils. HPD-1t • Given a selection of familiar foods, identify which foods are nutritious and which are not. HPD-1u • Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal). HPD-1v • Name foods and beverages that help to build healthy bodies. HPD-1w

Physical Health and Growth

Goal HPD-2: Children engage in and sustain various forms of physical play indoors and out.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Engage in physically active movements (spending time on their tummy, repeating actions, kicking, waving arms, rolling over). HPD-2a • Move their bodies to explore the indoor and outdoor environment. HPD-2b • Develop strength by continuing movements over short periods of time. HPD-2c	• Show they enjoy active play and seek to be physically active (choose to play often on climber, laugh and squeal while moving). HPD-2d • Anticipate and ask for outdoor play (point at door and say, "Out!", resist coming indoors). HPD-2e • Engage in regular and sustained movement (push toys around play yard, go up and down slide over and over). HPD-2f • Develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time. HPD-2g	• Develop strength and stamina by spending moderate periods of time engaged in active physical play indoors and out. HPD-2h • Show satisfaction with new active skills and strengths (ask others to watch them, say, "I'm big and strong!"). HPD-2i • With guidance and support, transition from active to quiet activities. HPD-2j	• Develop strength and stamina by spending moderate periods of time engaged in active physical play indoors and out. HPD-2k • Choose a variety of structured and unstructured physical activities indoors and outdoors. HPD-2l • Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching). HPD-2m • Transition from active to quiet activities with limited guidance and support. HPD-2n	• Develop strength and stamina by spending extended periods of time engaged in active physical play indoors and out. HPD-2o • Communicate ways physical activity keeps us healthy and makes us feel good. HPD-2p • Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). HPD-2q • Transition independently from active to quiet activities most of the time. HPD-2r

Physical Health and Growth

Goal HPD-3: Children develop healthy sleeping habits.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Sleep for longer periods at a time (more at night, and less during the day). HPD-3a • Settle down and fall asleep after a routine that includes a familiar series of events. HPD-3b • Develop a personal sleep routine or pattern. HPD-3c	• Cooperate with sleep routines (choose a book, get preferred sleep toy). HPD-3d • Use simple sounds, gestures, or words to show they are tired (say, “Night, night.”). HPD-3e	• Use language about sleep (say, “Time for bed,” after clearing lunch things; give sign for sleep). HPD-3f • With guidance, participate in sleep routines (wash hands after lunch, get blanket, lie down on bed or mat). HPD-3g • Learning to fall asleep on their own. HPD-3h	• Recognize and communicate signs of being tired. HPD-3i • With increasing independence, start and participate in sleep routines. HPD-3j	• Communicate ways sleep keeps us healthy and makes us feel good. HPD-3k • Independently start and participate in sleep routines most of the time. HPD-3l

Strategies for Infants and Toddlers

1. Promote and support breastfeeding for young children. Provide storage for breast milk, comfortable and private areas for nursing mothers, and education about the benefits of breastfeeding for both mother and infant. Feed iron-fortified formula to infants who are not exclusively breastfeeding.

2. When an infant shows early signs of hunger (e.g., beginning to stir when sleeping), begin preparing food or milk so it is ready when the child is ready to eat. Allow enough time for them to finish bottles or food.

3. Ask families about food allergies, serve only foods children are not allergic to, and ensure that all staff are aware of any allergies of the children with whom they are working. Also, ask about any history of allergies in the family. Some children may need to avoid eggs, peanuts, nuts, and fish.

4. Allow children to leave food uneaten. Do not force them to eat more than they want.

5. Allow enough time for children to explore foods with their fingers and to eat.

6. Eat healthy foods with children (fruits, vegetables, whole grains, dairy products, and protein). Talk about foods and how they help the body. ("Milk makes your bones and teeth strong.")

7. Offer a variety of safe and healthy foods that meet the nutritional needs of infants and toddlers. Ask families what they eat at home and offer these foods. Serve foods that respect the family's cultural, religious, and other preferences, and that represent the cultures of the children in the classroom.

8. Encourage young children to try new foods. They may need to try something new as many as ten times to begin to get used to a new taste and/or texture and to begin to like it.

9. Offer types, sizes, and textures of food that each infant or toddler can eat safely and successfully. Work with families, dietitians and health care professionals to offer the breast milk, formula, foods, and other forms of nutrition appropriate for children with special nutritional needs.

10. For young children who need help eating and drinking, offer support, proper positioning, special equipment, and many chances to practice eating and drinking. Offer cups and spoons and encourage children to feed themselves when they are ready.

11. Some infants and toddlers are highly sensitive to light, noise, and the way they are touched. Provide spaces that offer less stimulation so they can feel calm and comfortable. Work with families and specialists to offer appropriate physical activity for these children.

12. Ask families to share the sleep routine used at home and use it in the childcare environment if appropriate (rock the child to sleep, let them hold a special toy). Learn and say the words families use to tell someone they are tired. Use these words and teach children to use them when tired.

13. Provide areas for children to rest to accommodate individual sleep needs. Infants and toddlers should have individual nap schedules.

14. Help children learn to calm themselves and fall asleep. For infants, consider playing soft music including music from their home culture, lowering the lights, and quieting the environment. For older children who choose their own sleep positions, rubbing their back may help them relax and fall asleep.

Strategies for Preschoolers

1. Model and discuss healthy eating habits and provide a variety of nutritious snacks and meals.

2. Develop a routine schedule for eating regular meals and snacks.

3. Work with families to develop cultural and religious awareness relating to foods and traditions of mealtime.

4. Provide activities that encourage children to explore a variety of foods, textures, and use of utensils.

5. Allow and encourage children to serve and clean up food. Provide materials for pretend play about shopping, cooking, serving, eating, and cleaning up.

6. Provide children opportunities and encourage them to participate in active physical play indoors and out every day. Schedule several periods of active physical play each day, with each period lasting at least thirty minutes. Include time for child-directed play and adult-directed activities, and participate with children in the activities.

7. Share information about programs or activities in the community that encourage physical activity for families, including children with special needs: parks, greenways, trails, playgrounds, swimming pools, lakes, and gyms.

8. Take children outside often and regularly in all seasons. Dress them appropriately for the weather (raincoats, sweaters, boots, mittens, coats, hats). Show children the joy of being outdoors and encourage them to explore the outdoor environment.

9. Read books about healthy practices. Discuss the concepts of rest, physical activity, and healthy eating related to good health.

10. Carry out sleep routines that meet the child's needs and consider the beliefs, customs, and needs of families.

11. Encourage and support children's need for rest and relaxation by scheduling both active and quiet times during the day.

Motor Development

Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Gain control of arm and leg movements. HPD-4a • Develop upright posture when sitting and standing. HPD-4b • Move in and out of various positions by rolling, pushing up, and pulling to stand. HPD-4c • Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk). HPD-4d	• Develop strength, balance, and coordination by repeating movements (pull up and sit down; bend and straighten, squat to pick something up from the floor). HPD-4e • Move arms and legs together to climb, push, and pull (push a stroller, use riding toys, crawl up steps). HPD-4f • Move through the world with more independence (crawl, cruise, walk, run, use therapeutic walker). HPD-4g	• Move arms and legs to complete a task (kick, jump, step, pedal, push away). HPD-4h • Move through the world with a variety of movements and with increasing independence (run, jump, pedal). HPD-4i • Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide). HPD-4j • Perform actions smoothly with balance, strength, and coordination (dance, bend over to pick up a toy, reach up high on a shelf, walk up and down steps). HPD-4k	• Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps. HPD-4l • Refine movements and show generally good coordination (e.g., throwing and catching). HPD-4m • Demonstrate large muscle control by throwing balls accurately, sliding down slides, pedaling riding toys, and using assistive technology effectively. HPD-4n • Move in space with good coordination (running, hopping in place, galloping). HPD-4o	• Coordinate movement of upper and lower body. HPD-4p • Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). HPD-4q • Move quickly through the environment and stop (run fast, pedal fast). HPD-4r • Show awareness of own body in relation to other people and objects while moving through space. HPD-4s

Motor Development

Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.

Developmental Indicators				
Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Use both hands to swipe at, reach for, grasp, hold, shake, and release objects. HPD-5a • Transfer objects from one hand to the other. HPD-5b • Use a pincer grasp to pick up an object with finger and thumb. HPD-5c	• Use hands to manipulate objects (stack two or three large blocks, pick up or roll a ball). HPD-5d • Use hands and eyes together (put together and take apart toys, feed themselves finger foods, fill containers). HPD-5e • Use simple tools (spoon for feeding, hammer with pegs, crayon for scribbling), however imperfectly. HPD-5f	• Use more complex, refined hand movements (stack a few small blocks, try to draw, turn pages one at a time). HPD-5g • Use hands and eyes together with a moderate degree of control (complete puzzles, thread beads with large holes, use shape sorters). HPD-5h • Use tools that require finger and hand control (large paintbrush, measuring cups, switches, shovel). HPD-5i	• Draw simple shapes and figures (square for block, circles). HPD-5j • Engage in activities that require hand-eye coordination (build with manipulatives, mold Play-Doh®, work puzzles with smaller pieces). HPD-5k • Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools). HPD-5l	• Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). HPD-5m • Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). HPD-5n • Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). HPD-5o

MOTOR DEVELOPMENT

Strategies for Infants and Toddlers

1. Play with infants and toddlers both indoors and outdoors. Make sure the environment is safe. Include play on a variety of surfaces and provide open spaces for free movement.

2. Play with infants on their tummies frequently throughout the day. Place interesting toys in front of them during tummy time. For babies who do not like being on their stomachs, try a few minutes of tummy time several times a day rather than for one long period.

3. Give young children brightly colored and interesting toys to reach for or move toward (balls, mobiles, soft toys). Encourage them to bring their hands together as they play with objects.

4. Put small, safe objects on a tray or protected spot on the floor for children to grab and handle. For example, offer rattles and teething toys to infants; blocks, crayons, and snap-together toys to older toddlers. For children with impaired vision, use toys with switches and varied textures. Increase contrasts to help them see what is there (bright toy on black background; pictures outlined with heavy line).

5. Play games from different cultures that include hand motions with words, such as “Pat-a-cake,” “Todos Los Pescados” and “Itsy Bitsy Spider.”

6. Offer materials and activities to encourage large sweeping motions and the ability to hold objects. For example, children might draw or paint with crayons, finger paints, or objects like rubber stamps and small wheeled vehicles. Use wide brushes or markers; adapt handles for children with limited hand control.

7. Provide opportunities for children to practice small motor skills during daily activities and routines (pulling zippers up and down when putting on clothing, passing out smaller objects to friends, etc.).

8. Bicycle babies’ legs, lift their arms, and encourage them to kick and reach during play time and when diapering them.

9. Provide small mounds, balance beams, stepping-stones, and other low barriers for children to climb on and over. This develops balance, builds strength, and improves coordination.

10. Run, jump, skip, hop, and throw balls with children, both indoors and outside. Encourage them to move their bodies indoors and outdoors with movement games, music, and dancing from different cultures (e.g., “Double Dutch,” “I’m a Little Tea Pot,” “Little Sally Walker,” “De Colores,” “All Fish Swimming in the Water”).

11. Create an environment that includes materials and equipment that can be used by children with varying physical abilities. For children with disabilities, provide supports or special equipment that allows them to participate in physical activities and play (therapeutic walker, scooter board, supportive seating for swings or riding toys, bars for pulling up).

12. Create mazes and obstacle courses that are age appropriate. For example, encourage children to move through tunnels, under chairs, around tree trunks, and over low hills.

13. Provide push and pull toys, riding toys (with and without pedals), balls, tools, slides, and other materials that give children opportunities to use large muscles and practice skills.

14. Create activities to encourage children with different abilities to play and learn together. For example, play a game of catch with a foam ball with children sitting down on the floor or ground. Include children who cannot walk with other children in the group.

Strategies for Preschoolers

1. Plan activities that use a variety of materials to support fine motor skill development, with adaptations as needed for differing ability levels (paper, pencils, crayons, safety scissors, Play- Doh®, manipulatives, blocks, etc.).

2. Provide daily opportunities and a variety of activities for children to use hand-held tools and objects.

3. Model the use of drawing and writing tools in daily activities.

4. Provide opportunities for children to pour their own drinks and to serve foods, such as spooning out applesauce.

5. Provide a variety of materials, such as beads and snap cubes, for children to put together and pull apart.

6. Offer children toys and materials to fill, stack, dump, and pour, such as small blocks, buckets, plastic cups, and water. Provide options for children with different abilities. For example, include Play-Doh®, puzzles with and without knobs, empty boxes, and containers with lids. Be sure to stock manipulative centers with containers for objects to be put into.

7. Provide child-size tables and chairs so children can use them independently.

8. Provide many opportunities for and actively participate in children's outdoor play.

9. Change materials routinely to encourage discovery, engagement, and participation.

10. Create an environment that includes materials and equipment that can be used by children with varying physical abilities.

11. Provide opportunities and encourage children to take part in active physical play such as climbing, running, hopping, rhythmic movement, dance, and movement to music and games every day both indoors and outdoors.

12. Supervise and participate in daily outdoor play. Provide adequate open space and age appropriate equipment and materials, with adaptations as needed.

13. Plan daily physical activities indoors and out that are developmentally and individually appropriate.

14. Create an environment that includes materials and equipment that can be used by children with varying physical abilities. For children with disabilities, provide supports or special equipment that allows them to participate in physical activities and play (therapeutic walker, scooter board, supportive seating for swings or riding toys, bars for pulling up).

15. Create activities to encourage children with different abilities to play and learn together. For example, play a game of catch with a foam ball with children sitting down on the floor or ground. Include children who cannot walk with other children in the group.

Self-Care

Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Use different sounds to let caregivers know they need attention. HPD-6a • Begin to soothe themselves (suck thumb, find pacifier, reach for a security object). HPD-6b	• Use gestures, words, signs, or sign language to communicate what they need. HPD-6c • Use objects and follow routines that are comforting (get their blanket and lie down where they usually sleep, pick out favorite book to be read before lunch). HPD-6d	• Use words, signs, or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). HPD-6e • Soothe themselves when needed (find a quiet area for alone time, look at book before nap). HPD-6f	• Use words, signs, or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). HPD-6g • Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy corner). HPD-6h	• Use language to ask adults or peers specifically for the kind of help needed in a particular situation. HPD-6i • Consistently use strategies to calm themselves when needed. HPD-6j

Self-Care

Goal HPD-7: Children develop independence in caring for themselves and their environment.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Accept care routines (mouth care, handwashing, diapering, dressing, and bathing). HPD-7a • Show interest and assist in routines (open mouth for milk or spoon, raise arms for dressing). HPD-7b	• Cooperate and help with care routines and cleanup (mouth care, hand-washing, diapering, dressing, bathing). HPD-7c • Drink from a cup (with or without a lid) and feed themselves with their fingers or a spoon. HPD-7d	• Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7e • Initiate self-care routines and complete with guidance (put on some clothes, undress, throw away paper towel, begin to show an interest in toileting). HPD-7f • Feed themselves with a spoon. HPD-7g • Help with meal and snack routines. HPD-7h • Begin to take care of objects (put toys away, handle materials carefully, water plants or garden). HPD-7i	• Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7j • Dress and undress themselves with occasional assistance. HPD-7k • Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow). HPD-7l • Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet). HPD-7m • Serve food for themselves. HPD-7n • Help with routine care of the indoor and outdoor learning environment (recycle, care for garden). HPD-7o • Name people who help children stay healthy. HPD-7p	• Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7q • Dress and undress themselves independently. HPD-7r • Perform tasks to maintain the indoor and outdoor learning environment independently. HPD-7s • Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). HPD-7t

SELF-CARE

Strategies for Infants and Toddlers

1. Respond quickly and consistently when children tell/request something they need. Learn to read their cues, cries, and gestures. Ask family members how and when children may communicate certain needs.

2. Establish individualized regular routines for diapering, toileting, hand washing, eating, sleeping, and dressing children. Do things the same way every time as much as possible.

3. Use routine care as opportunities for one-on-one interactions: make eye contact; talk about the routine and feelings; sing a song; move legs and arms of young infants.

4. Provide children many opportunities to use the toilet when they show they are ready. Support all attempts to use the toilet. Coordinate the timing and process of toilet learning with the family.

5. Establish routines of hand washing at appropriate times (e.g., before and after meals, after outdoor play, etc.) and provide guidance for children to learn how to wash their hands appropriately. Provide hand-washing stations that children can reach safely on their own.

6. Encourage children to practice cleansing their mouths and brushing their teeth. Model tooth brushing for older toddlers. Provide stations for tooth brushing that children can reach safely on their own.

7. Encourage children to take an active part in dressing themselves. Suggest a step the child can complete. (“Put your foot in your pant leg.” “Pull up your pants.” “Pull your arm out of your sleeve.”)

8. Allow plenty of time for children to try and to participate in all self-care tasks.

9. Ask families and healthcare professionals if a child with disabilities or special healthcare needs has any special self-care needs. Help children understand and participate in these special self-care tasks. Use picture cards to guide them through the steps of self-care routines like hand washing.

10. Learn about the abilities and customs of children and their families. Set up routines so children can do them successfully. Make routines like home.

Strategies for Preschoolers

1. Teach and model hygienic practices (e.g., washing hands, sneezing or coughing into an elbow or sleeve, and dental care).

2. Use interesting and entertaining ways to practice personal care and self-help skills (e.g., add baby doll outfits and clothing with fasteners to the dramatic play center, provide props that encourage children to practice hygienic practices such as washing their hands).

3. Provide instruction and facilitate ample opportunities for children to practice self-care skills independently (e.g., verbally or nonverbally asking for help, feeding themselves, dressing, washing hands, toileting, and locating personal items).

4. Maintain environments that support children's ability to carry out self-care and hygiene routines independently (child-size sink, toilet, coat rack, toothbrushes, etc.).

5. Encourage children to show independence in self-care practices. Provide time, support, and equipment as needed.

6. Establish routines of hand washing at appropriate times (e.g., before and after meals, after outdoor play, etc.) and provide guidance for children to learn how to wash their hands appropriately. Provide hand-washing stations that children can reach safely on their own.

7. Respond promptly and consistently when children ask for help.

8. Offer children play food and kitchen utensils from many cultures, particularly the cultures of families in the group. Offer toys and props to practice self-care behaviors (healthy play food, dress-up clothes that are easy to put on, tubs to wash baby dolls).

9. Read books about visits with the doctor, the dentist, and other health care providers. Offer play props so children can pretend to visit them.

10. Teach children about the benefits of good personal health practices. Make sure to consider individual family beliefs and customs.

Safety Awareness

Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Show trust in familiar caregivers (calm down with adult help, make eye contact with caregivers). HPD-8a • Notice and imitate adults' reactions to new people and situations. HPD-8b	• Watch for adult reactions to unfamiliar things or situations that might be dangerous. HPD-8c • Show some caution about unfamiliar and/or unsafe situations. HPD-8d • Respond to simple warnings that prevent harm ("Stop!" "Hot!" "Wait!"). HPD-8e	• Remember cause and effect experiences and apply their experiences to future situations (avoid touching cold railing, walk slowly down steep hill where fall happened). HPD-8f • Increase self-control over their impulses (remind self not to touch something; wait for adult vs. running ahead). HPD-8g • With guidance, recognize and avoid situations that might cause harm. HPD-8h	• Know what their bodies can do, and play within their abilities to avoid injury to self or others. HPD-8i • Usually recognize and avoid objects and situations that might cause harm. HPD-8j • Usually follow established safety rules. HPD-8k • Call a trusted adult when someone gets injured or is in an unsafe situation. HPD-8l	• Avoid potentially dangerous behaviors. HPD-8m • Consistently recognize and avoid objects, substances, and activities within the environment that might cause harm. HPD-8n • Independently follow established safety rules. HPD-8o • Identify people who can help them in the community (police, firefighter, nurse). HPD-8p

Strategies for Infants and Toddlers

1. Provide a safe environment indoors and outdoors so infants and toddlers can explore without hurting themselves or others. Help families learn about safe environments for infants and toddlers.

2. Stay near infants and toddlers and supervise to keep them safe.

3. Hold, cuddle, make eye contact, and talk with young children to build trust.

4. Model safe practices for infants and toddlers. (Don't stand on chairs or sit on shelves.) Explain why and how unsafe actions can hurt them and others.

5. Do not try to make infants or toddlers do things they are afraid to do. Help them learn to trust their feelings about what is safe and what is not safe.

6. Repeat safety messages every time they are needed. Understand that repetition may be necessary. ("Please put your feet on the ground. Chairs are for sitting.")

7. Give specific praise to toddlers for remembering safety messages and safe behaviors. ("Thank you for waiting for me." "That's good. You're sitting in your chair.")

8. Use play with older toddlers to reinforce safety messages and practice responding to dangerous situations. ("Let's pretend the fire alarm went off. What should we do?")

9. Continue to supervise older toddlers closely. They are beginning to develop self-control, but it is easy for them to get excited and forget what is dangerous.

Strategies for Preschoolers

1. Provide a safe, healthy, supportive environment with appropriate supervision.

2. Teach safety rules and model safe practices (e.g., bus safety, playground safety, staying with the group, safe use of classroom materials, and knowing personal identification information).

3. Teach, model, and practice appropriate responses to potentially dangerous situations, including fire and violent weather.

4. Repeat safety messages every time they are needed. ("Please put your feet on the ground. Chairs are for sitting.")

5. Use play to reinforce safety messages and practice responding to dangerous situations. ("Let's pretend there is a fire on the stove. What should we do?")

6. Talk about consequences of unsafe behavior such as injury to self or damage to property.

7. Help preschoolers identify people they can go to when they feel afraid or where to go to feel safe when they need help (family members, caregivers, fire fighters, and other community helpers).

8. Talk about situations that compromise health and safety (smoking and not using seat belts).

9. Help children learn to identify danger and poison symbols.

IMPORTANT POINTS TO KEEP IN MIND…

Goal HPD-1: Children develop healthy eating habits.

Children from varied cultural backgrounds will be accustomed to eating different types of foods. It is important to respect family preferences. Teachers and caregivers should be role models and sources of advice on healthy eating habits.

Goal HPD-2: Children engage in active physical play indoors and outdoors.

Young children need both teacher-directed and free-play activities to promote participation in active physical play.

Goal HPD-3: Children develop healthy sleeping habits.

In some cultures, children are not expected to sleep independently or fall asleep on their own. Teachers should be sensitive to a family's preferences about how their child goes to sleep.

Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.

Children with disabilities may communicate their needs in different ways. Teachers and caregivers should be sensitive to children's verbal and non-verbal signals. For children with language delays or who are dual language learners, watch carefully to see how the child may communicate through her/his facial expressions, gestures, and/or assistive technology device.

Goal HPD-7: Children develop independence in caring for themselves and their environment.

Some families may not value independence in self-care routines—in their culture, the adults help children with self-care routines for a longer period.

Language Development and Communication (LDC)

LANGUAGE DEVELOPMENT AND COMMUNICATION (LDC)

From birth, children are learning language and developing the ability to communicate. The **Language Development and Communication** domain describes many important aspects of children's language and early literacy development.

Language development begins with children's ability to understand what others are communicating to them. Infants and toddlers often can understand much more than they can say. First, infants and toddlers learn the meaning of words and other forms of communication and gradually learn to express their needs through crying, gesturing, and facial expressions, and later using words to express themselves. By the time they are preschoolers, most children have developed a large vocabulary and are learning the rules of language, such as grammar.

Children also learn many important early literacy skills as they grow and develop. The youngest children build the foundation for reading and writing as they explore books, listen to songs and nursery rhymes, hear stories, and begin to scribble and draw. Preschoolers learn to follow along as someone reads to them, remember familiar stories and talk about them, learn the names of the letters of the alphabet, and begin to be more intentional about what they draw and scribble.

Adults who pay close attention to what children are trying to communicate and respond consistently to children's communications help children become good communicators. This is especially important for infants and toddlers as they learn first how to communicate nonverbally, and then verbally. Teachers and caregivers also promote communication skills and early literacy skills as they talk with, read to, and sing with children of all ages. Children learn that reading and writing are important as they see adults using these skills in everyday life and, for preschoolers, as they begin to point out letters, help children follow print, and lead activities that introduce early literacy concepts such as the sounds included in words. Teachers and caregivers support children's early literacy development through learning experiences that introduce early literacy concepts such as telling children the names of letters naturally as a part of daily routines and activities, as opposed to teaching one letter per week or focusing on early literacy skills outside of meaningful daily activities.

One way that children acquire cognitive and social development is through language. Teachers should recognize the linguistic and culturally diverse characteristics in their classrooms and support children and families who speak languages other than standard American English. While teaching standard American English, teachers should acknowledge, show respect, support and include each child's home language or dialect. Children whose families speak a language other than English will probably demonstrate progress on the Goals and Developmental Indicators included in this document in their home language first; therefore, it is very important to encourage children and their families to continue to use their home language while they are learning English.

Teachers and caregivers should also keep in mind that children with disabilities may need extra support when they are communicating with others. They may need listening devices to help them hear so that they can learn the sounds and words used in language. They may need additional support from a specialist to help them develop communication skills. Teachers and caregivers should communicate with and observe young children carefully to see if they are picking up communication skills early on, and seek additional assistance if a child seems to have a delay in this area.

Learning to Communicate

Goal LDC-1: Children understand communications from others.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Engage in individual and reciprocal sound exploration and play (make "raspberries" or other sounds with someone). LDC-1a • Show interest in voices, and focus on speech directed at them. LDC-1b • Respond to different tones in speech directed at them. LDC-1c • Respond to simple requests ("Come here."or "Do you want more?"). LDC-1d	• Respond to others by using words or signs. LDC-1e • Respond appropriately to gestures, facial expressions, tone of voice, and some words that show emotions. LDC-1f • Follow simple directions and/or visual cues ("Put your pillow on the mat." "Please sit by me."). LDC-1g	• Respond when others talk to them, using a larger variety of words or signs. LDC-1h • Respond appropriately to gestures, facial expressions, tone of voice, and some words that show emotions. LDC-1i • Follow two-step directions with visual cues if needed ("Pick up the paper and put it in the trash." "Get your cup and put it on the table."). LDC-1j	• Show understanding of increasingly complex sentences. LDC-1k • With prompting and support, respond to requests for information or action. LDC-1l • Follow simple multistep directions with visual cues, if needed. LDC-1m	• Show understanding of increasingly complex sentences. LDC-1n • Respond to requests for information or action. LDC-1o • Follow more detailed multistep directions. LDC-1p

Learning to Communicate

Goal LDC-2: Children participate in conversations with peers and adults.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Respond differently to facial expressions and tones of voice. LDC-2a • Pay brief attention to the same object the caregiver is looking at. LDC-2b • Engage in turn-taking during social and vocal play with adults and other children (babbling, imitating facial expressions, repeating sounds from languages they hear). LDC-2c	• Establish joint attention by looking at an object, at their caregiver, and back at the object. LDC-2d • Respond to and initiate dialogue with another person. LDC-2e • Use movement or behavior to initiate interaction with another person. LDC-2f	• Engage in short dialogues of a few turns. LDC-2g • Ask questions or use verbal or nonverbal cues to initiate communication with another child or adult. LDC-2h	• Demonstrate an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, augmentative communication). LDC-2i • Initiate and carry on conversations, and ask questions about things that interest them. LDC-2j • With prompting and support, make comments and ask questions related to the topic of discussion. LDC-2k	• Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2l • Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. LDC-2m • Initiate and participate in conversations related to interests of their own or the persons they are communicating with. LDC-2n • Participate in a group discussion, making comments and asking questions related to the topic. LDC-2o • Show an appreciation for and can use humor appropriately. LDC-2p

Learning to Communicate

Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Developmental Indicators				
Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
Emerging	• Respond to simple statements and questions about pictures, play, people, and things that are happening. LDC-3a	• Answer simple questions (“What is she doing?” “What happened to the bear in the story?”). LDC-3b • Use simple sentences or questions to ask for things (e.g., people, actions, objects, pets) or gain information. LDC-3c	• Answer longer questions using more detail. LDC-3d • Use sentences or questions to ask for things (people, actions, objects, pets) or gain information. LDC-3e	• Answer more complex questions with an explanation (“I didn’t like camping out because it rained.” “Emily is my friend because she’s nice to me”). LDC-3f • Ask specific questions to learn more about their world, understand tasks, and solve problems. LDC-3g

Learning to Communicate

Goal LDC-4: Children communicate thoughts, feelings, and ideas clearly.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Repeat actions to communicate (lift arms to be picked up, point at desired toys). LDC-4a • Make different sounds for different purposes (whimper when wet, cry loudly when hungry). LDC-4b • "Babble" and pretend to talk using many sounds or signs from the languages used around them. LDC-4c	• Communicate through facial expressions, sounds, and body movements. LDC-4d • Expect others to understand them and show frustration, often through their behavior, if not understood. LDC-4e • Use non-verbal gestures to express ideas and feelings. LDC-4f	• Communicate messages with expression, tone, and inflection. LDC-4g • Use speech that is understood most of the time by familiar listeners. LDC-4h	• Communicate messages with expression, tone, and inflection appropriate to the situation. LDC-4i • Speak clearly enough to be understood by familiar adults and children. LDC-4j	• Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4k • Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). LDC-4l • Speak clearly enough to be understood by most people. LDC-4m • State point of view, likes and dislikes. LDC-4n • Relay messages accurately. LDC-4o • Express ideas in more than one way. LDC-4p

Learning to Communicate

Goal LDC-5: Children describe familiar people, places, things, and events.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
Emerging	• Act out familiar scenes and events, and imitate familiar people. LDC-5a	• Talk to themselves and others about what they are "working on," what they are doing, routines, and events of the day. LDC-5b • Use dramatic play to act out familiar scenes and events and imitate familiar people. LDC-5c	• Talk to themselves and others about what they are "working on," what they are doing, routines, and events of the day. LDC-5d • Describe experiences and create or retell short narratives. LDC-5e	• Describe experiences and create and/or retell longer narratives. LDC-5f

Learning to Communicate

Goal LDC-6: Children use most grammatical constructions of their home language well.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Make different sounds for different purposes (whimper when wet, cry loudly when hungry). LDC-6a • "Jabber" and pretend to talk using many sounds or signs from the languages used around them to communicate. LDC-6b	• "Jabber" and put together vocalizations in a way that sounds similar to the rhythm and flow of their home language. LDC-6c • Use a few words to communicate (make requests and ask questions). LDC-6d	• Communicate in short sentences that follow the word order of their home language. LDC-6e • Combine two and three words. LDC-6f	• Communicate in longer sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). LDC-6g • Make grammatical errors that follow language rules (say, "mouses" instead of "mice"). LDC-6h	• Speak in full sentences that are grammatically correct most of the time. LDC-6i

Learning to Communicate

Goal LDC-7: Children respond to and use a growing vocabulary.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Make specific sounds, facial expressions, and/or gestures for certain people and objects. LDC-7a • Imitate sounds, words, and gestures. LDC-7b • Recognize spoken or signed words for common items. LDC-7c	• Show steady increase in words used (e.g., name family members and familiar objects). LDC-7d • Imitate parts of familiar songs, chants, or rhymes. LDC-7e • Respond to simple words and phrases that they hear often. LDC-7f • Use several words to make requests (e.g., “done,” “wannit,” “please”) as well as to label people and objects. LDC-7g	• Use new words each day and have a word for almost all familiar people, objects, actions, and conditions (hot, rainy, sleepy). LDC-7h • Participate in or repeat familiar songs, chants, or rhymes. LDC-7i • Show they understand many new vocabulary words and a variety of concepts (big and little, in and out). LDC-7j • Use proper nouns for people and things. LDC-7k	• Repeat familiar songs, chants, or rhymes. LDC-7l • Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg). LDC-7m • Make up names for things using words they know (e.g., dog doctor for veterinarian). LDC-7n • Use many kinds of cues in the environment to figure out what words mean. LDC-7o	• Repeat familiar songs, chants, or rhymes. LDC-7p • Use a growing vocabulary that includes many kinds of words to express ideas clearly. LDC-7q • Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). LDC-7r • Distinguish between real and made up words. LDC-7s

Strategies for Infants and Toddlers

1. Make sure babies can see or feel the teacher's mouth when they hold them. Then, make sounds or repeat the sounds babies make.

2. Respond to infants when they look at adults, cry, smile, coo, say words, and reach or move toward adults. Adults should talk to them, pick them up, and imitate their sounds back to them.

3. Take turns with infants and toddlers through talking, actions, and playing games like "peek-a-boo" or other communication games from their culture. Ask family members to teach some of these games.

4. Smile big, make silly faces, use high and low voices, and hug infants and toddlers. Use many hand gestures and sign language appropriate for infants and toddlers, like waving a hand when saying, "Come here."

5. Take infants and toddlers outdoors to listen to different sounds. Point out the sounds by saying things like, "Hear the fire truck!" or "Listen to the buzzing bees!"

6. Even if the teacher doesn't fluently speak the child's home language, they should learn to say at least a few words. Learn greetings, words for favorite people and things, and words or phrases for common events and routines.

7. Play audio recordings of family members' voices in their own language for infants and toddlers to hear. This will help infants and toddlers feel connected to their families.

8. Use a variety of words when talking, including labels for things, action words, and many descriptive words. ("Look at the squirrel with the long, fluffy tail! It is running and jumping all over the yard.")

9. Teachers should describe what they are doing and what infants and toddlers are doing. ("I'm putting lunch in the oven right now. I can see you are ready because you are waiting for me at the table.")

10. When adults speak, make the tone and facial expression match what is being said. (For example, use a serious tone and don't smile when saying, "We don't hit our friends. Hitting hurts.")

11. Imitate and repeat the child's motions, sounds, and attempts at words in different languages in a positive and encouraging manner.

12. Recognize that young infants do not cry or act out to be naughty or to make people angry. They are simply learning to communicate their wants and needs.

13. Realize that toddler behaviors such as biting or tantrums may happen because they do not yet have the words to communicate. Help toddlers to calm down and give them words for their feelings.

14. Encourage children to try out new sounds and words, including words in different languages (family language, school language, and/or other language).

15. Talk with infants and toddlers in a positive tone and speak in an encouraging way about what they are hearing, seeing, feeling, smelling, and tasting. Talk about printed words they see related to these experiences.

16. Be an appropriate language model by using correct grammar and a variety of different words. Show infants and toddlers how to participate in conversations by having many conversations with them and with other children and adults.

17. Sing songs, say rhymes, and do finger plays with infants and toddlers in English and other languages.

18. Recognize that communication comes in many forms: a child who is hearing impaired may use sign language, picture communication, or gestures.

19. For children who are receiving support services such as speech therapy or special education, all adults should work together for consistency, particularly for modes of communication.

20. If a child uses a specific communication technique, take special care to facilitate peer-to-peer communication to build classroom community.

Strategies for Preschoolers

1. Use facial expressions, gestures, and a rich and varied vocabulary when speaking and reading with children.

2. For Dual Language Learners, repeat common phrases frequently, slowly, and clearly.

3. Introduce new words and concepts by labeling what children are doing and experiencing.

4. Before reading a book or introducing a new concept, determine which words the Dual Language Learners might not know that are important to understand the book. Plan strategies to teach these words. For instance, say the word in their home language first before introducing it in English and/or use pictures or objects to illustrate what the word means.

5. Use the new words in a variety of contexts during the day. Be intentional in the use of new words and phrases.

6. Learn new words in the child's family language and use them when introducing new concepts.

7. Give children clear instructions that help them move from simple directions to a more complex sequence. State directions positively, respectfully, carefully, and only as needed.

8. Use visual cues such as props, demonstrations, and gestures to help children understand instructions, especially children who are just beginning to learn English and children with disabilities who have limited language skills.

9. Engage children in conversations in small groups to monitor their understanding and give opportunities to express themselves.

10. Engage children frequently in one-on-one conversations; listen and respond to what is being said. Show interest by sitting face to face at the child's level and maintaining eye contact.

11. Help children discriminate sounds in spoken language through rhymes, songs, and word games, using various media (e.g., CDs of music and stories).

12. Model good conversational skills and encourage children to use them (e.g., encourage children not to interrupt others, help children to clarify what they are saying when they feel misunderstood).

13. Model and provide opportunities for children to communicate in different ways (e.g., home languages and manual signs, gestures, pictures, and devices).

14. Encourage opportunities for Dual Language Learners to interact with peers. Help them communicate with English speaking peers by offering words, showing them how to use gestures, etc.

15. Encourage children to describe their family, home, community, and classroom. Expand on what they say by adding information, explanations, and descriptions.

16. Help children remain focused on the main topic of conversation by redirecting and restating current ideas.

17. Ask open-ended questions that encourage conversation and stimulate children's creativity. Take into consideration Dual Language Learners' process of second language acquisition when asking questions (see section on DLLs). Even if they cannot respond to open-ended questions in complete sentences in English yet, they might be able to respond with a familiar word.

18. Allow enough wait time for children to respond to questions.

19. Make the value of bilingualism explicit in the classroom. Reinforce children's use of another language.

20. For children who are receiving support services such as speech therapy or special education, all adults should work together for consistency, particularly for modes of communication.

21. If a child uses a specific communication technique, take special care to facilitate peer-to-peer communication to build classroom community.

Foundations for Reading

Goal LDC-8: Children develop interest in books and motivation to read.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Pat and chew on tactile books. LDC-8a • Look at pictures of faces and simple objects. LDC-8b • Listen to simple and repetitive books, stories, and songs. LDC-8c	• Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story). LDC-8d • Show interest in books (e.g., tactile and picture books). LDC-8e • Listen to simple and repetitive books, stories, and songs for a brief time. LDC-8f • Carry books around, "name" them, and select books for adults to read out loud. LDC-8g	• Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story). LDC-8h • Listen for short periods of time to storybooks, informational books, stories, poetry, songs, and finger plays. LDC-8i	• Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story). LDC-8j • Show an interest in books, other print, and reading related activities. LDC-8k • Listen to and discuss storybooks, simple information books, and poetry. LDC-8l	• Engage in reading behaviors independently with increased focus for longer periods of time. LDC-8m • Use and share books and print in their play. LDC-8n • Listen to and discuss increasingly complex storybooks, information books, and poetry. LDC-8o

Foundations for Reading

Goal LDC-9: Children develop book knowledge and print awareness.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Explore books and paper by tasting, mouthing, crumpling, banging, and patting. LDC-9a • Look at pictures while cuddling with caregiver. LDC-9b	• Turn pages (but not always in the right order); point to and label pictures in books; sometimes treat pictures as real (licking a picture of ice cream, rubbing "fur" of a cat in a book). LDC9c • Identify some environmental print and logos (favorite cereal box, a sign for a familiar store). LDC-9d	• Hold a book upright, turn some pages front to back (but not always in the right order), close book, and say, "done" or "the end." LDC-9e • Demonstrate understanding of the need for and the uses of print (pretend to read a "grocery list" during play; say, "I want chicken" when looking at a menu). LDC-9f • Demonstrate an understanding of realistic symbols such as photographs, and later, abstract symbols such as signs and environmental print (know which pictures stand for which activities on a daily schedule; say, "That means light" when looking at a symbol of a light bulb located over the light switch). LDC-9g	• Hold a book upright while turning pages one by one front to back, but not always in order. LDC-9h • With prompting and support, recognize print occurs in different forms and is used for a variety of functions (sign naming block structure, "message" on card for family member). LDC-9i • Demonstrate an understanding that print and symbols can tell people what to do (to organize classroom activities—where to store things, when they will have a turn). LDC-9j	• Hold a book upright while turning pages one by one from front to back. LDC-9k • Recognize print in different forms for a variety of functions (writing a message to friend, pointing to print and saying, "Those words tell the story," or reading familiar signs in the environment). LDC-9l • Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity). LDC-9m • With prompting and support, run their finger under or over print as they pretend to read text. LDC-9n • Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). LDC-9o • Identify their name and the names of some friends when they see them in print. LDC-9p

Foundations for Reading

Goal LDC-10 Children comprehend and use information presented in books and other print media.

	Developmental Indicators			
	Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
Emerging	• Listen to and repeat parts of simple and repetitive books, stories, songs, and finger plays. LDC-10a • Allow entire short book to be "read" with willingness to look at most pages. LDC-10b • Make appropriate sounds when looking at pictures (say, "Quack, quack" when looking at a duck, "Vrrrrooom" when looking at a car). LDC-10c	• Chime in on a repeated line in a book while being read to by an adult. LDC-10d • Pretend to read familiar books from memory; repeat familiar phrases while looking at a book. LDC-10e • Begin to relate personal experiences to events described in familiar books. LDC-10f • Answer simple questions about stories. LDC-10g • Imitate the special language in storybooks and story dialogue (repetitive language patterns, sound effects, and words from familiar stories). LDC-10h	• Imitate the special language in storybooks and story dialogue with some accuracy and detail. LDC-10i • With prompting and support, use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information. LDC-10j • Use their knowledge of the world (what things are, how things work) to make sense of stories and informational texts. LDC-10k • Relate personal experiences to events described in familiar books, with prompting and support. LDC-10l • Ask questions about a story or the information in a book. LDC-10m • With prompting and support, discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10n	• Imitate the special language in storybooks and story dialogue with accuracy and detail. LDC-10o • Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. LDC-10p • Use knowledge of the world to make sense of more challenging texts. LDC-10q • Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-10r • Ask more focused and detailed questions about a story or the information in a book. LDC-10s • Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10t • Discuss storybooks by responding to questions about the beginning, middle, and end of the story. LDC-10u

Foundations for Reading

Goal LDC-11: Children develop phonological awareness.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Imitate and take turns with caregivers making different sounds. LDC-11a	• Focus on and enjoy playing with repetitive sounds, words, rhymes, and gestures. LDC-11b • Vocalize familiar words and sounds. LDC-11-c	• Participate in rhyming games. LDC-11d • Notice sounds that are the same and different. LDC-11e • Participate in experiences using rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. LDC-11f	• Participate in experiences with songs, poems, and books that have rhyme and wordplay, and learn words well enough to complete refrains and fill in missing words and sounds. LDC-11g • Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. LDC-11h • Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words). LDC-11i	• Distinguish between similar sounding words (e.g. tree and three). LDC-11j • Enjoy rhymes and wordplay with songs, poems, and books and sometimes add their own variations. LDC-11k • Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. LDC-11l • Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. LDC-11m • Associate sounds with specific words, such as awareness that different words begin with the same sound. LDC-11n

Foundations for Reading

Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
Emerging	*Emerging*	• Demonstrate an interest in letters by asking about and/or naming some of them. LDC-12a	• Demonstrate an interest in learning the alphabet. LDC-12b • Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals. LDC-12c • Recognize and name some letters of the alphabet, especially those in their own name. LDC-12d	• Demonstrate an interest in learning the alphabet. LDC-12e • Show they know that letters function to represent sounds in spoken words. LDC-12f • Recognize and name many letters of the alphabet, especially those in their own name and in the names of others who are important to them. LDC-12g • Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, “Ball”; say, “A-a-apple.”). LDC-12h • Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. LDC-12i

Strategies for Infants and Toddlers

1. Provide daily lap reading time.

2. Read and share books with small groups of infants and toddlers every day. Look at and talk about pictures and read simple stories. Choose books about things infants and toddlers are interested in (families, pets, trees, flowers).

3. Include books that show children with disabilities in a natural way as part of the stories and pictures.

4. Make books available that reflect children's sociocultural experiences at home and in their communities.

5. Give infants and toddlers access to books throughout the day. Provide books that children can put in their mouths and books with pages that turn easily, such as cloth and board books.

6. Place clear pictures of children and everyday objects throughout the room. Talk and sing about pictures in books and in the room.

7. Make books using pictures of family members and other familiar objects found in magazines, catalogs, and environmental print (such as pictures from catalog cut-outs and labels from favorite foods). Make books of trips, shared events, and children's art.

8. Share nursery rhymes, sing songs, and read simple poems in different languages.

9. Make stories come alive by using different voices and body movements.

10. Ask simple questions and make comments about books to start conversations with children. Talk about similar things that young children may have experienced. ("Do you have a pet?" "What did you see at the zoo?") Welcome and encourage children's questions too!

11. Help children tell stories and act out parts of stories they have heard using words, pictures, movement, puppets, and toys.

12. Place appealing books, signs, and posters in all interest areas indoors and outdoors at children's eye level.

13. Point out words in books and in the environment (street signs, toy boxes, words on pictures in room).

14. Provide books and other texts in learning centers (e.g. menus in the kitchen area, architectural magazines and photos in the block area, grocery inserts and coupons in the math center).

15. Model respect for books and help children care for books.

16. Introduce a new book in the children's home language first before reading it in English. If not fluent in the language, ask a family member or community member to read aloud.

Strategies for Preschoolers

1. Provide and share fiction and non-fiction books that stimulate children's curiosity.

2. Create comfortable and inviting spaces in different parts of the classroom for children to read; stock these reading nooks with a variety of reading materials.

3. Provide time when children are encouraged to look at books on their own.

4. Promote positive feelings about reading. Allow children to choose books they want to read. Reread favorite books.

5. Make multicultural books and materials available to help children see their home culture and learn about other cultures.

6. Create a connection between home and school through such means as developing a take-home book program, sharing books from home, engaging families in literacy experiences, holding workshops, or creating a newsletter for families. Make sure to send books home written in the family language.

7. Provide multi-sensory approaches to assist reading (e.g., audio recordings, computers, and assistive technology).

8. Point out authors and illustrators; discuss what makes a book a favorite book.

9. Provide children with materials they can use to act out and retell stories (flannel board cutouts, puppets, dolls, props, pictures, etc.).

10. Respond to children's observations about books and answer their questions.

11. Reread books multiple times, changing the approach as children become familiar with the book. On occasion, ask questions that tap their understanding of why characters are doing things and talk about the meaning of unfamiliar words.

12. Make books available in children's home languages. Help children identify the language of the book and point out to children the differences and similarities in script.

13. Provide books and other texts in learning centers (e.g. menus in the kitchen area, architectural magazines and photos in the block area, grocery inserts and coupons in the math center).

14. Make available books that reflect children's sociocultural experiences at home and in their communities.

15. Include strategies for promoting phonological awareness, print, and alphabet knowledge within daily conversation, activities, and routines.

16. Discuss letter names in the context of daily activities (as opposed to teaching one letter per week) and provide opportunities for children to hear specific letter sounds, particularly beginning sounds.

17. Introduce a new book in the children's home language first before reading it in English. Ask a family member or community member to read aloud.

18. Ensure that Dual Language Learners can participate in reading aloud even if they do not have the English proficiency to do so. For example, ask them to point to pictures, make gestures, repeat words and phrases, etc..

Foundations for Writing

Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.

	Developmental Indicators			
Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
Emerging	• Make marks, scribble, and paint (e.g., cover easel paper with big crayon or paint marks, make marks with marker or crayon). LDC-13a	• Pretend to write in ways that mimic adult writing (e.g., scribble on paper while sitting with caregiver who is writing, hold phone to ear and make marks with pencil). LDC-13b	• Represent thoughts and ideas through marks, scribbles, drawings, and paintings (draw a picture of something they did during the day, indicate what they want for lunch with a mark under the picture of the food they want). LDC-13c • With prompting and support, communicate their thoughts for an adult to write. LDC-13d • Engage in writing behaviors that imitate real-life situations (e.g., make marks to take food order during pretend restaurant play). LDC-13e	• Represent thoughts and ideas in drawings and by writing letters or letter-like forms. LDC-13f • Incorporate representations of signs, logos, or other commonly used symbols into their drawing or writing to communicate the messages that they convey. LCD-13g • Communicate their thoughts for an adult to write. LDC-13h • Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/ letters in pretend play, write messages that include letters or symbols). LDC-13i • Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational, and opinion). LCD-13j

Foundations for Writing

Goal LDC-14: Children use knowledge of letters in their attempts to write.

Developmental Indicators				
Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
Emerging	*Emerging*	*Emerging*	• Begin to use letters and approximations of letters to write their name. LDC-14a • Distinguish letters from different kinds of drawings/graphics. LDC-14b • Show they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a list of letters). LDC-14c	• Use known letters and approximations of letters to write their own name and some familiar words. LDC-14d • Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”). LDC-14e

Foundations for Writing

Goal LDC-15: Children use writing skills and conventions.

	Developmental Indicators			
Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
Emerging	• Hold marker or crayon with their fist. LDC-15a • Dot or scribble with crayons, may progress to vertical lines. LDC-15b	• Explore a variety of tools that can be used for writing. LDC-15c • Scribble and/or imitate an adult's marks with markers, crayons, paints, etc. LDC-15d • Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger. LDC-15e	• Use a variety of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, computers). LDC-15f • Make marks they call "writing" that look different from drawings (vertical series of marks for a "grocery list," horizontal line of marks for a "story"). LDC-15g • Play with writing letters and make letter-like forms. LDC-15h	• Use a variety of writing tools and materials with increasing precision. LDC-15i • Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of "words"). LDC-15j • Use some conventional letters in their writing. LDC-15k

Strategies for Infants and Toddlers

1. Provide crayons and writing materials for infants and toddlers to explore. Adapt these materials if needed so children with disabilities can use them.

2. Model the use of reading, writing, and drawing in everyday activities.

3. Bring books, paper, and writing/drawing tools outside for children to use and enjoy.

4. Make sure that children often see their name in writing, such as on their cubby/personal space, on all personal belongings, and on their artwork or other creations if they wish.

5. For older toddlers, point out a few familiar letters such as the first letter in a child's name and call attention to them occasionally. If a child asks for a letter name, provide it. Do not drill toddlers on reciting the alphabet or naming letters.

6. Promote literacy-related play activities that reflect children's interests and sociocultural experiences by supplying materials such as telephone books, recipe cards, shopping lists, greeting cards, and storybooks for use in daily activities.

7. Encourage children to retell experiences and events that are important to them through pictures and dictation.

8. Write down what children say and share those dictated writings with them.

9. Assist children in making their own books and class books.

Strategies for Preschoolers

1. Give children frequent opportunities to draw, scribble, and print for a variety of purposes.

2. Provide a variety of tools, such as markers, crayons, pencils, chalk, finger paint, and clay. Provide adaptive writing/drawing instruments and computer access to children with disabilities.

3. Promote literacy-related play activities that reflect children's interests and sociocultural experiences by supplying materials such as telephone books, recipe cards, shopping lists, greeting cards, and storybooks for use in daily activities.

4. Provide a variety of writing tools and props in centers (e.g., stamps and envelopes for the post office; blank cards, markers, and tape for signs in the block center).

5. Help children use writing to communicate by stocking the writing center with letters and cards that have frequently used and requested words (e.g., "love," "Mom," "Dad," and children's names with photos).

6. Show step-by-step how to form a letter on unlined paper when a child asks.

7. Encourage children to retell experiences and events that are important to them through pictures and dictation.

8. Write down what children say and share those dictated writings with them.

9. Think aloud (or describe step-by-step process) to model writing for a variety of purposes in classroom routines (e.g., thank-you notes, menus, recipes).

Strategies for Preschoolers

10. Assist children in making their own books and class books.

11. Display children's writing and comment on their successes.

12. Discuss letter names in the context of daily activities (as opposed to teaching one letter per week) and provide opportunities for children to hear specific letter sounds, particularly beginning sounds.

13. Usually use unlined paper for children's writing so they will focus on letter formation instead of letter orientation but provide lined paper on occasion.

14. Provide multiple opportunities for children to experiment writing their name (e.g., sign-in list, waiting list, pictures, graphs, etc.).

15. Encourage children to write without an adult model for a variety of purposes (e.g., label their drawings, leave a note to a friend, shopping list, etc.).

16. Ask children if they have written in English or in another language to help them begin to understand that writing in one language is different from writing in another language.

Supporting Dual Language Learners

Dual Language Learning Stages and Suggestions for Teaching Strategies

Developmental Sequence of Language Acquisition	What Does it Look Like in Children?	What Should Teachers Do?
Stage 1: Home Language Use	• Continue using their home language. • Become aware that there is more than one language. • As they recognize that others are speaking another language and don't understand them, they may decrease the use of their home language.	• Create a positive environment that values children's language and culture. • Allow children to use their home language to communicate. • Simplify sentences and speak slowly. • Emphasize key words and phrases. • Learn some words and phrases in the children's home language. • Greet children in their language. • Encourage any attempt the children make to communicate.
Stage 2: Nonverbal Period	• Carefully observe the new language before they are ready to speak. • Use mainly nonverbal communication (gestures, visuals, facial expressions, imitating, attention-getting). • Observe others using the second language and build their understanding about the new language. • Try out new sounds. • Might attempt conversations with those who understand the new language.	• Model conversations without requiring children to repeat ("Who wants a cookie?" and the co-teacher responds, "I do. I want a cookie"). • Talk about the here and now and add words to their actions ("Maria is rocking the baby"). • Help children to get to know each other. Use repetitive songs and activities to help children introduce themselves. • Expect children to have a silent period while they are learning a second language. • Encourage the children to work in small groups. • Invite volunteers who speak the children's language to read and tell stories, and to interact with them.

Supporting Dual Language Learners

Dual Language Learning Stages and Suggestions for Teaching Strategies

Developmental Sequence of Language Acquisition	What Does it Look Like in Children?	What Should Teachers Do?
Stage 3: Telegraphic and Formulaic Speech	• Start using one or two words (such as "Daddy shoes" and "Fish water," which are examples of telegraphic sentences). • Use phrases learned to help them communicate (such as "I like milk" and "I wanna play," which are examples of formulaic speech).	• Label items in the classroom in both languages (use pictures and words). • Maintain an orderly and organized classroom. • Keep a regular routine so children learn vocabulary through repetitive activities every day. • Use a picture schedule. • Introduce new materials and vocabulary used in the lesson or activity before the lesson or activity. • Provide nonverbal and verbal clues to help children understand what others are saying (pointing, gestures, facial expressions, body movements, intonation, modeling, and role playing).
Stage 4: Productive Language Use	• Start to construct phrases and sentences in the new language. • As they continue to develop their understanding of the new language, they may make grammatical, word choice or other errors. • Become aware of their errors in the new language and use this knowledge to understand the rules of the new language.	• Use a variety of visuals: real objects (realia), signs, props, maps, diagrams, charts, and pictures. • Use all the senses and many hands-on activities. • Offer several activities that are all related to a topic the children are interested in or familiar with. • Use songs, finger plays, rhymes, and stories with predictable text. • Use music and movement activities frequently so children become aware of word patterns and sounds. • Praise and model the child's attempt at using the new language.

IMPORTANT POINTS TO KEEP IN MIND…

Goal LDC-1: Children understand communications from others.

Receptive communication, or understanding what others are communicating, is one of the first communication skills to emerge.Children begin to understand what others are communicating to them much earlier than they can express themselves to others.

Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.

As children learning English as an additional language, Dual Language Learners continue to develop their home language while simultaneously learning English. It is important that they continue to learn communication skills in their home language as they begin to learn to communicate in English.

Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.

Children who are generally quieter than others and children who are learning English as a second language may speak less often, so it's important for teachers and caregivers to pay close attention when quiet children do talk. Be sure to give them many opportunities to express themselves in different ways, and listen carefully to see if the child is easy to understand.

Goal LDC-6: Children use most grammatical constructions of their home language well.

Children learn to speak with standard grammar slowly, over time. For instance, it takes longer for children to understand how to use personal pronouns like "I" or "you." They often make mistakes that may be puzzling or funny to adults, but this is part of the process of learning the rules of language.

Dual Language Learners learn grammar rules first in their home language. Teachers and caregivers should be mindful to honor the home language while at the same time help the child learn Standard English.

Goal LDC-7: Children respond to and use a growing vocabulary.

Young children first learn vocabulary words for people, objects, and activities. Later, children begin to learn words for more abstract concepts or things they don't experience directly.

Dual Language Learners develop vocabulary first in their home language. As they begin to learn their second language, they will build their vocabulary the same way as their home language—learning words that relate to things and people they experience first, followed by words that are more abstract. They may mix words from their home language and words from their second language as their vocabulary grows. This is typical for children who are learning two languages.

Goal LDC-8: Children develop interest in books and motivation to read.

Teachers and caregivers who model reading with different types of books and provide different types of book-reading experiences inspire children to want to learn to read. Children who are developing the motivation to read often want to hear the same book read over and over. This is a sign that they are developing an interest in books and starting to understand the importance of reading.

Digital texts are electronic versions of literature available as e-books, online storybooks, and CD-ROM books, but have a place in classrooms serving children 36 months and older, if the materials are carefully selected and used appropriately. Digital texts can help children develop important skills but should not predominate in a preschool classroom. Children's total exposure to all forms of digital media (games, TV, computers) should be limited to relatively brief periods that total no more than about an hour per day. When preschoolers engage with a digital text, high levels of interaction with an adult should always be part of the experience.

Goal LDC-10: Children develop book knowledge and print awareness.

Different languages have different "print conventions" or ways of printing the text on the page. For instance, writing in some languages is read from left to right, and writing from other languages is read from right to left. Dual Language Learners may learn about how print works in more than one language. Teachers and caregivers should be aware of these differences when helping children learn book knowledge and print awareness skills.

Goal LDC-11: Children develop phonological awareness.

Children benefit from playful experiences where they hear many different types of sounds. However, it's important to remember that phonological skills emerge later in the preschool period, so teachers and caregivers should provide little/limited formal instruction for phonological awareness. Remember too that Dual Language Learners will have more opportunities to hear and process sounds in their home language than their second language, so they often are more aware of and able to produce sounds from their home language.

Goal LDC-14: Children use knowledge of letters in their attempts to write.

Children's first attempts to write look more like squiggly lines. Over time, they begin to use marks that look more and more like letters, but initially their letters may be just random letters (not really a part of the word they are trying to write) and/or look different from how adults write. Their letters may be upside down, sideways, and/or running together. Gradually, with practice, the letters they use will look more like conventional writing, but many children still will be using only some letters and writing them in different ways on the page at the end of the older preschool period.

Goal LDC-15: Children use writing skills and conventions.

Teachers and caregivers should encourage children to learn to write by modeling writing, providing opportunities to pretend or practice writing when they are playing, and letting them draw and color with different types of writing materials. Experiences that are fun and use writing as a way to communicate (rather than just for the sake of practicing letters) are the best way to teach writing skills. Children with fine motor delays may need adaptations such as larger crayons or special pencil grips. For Dual Language Learners it is important that teachers ask children in which language they are writing, so children can become aware of the differences between writing in each language.

Mathematical Thinking and Expression (MTE)

MATHEMATICAL THINKING AND EXPRESSION (MTE)

Learning to think like a mathematician involves more than learning to count and to recognize numbers. It involves comparing objects that are heavy and light, big and small, and long and short; as well as identifying and describing shapes (circle, square, rectangle); recognizing repeating patterns (blue-yellow-blue-yellow); comparing quantities (which is more and which is less); and following sequencing directions that tell what to do first, next, and last. Young children are curious, independent, energetic, and eager to learn new things. These characteristics help children acquire and express the math concepts that will form a working foundation for more formal math learning in Kindergarten and the primary grades.

Adults can support the development of mathematical thinking and expression by being enthusiastic about noticing how mathematical concepts are part of everyday activities and using “math talk” to describe children’s experiences. There is no need to drill children with flashcards or worksheets in order to help them learn math. Those practices do not promote children’s curiosity or their confidence that they can “do math.” Adults who provide daily opportunities for children to solve problems, notice the shapes of the blocks they are playing with in the block center, count the number of children sitting at the lunch table, identify which box has more crayons, follow directions, or notice which stack of books is taller and which is shorter are helping children to learn mathematical concepts.

Nowhere is it more true to say that children learn by experience and discovery than when they are learning to think like a mathematician and express their mathematical understandings. Encouraging children to engage with numbers, shapes, and patterns in their everyday lives promotes a solid foundation of mathematical problem solving and understanding.

Foundations for Number Sense

Goal MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.

Developmental Indicators

Infants
0 to 12 months

- Indicate they want "more" with signs, sounds, or looks. MTE-1a
- Show interest (look at or reach for) in obvious differences in quantity (look at a tower with 7 blocks longer than a tower with 3 blocks, reach for a basket with three balls rather than a basket with one ball). MTE-1b

Younger Toddlers
8 to 21 months

- Explore quantity (for example, filling and dumping containers). MTE-1c
- Use words or actions that show understanding of the concepts of "more," "less," and "all" (ask for more food, stop asking for more blocks when told they have "all" of the blocks). MTE-1d
- Recognize when presented with two obviously unequal sets of objects that one set has more or less than the other (Can point to which set of crayons has more). MTE-1e

Older Toddlers
18 to 36 months

- Use words or actions that show understanding of the concepts of "more," "all," and/or "none" (ask for more food, stop asking for more blocks when told they have "all" of the blocks, become upset when told there is no more Play-Doh®). MTE-1f
- Recognize when presented with two obviously unequal sets of objects that one set has more than the other and/or that one set has less than the other. (Can point to which set of crayons has more or less depending on what is asked). MTE-1g
- Attempt to chant or recite numbers, but not necessarily in the correct order (for example, counting objects on a page during a read aloud). MTE-1h
- Place items in one-to-one correspondence during play and daily routines (one spoon at each plate; one doll in each toy car). MTE-1i
- Make a small group (1-3) with the same number of items as another group of items (take 3 balls from a basket after the teacher shows the group that she has 3 balls and asks each person to take the same number of balls). MTE-1j

Younger Preschoolers
36 to 48 months

- Visually compare two groups of objects that are obviously equal or unequal in quantity and communicate that they are the same or different, and, if appropriate, which one has more and/or which one has less. (If child is offered two plates of crackers can select the preferred amount and can explain that he wanted more or less). MTE-1k
- Rote count to 10 with increasing accuracy. MTE-1l
- Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy and answer the question, "How many are there?" MTE-1m
- Recognize numerals up to 5 during play and daily activities. MTE-1n
- Match numerals 1-5 to sets of objects, with guidance and support. MTE-1o
- Write numerals or number-like forms up to 5 during play and daily activities. MTE-1p

Older Preschoolers
48 to 60+ months

- Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as "more than" and "less than" to describe the sets of objects. MTE-1q
- Show an understanding of magnitude by recognizing larger sets when compared to smaller sets and describe how they are different. MTE-1r
- Rote count to 20 with increasing accuracy. MTE-1s
- Count up to 10 objects in a variety of ways (for example, left to right, right to left, in stacks, etc.). MTE-1t
- Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question "How many are there?" MTE-1u
- Recognize numerals up to 10 and attempt to write them or number-like forms during play and daily activities. MTE-1v
- Match numerals 1-10 to sets of objects, with guidance and support. MTE-1w
- Recognize that objects can be counted as part of different groups (forks can be counted alone, or as part of a set of utensils). MTE-1x
- Given a number 0-5, count out that many objects. MTE-1y
- State the number of objects in a small collection (1-5) without counting (when a friend holds up two fingers, look at her hand and say, "Two fingers" without counting). MTE-1z
- Tell what number comes next or what number came before another number when counting 1-5. MTE-1aa
- Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, "The engine is first, and the caboose is last" when making a train). MTE-1ab

Foundations for Number Sense

Goal MTE-2: Children demonstrate a beginning understanding of numbers and operations during play and other activities.

Developmental Indicators				
Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschooler**s 48 to 60+ months
Emerging	*Emerging*	• Use observation and emerging counting skills (1, 2, 3) during play and other daily activities. MTE-2a	• Use observation and counting (not always correctly) to find out how many things are needed during play and other daily activities (figure out how many spoons are needed for snack, find enough dolls so each person has one when playing in the dramatic play area). MTE-2b • Show they understand that putting objects together in a set will make a bigger set, and removing objects from a set will make a smaller set. MTE-2c	• Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number). MTE-2d • Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together) (e.g., 5 objects can be broken into 2 and 3 objects and 2 and 3 can be combined to make 5 objects). MTE-2e

Strategies for Infants and Toddlers

1. During mealtimes, ask children, “Would you like to have some more?”

2. Teach nonverbal children to use sign language for “more” to indicate when they want more of something.

3. Begin to ask children questions such as, “How many do you see?” or “How many blocks/cubes did you use to make your tower?”

4. Describe what children are doing or how they are playing. Use words that introduce children to concepts like counting or making comparisons (e.g., bigger/smaller, 1-2-3, etc.). Do not drill children on numbers or teach rote counting (counting out loud without associating numbers with objects).

5. Help toddlers pair items that go together because they are used together (pail and shovel, fork and plate, etc.). Offer toys or objects with one-to-one relationships (e.g., containers with lids, markers with tops).

6. Count out the number of objects while handing them out (e.g., at snack time, count out the number of crackers by saying, “One, two, three….”).

7. Play games, sing songs, and read books that use numbers and counting (e.g., “This Little Piggy,” “Five Little Monkeys,” etc.).

Strategies for Preschoolers

1. Make a variety of materials easily accessible for children for the purpose of developing and refining number sense (e.g., blocks and accessories, collections, sand and water accessories, art supplies, dramatic-play props, manipulatives, and literacy materials).

2. Provide a variety of manipulatives that can be counted, sorted, and ordered (for e.g., blocks by colors, sizes, and shapes).

3. Incorporate many different types of counting activities in the context of daily experiences and routines.

4. Read stories, sing songs, and act out poems and finger plays that involve counting, numerals, and shapes.

5. Have children match the same number of objects to number cards. (E.g., 3 bear counters with the number 3 card, etc.)

6. Have children compare piles of objects as more, less, or the same.

7. Play Number Boards (Like Bingo). When numbers are called out, children count objects and cover the square that has the same number of objects.

8. Explore how to use number lines or counters to count on 0, 1, 2, and 3.

Foundations for Algebraic Thinking

Goal MTE-3: Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.

	Developmental Indicators			
Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
Emerging	• Show awareness of different categories during play (put balls in a box and dolls in a bed; give one friend all the cars and another friend all of the trucks when playing in the block area). MTE-3a • Can follow along and imitate patterns of sounds and movement (for example, repeating a chorus in a song or clapping a simple rhythm). MTE-3b	• Sort familiar objects into categories (cars with cars, plates separated from cups; rectangle blocks on one shelf and square blocks on another). MTE-3c • Can follow along and imitate patterns of sounds and movement (for example, repeating a chorus in a song or clapping a simple rhythm). MTE-3d	• Sort familiar objects into categories (cars with cars, plates separated from cups; rectangle blocks on one shelf and square blocks on another). MTE-3e • Identify familiar objects as the same or different. MTE-3f • Recognize simple repeating patterns (AB type patterns) and attempt to repeat or extend them during play (repeat a movement pattern during a song, extend a line of blocks in alternating colors). MTE-3g	• Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color or another attribute). MTE-3h • Describe, duplicate and extend simple repeating patterns (two-part patterns) using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). MTE-3i • Show beginning abilities to create simple repeating patterns. MTE-3j

Strategies for Infants and Toddlers

1. During clean-up routines, prompt children to sort materials according to categories or classifications. For example, say, “Dolls go in the doll bed and the food goes in the basket.”

2. Prompt children to classify and sort during play. For example, say, “Put the big spoon in the big bowl and put the little spoon in the little bowl.”

3. Provide materials that encourage patterning skills, such as colored/textured blocks.

4. Provide children with materials such as an assortment of socks and ask them to match/sort the socks.

5. Give children an assortment of colored blocks or balls to sort and then ask how they decided to sort/group them OR ask them to sort by color, etc.

6. Encourage children to notice patterns and rhythm in music and movement activities. For example, children can move or clap rhythmically to simple songs, such as “If you’re Happy and You Know It” or “Row, Row, Row Your Boat.”

Strategies for Preschoolers

1. During clean-up routines, prompt children to sort materials according to categories or classifications. For example, say, “Dolls go in the doll bed and the food goes in the basket.”

2. Describe toys that children are using, show children toys that are the same or belong to the same category and encourage them to find a similar object. (e.g., “You’re playing with a car. This is a car, too. Can you find another car?”). The question is needed to prompt the child’s thinking. Otherwise one is just telling the child what a car is without any expectations.

3. Prompt children to classify and sort during play. For example, say, “Put the big spoon in the big bowl and put the little spoon in the little bowl.”

4. Use questions to encourage children to think about patterns. For example, after creating an AB pattern with cars and trucks say, “What comes next?” Encourage children to create a similar pattern using different objects such as red and blue blocks.

5. Point out patterns that appear in natural situations. For example, say, “Look at the stripes on his shirt. Red, white, red, white.” Encourage children to look for and identify other patterns in the room.

6. Provide opportunities to observe naturally occurring patterns within the indoor and outdoor environments. Use art materials and manipulatives with children to create patterns (e.g., weaving, painting, stringing beads, and building blocks).

Foundations for Geometry and Spatial Understanding

Goal MTE-4: Children begin to identify, describe, classify, and understand shape, size, direction, and movement during play and other activities.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
•Examine different shapes by exploring (banging blocks on the floor, rolling balls). MTE-4a • Attempt to put objects into other objects (such as putting pieces into holes or other spaces). MTE-4b	• Explore space with their bodies (fit self into large box, crawl under table, climb over low walls). MTE-4c • Put basic shapes into a shape sorter using trial and error. MTE-4d	• Respond to and begin to use words describing positions (in, on, over, under, etc.). MTE-4e • Name or match a few 2- and 3-dimensional shapes (circle, square, cylinder). MTE-4f • Stack or line up blocks that are the same shape. MTE-4g • Complete shape sorter with intention. MTE-4h	• Respond to and begin to use words describing positions (in, on, over, under, etc.). MTE-4i • Name or match a few 2- and 3-dimensional shapes (circle, sphere, square, triangle, cone) and describe their differences. MTE-4j • Stack or line up blocks that are the same shape. MTE-4k	• Consistently use a variety of words for positions in space (in, on, over, under, etc.), and follow directions using these words. MTE-4l • Use 2- and 3-dimensional shapes to represent real world objects (say, “We are building a castle and we need a round block for the tunnel.” “I glued a circle and a square on my picture to make a house.”). MTE-4m • Identify basic 2- and 3-dimensional shapes (square, circle, triangle) in the environment. MTE-4n • Name basic 2 and 3-dimensional shapes (square, prism, circle, sphere, triangle, pyramid, hexagon), and describe their characteristics using informal descriptive and geometric attributes (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”). MTE-4o

Strategies for Infants and Toddlers

1. Provide toys of different shapes for children to explore (e.g., blocks of different shapes, balls, shape sorters, etc.).

2. Provide opportunities for children to explore space with their bodies (e.g., large boxes for children to explore, climber for children to crawl over, etc.)

3. Talk to toddlers about shapes through everyday routines and interactions. For example, say, “I see that you have red circles on your shirt.” Do not drill.

4. Talk to children about what they are doing using position words (in, on, over, under, etc.). For example, say, “You are standing on the step,” or “The ball is under the table.”

5. While playing with toddlers, point out blocks or toys that are the same shape. For example, say, “The block you’re holding is a square, and the block I’m holding is a square, too.”

Strategies for Preschoolers

1. Identify shapes within the classroom and surrounding environment, and talk about them using terms that are associated with geometry.

2. Play shape matching, starting with identical shape pairs. After children master this, move to matching the same shape but shown in different colors or objects, etc. to make it more difficult.

3. Play “Shape and Seek.” Have children choose a shape, and then find an object in the classroom that is the same shape.

4. Go on a Shape Walk. Take a walk outside and identify shapes in the outdoor environment.

5. Provide tangrams and a variety of other materials such as cubes and different shaped blocks for building, connecting, and exploring.

6. Using parquetry pattern cards to match shapes, figure out which cards go where.

7. Explore how a round or curved shape has no corners or sides. For example, “How many sides does a triangle have? How many corners does a rectangle have?”

Foundations of Measurement and Data Analysis

Goal MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing and interpreting data during play and other activities.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
•Examine objects of different sizes by exploring (touch, pick up, and move objects). MTE-5a	• Participate in activities that compare the size and weight of objects. MTE-5b • Engage in beginning explorations with temperature (quickly touching cold and warm items). MTE-5c	• Use size and amount words to label and compare objects, people, and collections (big truck, a lot of crackers, little baby). MTE-5d • Engage in continued explorations with temperature. MTE-5e	• Use descriptive language for size, length, or weight (short, tall, long, heavy, big). MTE-5f • Compare the size or weight of two objects and identify which one is longer/taller/ heavier than the other (“That rock is heavier than this one. I can lift it.” “The snake is longer than the worm”). MTE-5g • Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale). MTE-5h • Describe the weather as hot or cold. (Engage in explorations with temperature). MTE-5i •Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.). MTE-5j	• Use descriptive language for size, length, or weight (short, tall, long, heavy, big). MTE-5k • Directly compare more than two objects by size, length, or weight (“That rock is heavier than these others; I can’t lift it.” Look at three strings that are different lengths and select the longest string). MTE-5l • Put a few objects in order by size, length or weight (arrange a group of 3 blocks in order from the shortest to the longest). MTE-5m • Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale). MTE-5n • Describe the weather as hot or cold. (Continue to engage in explorations with temperature). MTE-5o •Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.). MTE-5p

Strategies for Infants and Toddlers

1. Provide toys that have incremental sizes (e.g., nesting cups or stackable rings).

2. Describe toys that children are using. Introduce children to concepts like size and weight by using words like “large/small,” “heavy/light,” to describe the toys or classroom objects with which they are playing.

3. Use comparison words (e.g., bigger/smaller, taller/shorter) to describe the differences between objects.

4. Provide sand and water play, giving children opportunities to pour, fill, scoop, and dump to develop an understanding of volume (under adult supervision).

5. When talking with children, use size and amount words to label objects, people, and collections (e.g., big truck, a lot of crackers, little baby, etc.).

6. When talking with children use simple time words such as “morning,” “day,” or “night.”

Strategies for Preschoolers

1. Display a picture schedule of the daily classroom routine that can be used as the basis for questions throughout the day.

2. Provide opportunities to measure (e.g., “How many steps does it take to walk from the front door to your cubby?” or “How many blocks long is your arm?”).

3. Provide opportunities to weigh objects (comparing the weight of common classroom objects using a balance scale).

4. Hang a growth chart in the classroom. Every couple of months measure each child’s height and label with their name. Talk about their growth.

5. Set out a thermometer, and check the temperature daily. Talk about what the temperature feels like each day.

6. Learn how to find the outdoor temperature and use it to help choose which clothes to wear and what activities to enjoy.

7. With guidance and support learn how to measure length, width, and height using inches and feet. Explore how to use rulers, tape measures, and yardsticks to measure how long, wide, or tall something is.

Mathematical Thinking and Reasoning

Goal MTE-6 Children use mathematical thinking to solve problems in their everyday environment.

Developmental Indicators				
Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
Emerging	*Emerging*	*Emerging*	• Seek answers to questions by using mathematical thinking (i.e. reasoning and problem solving) during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block). MTE-6a • Use drawing and concrete materials to represent and communicate mathematical ideas (draw many circles to show "lots of people," put craft sticks in a pile to show the number of children who want crackers for snack). MTE-6b • Develop and consistently use intentional strategies when working with knobbed puzzles and similar materials. MTE-6c	• Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies (figure out how to balance a block structure; to build a bridge; to create a pattern with Legos®). MTE-6d • Use drawing, writing, and concrete materials to represent and communicate a variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates' answers to a survey question). MTE-6e • Begin to explain how a mathematical problem was solved ("I saw that there was always a blue flower after a red flower so I knew to put a blue one next." "I counted four friends who didn't have crackers so I got four more."). MTE-6f • Identify and describe strategies used to complete increasingly difficult puzzles (for example, when completing a floor puzzle, working on the edges first). MTE-6g

Strategies for Infants and Toddlers

1. Read books that present basic mathematics concepts in the context of everyday environments or routines (e.g., home, going to bed, mealtimes, etc.).

2. Provide opportunities to notice patterns in nature (e.g., shape of leaves or types of flowers).

3. Use self-talk to describe daily routines and preparation for daily routines. For example, when preparing for snack, say, “I have 10 cups for snack, because we have 10 friends today.”

Strategies for Preschoolers

1. Prompt thinking and analysis by asking open-ended questions. (e.g.,“How will you know how many plates you need for the guests at your party?”).

2. Model problem-solving strategies (teacher talks aloud about thoughts as she solves problems).

3. Provide real-life and purposeful experiences that are related to children’s understanding of quantities. (e.g.,“How many graham crackers will we need for your table at snack time?”).

4. Engage children in inquiry-based exploration in various learning centers and outdoors.

5. Allow children to freely play with manipulatives and math materials before using them for problem solving. When children are familiar with materials, then use them to problem solve more effectively.

6. Through questioning, help students discover different math strategies that can be used to solve word problems, such as using counters, drawing a picture, creating a chart, or writing a number sentence.

IMPORTANT POINTS TO KEEP IN MIND…

Goal MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.

While some children will intuitively develop certain foundational counting principles, e.g., when counting a set of objects the last number spoken represents the quantity, (MTE-1m), other children will need explicit opportunities to learn. Therefore, in addition to play and daily activities, it is critical that intentional teaching time be allotted in the daily schedule. Such intentional teaching time should include objects that children can manipulate because children gain an understanding of numbers and mathematical concepts through hands-on activities that are related to real-life.

Goal MTE-2: Children demonstrate a beginning understanding of numbers and operations during play and other activities.

Once children have developed a foundational understanding of counting and number quantity relationships, it is important that they begin to understand how numbers can be put together (composed) or taken apart (decomposed) in different ways (MTE-2e). Such composing and decomposing activities will support later work when students begin to consider place value and adding and subtracting with “friendly numbers.”

Goal MTE-3: Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.

Algebraic thinking during the early learning years is focused on developing the ability to identify and consider simple relationships such as how objects in a group might be related, i.e., color, shape, etc. (MTE-3h). Beginning to understand the concept of simple relationships can be addressed through simple sorting activities (e.g., How are the items in this group related? They are all blue). Once children begin to develop the concept of simple, obvious relationships such as sorting based on a similar attribute (color for example), then such understanding can be extended to a sequence relationship such as duplicating, extending, and creating a simple repeating pattern (MTE-3i, and MTE-3j).

Goal MTE-4: Children begin to identify, describe, classify, and understand shape, size, direction, and movement during play and other activities.

While certain directional words, such as in, on, over, under (MTE-4l) are intuitive to adults, they are terms that not all children have had an opportunity to learn. As a result, ongoing opportunities should be provided for students to experience and carry out directional instructions. Also, as a result of unintentional instruction and personal experiences, some children can immediately recognize and name beginning shapes, such as square, circle, and triangle, while others cannot. Therefore, intentional and ongoing learning opportunities are needed to relate blocks in a learning center to similar shapes in the environment.

Goal MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing, and interpreting data during play and other activities.

Children need opportunities to develop the understanding that the same units can be repeated over and over again in order to measure (i.e. length, weight, time, temperature). Time and temperature are clustered under measurement because these areas are all measured through defined units (minutes

on a clock, degrees on a thermometer). The experiences with measurement and understanding units should be grounded in play and everyday routines. The connection between measurement and data analysis is based on the fact that measuring is a form of data collection, and foundational data analysis involves a comparison – identifying the relationships among pieces of information. As a result, data analysis in the early learning years should focus on tasks such as sorting and comparing (helping children begin to recognize differences and similarities) and recognizing and building patterns.

Goal MTE-6 Children use mathematical thinking to solve problems in their everyday environment.

One of the most important educational experiences children can have is the opportunity to explain their thinking and reasoning as it relates to mathematical situations and to relate mathematics to everyday situations. As set forth in the Mathematical Thinking and Reasoning - Strategies for Preschoolers section above, asking open ended questions requires children to explain their thinking and to listen to and restate the reasoning of their classmates. Research shows that everyone has the capacity to think and reason mathematically and the more such opportunities are provided, the more the brain grows. Therefore, having opportunities to think and reason mathematically supports all areas of development.

Cognitive Development (CD)

COGNITIVE DEVELOPMENT (CD)

The Cognitive Development domain focuses on children's ability to acquire, organize, and use information in increasingly complex ways. Young children play an active role in their own cognitive development. Young children begin to explain, organize, construct, and predict - skills that lay the cognitive foundation they need to explore and understand increasingly sophisticated concepts and the world they live in. They learn to apply prior knowledge to new experiences, and then use this information to refine their understanding of concepts as well as to form new understanding.

For very young children, cognitive development is supported and encouraged through their daily activities, routines, and interactions with adults and children. Interactions with objects and people are foundational to cognitive development. Young children begin to understand simple scientific concepts by noticing, wondering, and exploring. As children grow older and move into the preschool years, their thinking becomes increasingly complex. They move from simpler to more complex cognitive skills and become more complex thinkers and begin to ask questions as they engage in increasingly more focused explorations. Children start to demonstrate effective problem-solving skills and to express themselves creatively using a variety of media. They also start to remember and use what they learn in the areas of science, creative expression, and social connections, the focus of three subdomains within the Cognitive Development domain. In this section of the ELS, take note of the interrelatedness among subdomains. Processes and skills such as making observations, comparing and classifying objects, solving problems, asking questions, and making predictions support learning across all the domains and link them together.

Many factors can be related to the progress children demonstrate in the Cognitive Development domain. Children with disabilities may need extra support to make progress on the Developmental Indicators in this domain because individual differences in how they see, hear, process information, and/or communicate can affect how they take in information and how they express what they learn. Dual Language Learners may learn new concepts and demonstrate what they know best in their home language.

Teachers and caregivers can promote children's cognitive development by providing interesting materials and experiences, and encouraging children to explore and try using materials in different ways. Whether it is using toys that require children to figure out how they work, creating with art materials, exploring nature, or building with blocks they put together in different shapes, almost any experience can be used to support children's understanding of the concepts included in the Cognitive Development domain.

Construction of Knowledge: Thinking and Reasoning

Goal CD-1: Children use their senses to construct knowledge about the world around them.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Discover different shapes, sizes and textures by exploring (put toys in mouth, crawl over pillows, pick up large objects). CD-1a • Turn head or move toward sounds. CD-1b	• Actively explore objects by handling them in many ways (moving, carrying, filling, dumping, smelling, and putting in mouth). CD-1c • Explore space with their bodies (fit self into large box, crawl under table, climb over low walls). CD-1d	• Explore objects and materials physically to learn about their properties. CD-1e • Experiment with safe tools to learn how they work (wooden hammer with pegs, sifter, funnel). CD-1f • Express knowledge gathered with their senses through play (imitate something they have seen an adult do, show they understand how to sort by sorting toys as they are playing). CD-1g	• Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1h • Express knowledge gathered with their senses using play, various art forms, language, and other forms of representation. (Show an understanding that one block is heavier than another, that play dough can be modeled into longer and shorter logs, that blocks can be used to represent a telephone). CD-1i •Enjoy fantasy and make-believe and can sometimes distinguish appearance from reality (the person behind the mask remains the same person). CD-1j • Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail). CD-1k	• Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1l • Express knowledge gathered with their senses using play, various art forms, language, and other forms of representation. (Show an understanding that one block is heavier than another, that play dough can be modeled into longer and shorter logs, that blocks can be used to represent a telephone). CD-1m • Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). CD-1n • Organize and use information through matching, grouping, and sequencing. CD-1o

Construction of Knowledge: Thinking and Reasoning

Goal CD-2: Children recall information and use it for addressing new situations and problems.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Search for objects that are hidden or partly hidden. CD-2a • Respond differently to familiar vs. unfamiliar people, objects, and situations (reach for new interesting toy instead of old familiar toy; move toward familiar caregiver but hide head on a family member's shoulder when new person comes near). CD-2b • Anticipate routine events (smile, wave arms and legs, move toward adult holding bottle). CD-2c • Repeat an action to make something happen again (make sounds when music stops, bounce up and down to get adult to continue "horsey ride"). CD-2d • Observe and imitate sounds, movements, and facial expressions, including things they have seen in the past or in other places. CD-2e	• Search in several places where an object has been hidden recently. CD-2f • Notice a change in familiar objects, places, or events (frown at family member with a new haircut, look for furniture that was moved). CD-2g • Perform routine events and use familiar objects in appropriate ways (carry clean diaper to changing table, talk on phone, "water" plants with pitcher). CD-2h • Imitate behaviors they have seen in the past or in other places. CD-2i • Identify objects and people in pictures by pointing or looking. CD-2j	• Search for objects in several places, even when not seen recently. CD-2k • Show they remember people, objects, and events (tell about them, act them out, point out similar happenings). CD-2l • Show they remember the order in which familiar events happen (finish line in story or song, get ready to go outdoors after snack). CD-2m • Choose objects to represent something else with similar features during play (block for cell phone, large sheet for tent). CD-2n	• Recognize whether a picture or object is the same as or different from something they have seen before. CD-2o • Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus). CD-2p • Describe or act out a memory of a situation or action, with adult support. CD-2q • Make predictions about what will happen using what they know. CD-2r • Introduce ideas or actions in play based on previous knowledge or experience. CD-2s • Ask questions about why things happen and try to understand cause and effect. CD-2t	• Demonstrate their ability to apply what they know about everyday experiences. CD-2u • Describe past events in an organized way, including details or personal reactions. CD-2v • Improve their ability to make predictions and explain why things happen using what they know. CD-2w • Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. CD-2x • Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. CD-2y • Speculate and imagine what might happen next. CD-2z

Construction of Knowledge: Thinking and Reasoning

Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Show awareness of others' reactions to people, objects, and events. CD-3a • Show awareness of another person's intentions by establishing joint attention (look at an object, then at caregiver, and back at object). CD-3b	• Show awareness of others' feelings about things by looking to see how they react. CD-3c	• Use words like "think," "remember," and "pretend." CD-3d • Talk about what they and other people want or like. CD-3e	• Use language to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story."). CD-3f • Use words like "think" and "know" to talk about thoughts and beliefs. CD-3g • Recognize that beliefs and desires can determine what people do (e.g., a person will look for a missing object based on where they think it is rather than where it actually is). CD-3h • Remember and describe at the end of the day what they had done while at school. CD-3i	• Use language to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story."). CD-3j • Express understanding that others may have different thoughts, beliefs, or feelings than their own ("I like ketchup and you don't."). CD-3k • Use language to describe their thinking processes with adult support. CD-3l • Work on a project over several days, solving problems and making their work more elaborate. CD-3m

Strategies for Infants and Toddlers

1. Comfort infants if they become overstimulated. Infants may look away, fuss, or cry when experiencing too much light, sound, or interaction with people. Turn lights low, keep noise down, swaddle gently, and stop interacting with infants if they indicate they are becoming overstimulated. Provide private space for children who become overstimulated to calm themselves. Be aware that infants who were premature are particularly likely to become overstimulated.

2. Provide a variety of sensory experiences for infants and toddlers. Include fresh air; a range of smells, sounds, temperatures; materials to touch and feel; different surfaces (such as vinyl floors, carpet, grass, concrete, sand, and mud); and varied movement activities.

3. Place non-mobile children where they have opportunities to see and hear new things, see familiar things from different views, and watch or join in with others. Hang clear, simple pictures, mobiles, and unbreakable mirrors where infants and toddlers can see and/or hear them.

4. Make large objects available to toddlers to play with such as empty appliance boxes (check for staples and sharp edges), baskets, or pillows.

5. Welcome questions from children about everything, including why things happen. Show them while providing explanations. (For example, if a child asks, “Where did the ice go?” provide a demonstration and discussion about melting by putting out a bowl of ice and inviting children to watch what happens.)

6. Give toddlers choices to allow them to communicate likes and dislikes, such as deciding between two toys or choosing which color shirt to wear. For children who cannot point or talk, look for gazes or other gestures that show their likes and dislikes. Encourage use of some version of “yes” or “no” in words, signs, or gestures.

7. Use routines and real-life situations to help infants and toddlers learn. For example, talk about body parts during diapering or “hot” and “cold” while eating. Toddlers learn about things that go together and the concepts of “same” and “different” while sorting laundry and picking up toys.

8. Make extra efforts to help infants and toddlers with disabilities connect concepts and words to their experiences. For example, for an infant who is blind, provide different things to touch, hear, feel and smell as the infant explores. Make sure a child with hearing loss is looking at the person communicating and at the object to be communicated about before speaking or signing about it.

9. Allow infants and toddlers to play for long periods and repeat activities.

10. Hide toys while infants are watching and encourage them to find them (under a blanket, in a hand, behind the chair).

11. Give toddlers a chance to collect, sort, and organize objects and materials both indoors and outdoors. Make sure children with disabilities and non-mobile infants have access to the same wide variety of materials.

12. Provide toys and household items that pose problems for infants and toddlers to solve, such as empty containers with matching lids, measuring cups, pots and pans, sorters, busy boxes, simple puzzles, and large Duplo® blocks.

Strategies for Preschoolers

1. Help children participate in art, music, theater, dance activities, and enjoy a wide range of sensory experiences, especially for children with sensory impairments. For example, play music with a bass beat that children who are deaf can feel through their bare feet. Make sure children see others moving in time to the music. Remember, some children are overly sensitive to sound, light, or touch. Expose them to new sensory experiences gradually.

2. Take walks around the neighborhood to experience changes in nature. Point out flowers, colored leaves, wind, water, animals, and other items in nature. Observe what children are interested in and provide materials and books to follow their interests.

3. Provide opportunities to play with materials in ways that change them, such as cutting Play-Doh® and squishing it back together or mixing two colors of finger paint.

4. Read and act out stories in which the characters must work to solve challenging problems or make decisions. Talk about what the characters might be thinking or feeling.

5. Introduce a problem and encourage the children to come up with as many solutions as possible. Then ask them to think about possible consequences: "What would happen if they use this solution?"

6. Play games that involve thinking and reasoning, such as "I Spy" or "I'm Thinking of an Animal."

7. Make planning a regular part of the day. For example, after morning meeting or during breakfast ask children what they would like to do and how they plan to carry it out.

8. Ask open-ended questions that encourage children to think possible next steps (e.g., "I wonder what would happen if…").

9. Set aside a part of each day to talk about and reflect on the day's activities. Gather children into a small group and ask them to share what they have done. Encourage other children to be active listeners.

10. Interpret and expand on what children do and say. Children who are nonverbal or those beginning to learn English may gesture or present materials to indicate what they did. Add words to their actions, checking with them for cues that indicate their message is understood.

11. Use reflective dialogue and comment on what children are doing as they play. This encourages children to pay attention to what they are doing and it makes it easier for them to recall the event later.

12. Encourage children to carry over their activities to the next day. For example, if children run into a problem they had not anticipated, they can come up with solutions to try the following day.

13. Be aware that children might be solving problems silently. Allow them time to do so. Invite a child to use words to state or to show what the problem is if it will lead them to a solution (don't require them to explain the problem).

14. Invite children to tell or retell stories and talk about recent events. Discuss the sequencing and timing of experiences.

15. Promote decision-making for individual and/or class decisions (such as give children an opportunity to choose which author to study next or where to go on a field trip). The teacher should model his/her thinking through "think-alouds." Talk about what children might be thinking as decisions are made. ("I know we need to choose what to do next, but I like both choices. I think we need to look at our choices to see which will work best...").

Creative Expression

Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Show wonder or fascination with objects, activities, or experiences (gaze at an object, become quiet or vocal when they hear lullabies, show bodily excitement when they hear music). CD-4a	• Show interest or pleasure in response to images, objects, and music (say, “Aaah” and reach for a brightly colored picture, look at or reach toward fluttering leaves). CD-4c	• Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again). CD-4e	• Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again). CD-4g	•Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again). CD-4i
• Hold, touch, and experience different textures (fuzzy blanket, smooth skin, rough carpet). CD-4b	• Participate in and explore a wide range of media (use finger paint, glue scraps of paper on another paper, dance to music). CD-4d	• Participate in and describe art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4f	• Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4h	• Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4j
				• Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, “We need a stage for our puppet show.”). CD-4k
				• Recognize the value of artistic expression and the role the arts play in people’s lives. CD-4l

Creative Expression

Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Use toys and household objects in a variety of different ways during play (wave, then scrunch, then throw scarf). CD-5a • Explore sensory properties of art media (smear paint, pat and pound dough). CD-5b • Make a variety of sounds with simple instruments, toys, and their own voice. CD-5c • Express themselves by moving their bodies (wave arms when excited, hug soft toy). CD-5d	• Use hats and clothes for dress-up make-believe. CD-5e • Explore art materials freely (make marks, squeeze clay, tear paper). CD-5f • Use materials purposefully to create sounds (bang blocks together, ring bell, shake can to make contents jingle). CD-5g • Move to music in their own way. CD-5h	• Recreate familiar scenes using play materials, language, and actions. CD-5i • Experiment and create art with clay, crayons, markers, paint, and collage materials. CD-5j • Make up simple nonsense songs, sign, chant, and dance (sing “la-la-la-la” on two pitches, twirl around and fall down, “march” by lifting knees high). CD-5k • Express ideas and feelings through music, movement, and dance. CD-5l	• Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5m • Show creativity and imagination when using materials and assuming roles during pretend play. CD-5n • Explore the properties of art materials and use them with purpose to draw, paint, sculpt, and create in other ways. CD-5o • Show awareness of different musical instruments, rhythms, and tonal patterns as they make music or participate in music activities. CD-5p • Show awareness of various patterns of beat, rhythm, and movement through music and dance activities. CD-5q	• Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5r • Plan and act out scenes based on books, stories, everyday life, and imagination. CD-5s • Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. CD-5t • Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song). CD-5u • Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. CD-5v

Strategies for Infants and Toddlers

1. Provide musical mobiles for infants to watch and listen to. Mobiles are appropriate over the changing table but avoid putting them on or near cribs used by children who can push up on their hands and knees (at about 5 months old).

2. Place pictures and photographs at eye level for infants and toddlers and talk about them. Laminate pictures and attach them to the wall with Velcro® so children can handle them without damage.

3. Display children's artwork at their eye level and go back often to talk about it. Help young children respect their artwork by encouraging them to keep the art on the walls.

4. Provide a wide variety of sensory materials both indoors and outdoors, such as Play-Doh®, goop (cornstarch and water), clay, finger paint, chalk, sand, mud, and wood pieces.

5. Provide materials for drawing, painting, building, molding, and making collages. Choose non-hazardous materials that are suitable for the age and development of the children. For example, use contact paper for collages with children who cannot handle glue.

6. Invite children to talk about the art they create. Recognize that they may not have words for their creations or may not want to describe them. Make specific, nonjudgmental comments about what they have done. ("You put a lot of feathers in this corner.")

7. Provide toys that create life scenes like a farm, parking lot, bus station, or school. Use puppets and stuffed animals to act out songs, rhymes, and stories. Encourage children to pretend using these materials. These materials should be cleaned frequently.

8. Provide dress-up materials to encourage pretend play about a variety of themes (gowns and top hats for a night on the town; hardhats, big boots, and tools for builders; dresses, ties, shoes, and watches for house and office play). Be mindful of safety when choosing items for dress-up. These materials should be cleaned frequently.

9. Offer creative play activities both indoors and outdoors. For example, children might use chalk on a blackboard indoors or on the sidewalk outdoors. Play music outdoors where children can make large dance movements.

10. Encourage children to move and dance to music in different ways (march, clap, stomp, gallop, jump, sway). Offer dance props such as scarves, streamers, and shakers for toddlers to twirl and shake.

11. Take pictures of the children doing creative activities. Display these pictures to help children recall what they have done and to help families appreciate the creative process.

12. Give infants and toddlers many opportunities to experience beauty through all their senses (touching snow, looking at rainbows, smelling freshly mowed grass, tasting different foods, listening to birds chirp).

13. Set an example by demonstrating spontaneity, a sense of wonder, and excitement.

Strategies for Preschoolers

1. Encourage children to talk about and/or share their creative expressions with others.

2. Provide access to a variety of materials for creative expression and storytelling media (non-hazardous paints, modeling materials, a wide variety of paper types, writing and drawing utensils of various sizes and types, and collage materials), and activities that encourage children to use their imagination and express ideas through art, construction, movement, music, etc.

3. Use a variety of horizontal and vertical surfaces (easels, floor, and walls) and two- and three-dimensional objects (boxes, clay, and plastic containers) for creative expression.

4. Develop classroom procedures that encourage children to move materials from one learning center to another (such as using markers and paper in a dramatic play area).

5. Use an abundance of multicultural books, pictures, and music in the classroom.

6. Take children to museums, galleries, plays, concerts, and other appropriate cultural activities.

7. Invite family members, authors, artists, musicians, and storytellers from different cultural and language backgrounds to the classroom so children can observe firsthand the creative work of a variety of people in the arts.

8. Give children opportunities to respond through music, movement, dance, dramatic play, and art (e.g., following expressive movement experiences, ask them to draw a picture of themselves and then tell you about the picture).

9. Provide appropriate instruments (e.g., maracas, rhythm sticks, bells, tambourines, drums, sand blocks, shakers) for musical experimentation.

10. Play music, provide materials such as scarves, streamers, and bells, and make room indoors and outdoors for children to move freely.

11. Encourage children to move and use their bodies in space (e.g., pretending to be a cat, a volcano, or a butterfly). Assist children with modeling movement positions as needed.

12. Provide access to a variety of materials for storytelling and furnish materials that will facilitate the recreation of memories or experiences that a child can share (for example, materials and medium to re-create a memory of a field trip apple picking).

13. Display children's artwork on their eye level on a rotating basis, along with other items of beauty (e.g., wall hangings, tapestry, weavings, posters, stained glass, or arrangements of flowers and leaves).

14. Borrow library prints of great artwork representing a variety of countries and ethnic groups, hang them at the eye level of the children, and have conversations about them.

Social Connections

Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.

Developmental Indicators

Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Intently observe actions of children, adults, pets, and objects nearby. CD-6a • Seek family members, siblings, caregivers, and teachers for play and for meeting needs. CD-6b	• Imitate routine actions of their caregivers (rock a baby doll, push a lawnmower, "read" a magazine). CD-6c • Know whom they can go to for help (regular caregiver vs. visitor, family member vs. neighbor). CD-6d	• Use play to show what they know about relationships and roles in families and other familiar contexts. CD-6e • Talk about what others do during the day ("Mommy at work. Mimi at home."). CD-6f • Help with daily routines (put cups out for lunch, feed pets, wash tables). CD-6g	• Talk about close family members, name their relationships to each other, and describe family routines ("Marika is my sister." "My grandma takes care of me at night."). CD-6h • Adopt roles of family and community members during play, given support and realistic props. CD-6i • Identify and talk about the roles of some community helpers (police, fire fighters, garbage collectors). CD-6j	• Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. CD-6k • Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. CD-6l • Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists). CD-6m

Social Connections

Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).

Developmental Indicators				
Infants Birth to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Show a clear preference for familiar people. CD-7a	• Recognize children and others they spend a lot of time with (make sounds, say name, move toward or away from child). CD-7b	• Put self into categories based on age, gender, and physical characteristics ("I'm a girl." "I have long hair."). CD-7c	• Identify self as a part of a specific family, preschool class, or other familiar group (e.g., point to picture and say, "That's my family," or "I'm in Ms. Emily's class."). CD-7d	• Identify and express self as a part of several groups (e.g., family, preschool class, faith community). CD-7e

Social Connections

Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.

	Developmental Indicators			
Infants 0 to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
Emerging	• Compare their own physical features with those of others by looking and touching. CD-8a	• Describe people who are similar and different based on characteristics such as age, gender, and other physical characteristics. CD-8b • Show awareness of similarities and differences among people and families during play. CD-8c	• Show acceptance of people who are different from themselves as well as people who are similar. CD-8d • Given support and guidance, explore different cultural practices during play and planned activities. CD-8e	• Show acceptance of people who are different from themselves as well as people who are similar. CD-8f • Talk about how other children have different family members and family structures than their own (“I live with my Grandma and Shanika lives with her Mom and Dad.” “David’s dad works but my Daddy stays home and takes care of me.”). CD-8g • Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). CD-8h

Social Connections

Goal CD-9: Children explore concepts connected with their daily experiences in their community.

Developmental Indicators				
Infants 0 to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
Emerging	*Emerging*	• Use play to communicate what they know about their community (pretend to go to the store, pretend to be a police officer). CD-9a	• Describe characteristics of the places where they live and play (say,"My house is big and there are trees in my yard." "The playground has swings and a sandbox."). CD-9b • Notice changes that happen over time (seasons, self or others growing bigger). CD-9c • Notice and talk about weather conditions. CD-9d • With prompting and support, participate as a member of a democratic classroom community (vote for name of class pet, wait turn to paint when easels are full). CD-9e	• Describe characteristics of the places where they live and play (say, "My house is big and there are trees in my yard." "The playground has swings and a sandbox."). CD-9f • Observe and talk about changes in themselves and their families over time. CD-9g • Observe and talk about how people adapt to seasons and weather conditions (put on sunscreen on sunny days, wear rain gear). CD-9h • Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). CD-9i • Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs). CD-9j

Strategies for Infants and Toddlers

1. Hold and hug infants and toddlers throughout the day. Learn from families how they hold, calm, and soothe their infant so you can do the same. This helps each child feel safe and secure.

2. Caregivers should tell infants and toddlers about caregiving tasks before they are performed. ("I'm going to wash your face and then we can play.")

3. Learn about the cultures of the families. Provide books, pictures, toys, music, and other materials that are familiar to children. This brings their cultures into the play area in positive ways.

4. Provide materials and activities that show other cultures and people from many different backgrounds in positive ways so children can see and experience how diverse humans are (diversity of all types including gender, race, ethnicity, sexual orientation).

5. Learn to say a few important words in the home language of infants and toddlers who are dual language learners. (Consult with families about which phrases are most important.)

6. Model pleasant, polite interactions with family members and other adults so that infants and toddlers will imitate those actions.

7. Help toddlers begin to recognize and explore differences among people. Talk about these differences in a positive way.

8. Allow and support children's choice of playmates. Help children play together, including children who are different from each other. Model and encourage gentle touch while playing. Make a special effort to help children who speak different languages play together by helping them communicate with each other.

9. Allow toddlers to help with daily routines such as putting out napkins, folding laundry, feeding pets, and watering plants. Adapt tasks so children with disabilities can participate.

10. Share children's pleasure in learning and discovering new things through daily routines and their play, both indoors and outdoors. Take children to community events and places such as parks, playgrounds, the petting zoo, farmer's market, and library to learn about the world.

11. Make scrapbooks or memory books and revisit them with the children.

Strategies for Preschoolers

1. Equip a dramatic play area with a variety of props reflecting different aspects of families, communities, and cultures. This will encourage a true understanding of others. Change props per the interests of the children.

2. Provide literature and music that reflect a variety of cultures and traditions.

3. Use literature, puppets, and role-playing to help children relate to the feelings of others.

4. Give children access to a wide selection of quality multicultural books.

5. Implement activities that reflect the similarities and differences among the children and families within the classroom (e.g., do body tracing and provide children with multicultural crayons to represent the variety of skin tones).

6. Invite community helpers into the classroom.

7. Welcome families into the classroom to share their cultures, traditions, and talents.

8. Explore the physical, biological, and social world beginning with the school (e.g., a visit to another classroom) and then into the community through field trips.

9. Involve children in school and community service projects.

10. Model cooperation and negotiation. Involve children in making rules for the classroom.

11. Hold class meetings to discuss concerns and issues that occur in the classroom. Encourage children to use a variety of problem-solving strategies to work through any concerns (e.g., use roleplaying and puppets to help children empathize with their peers).

12. Learn to say a few important words in the home language of children whose families speak a different language. (Consult with family members about which phrases are most important.)

13. Talk with children about relevant past and future events.

14. Expose children to world events, particularly those that involve children. Take care to avoid discussions of disturbing events, focusing instead on “good news” that can give children a glimpse of other lands and their people.

Scientific Exploration and Knowledge

Goal CD-10: Children observe and describe characteristics of living things and the physical world.

Developmental Indicators

Infants 0 to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Observe and explore natural phenomena indoors and outdoors using all senses (rub hands over grass, lift face to feel wind, pat family dog, splash water). CD-10a	• Use abilities to observe and explore natural phenomena indoors and outdoors with focus using all senses (notice and interact with small insects, smell flowers, catch falling snow, shuffle through leaves). CD-10b	• Participate in the care of living things with guidance and support (water plants, help to feed the classroom pet). CD-10c • Show curiosity and investigate the world of nature indoors and outdoors (pick up rocks, scratch frost on window, ask questions about things seen outdoors). CD-10d	• Participate in the care of living things, with guidance and support (water plants, help to feed classroom pet). CD-10e • Notice and react to the natural world and the outdoor environment. CD-10f • Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat. CD-10g • Notice and describe current weather conditions. CD-10h • Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens). CD-10i • Participate in activities that help to care for the environment, with guidance and support (pick up trash, recycle paper). CD-10j	• Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). CD-10k • Notice and react to the natural world and the outdoor environment. CD-10l • Describe some things plants and animals need to live and grow (sunlight, water, food). CD-10m • Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). CD-10n • Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. CD-10o • Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer). CD-10p • Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees).CD-10q

Scientific Exploration and Knowledge

Goal CD-11: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.

Developmental Indicators

Infants 0 to 12 months	**Younger Toddlers** 8 to 21 months	**Older Toddlers** 18 to 36 months	**Younger Preschoolers** 36 to 48 months	**Older Preschoolers** 48 to 60+ months
• Gather information through sight, hearing, taste, smell, and touch. CD-11a • Use multiple senses to focus intently on objects, displays, materials, or events. CD-11b	• Use all senses to examine the environment carefully (reach out to touch rain, stop playing to watch shadows, gaze at moon). CD-11c • Use toys and other objects to make things happen (kick a ball, push a button on a toy). CD-11d • Explore objects and materials by handling them in many ways (moving, carrying, filling, dumping, smelling, putting in mouth). CD-11e	• Investigate differences between materials (sand, water, goop, moving air). CD-11f • Use simple tools to manipulate and explore objects and materials, with guidance and support (containers for pouring, sand mold, magnifying glass). CD-11g • Notice changes in materials when mixing and manipulating (paint, Play-Doh®, food ingredients). CD-11h	• Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-11i • Observe objects, materials, and everyday events, and describe what they notice (temperature, texture, size, weight, color, etc.). CD-11j • Ask questions to find out more about the natural world. CD-11k •With guidance and support, use simple tools to investigate objects and materials (magnifying glass, sifter, ramps for rolling balls and cars). CD-11l • Describe and predict changes that take place when mixing and manipulating materials. CD-11m	• Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-11n • Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens). CD-11o • Compare objects, materials, and phenomena by observing and describing their physical characteristics. CD-11p • Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers). CD-11q • Make and check predictions through observations and experimentation, with adult support and guidance. CD-11r • Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights). CD-11s • Engage in the scientific process by observing, making predictions, recording predictions (through photographs, drawings or dictations), developing plans for testing hypotheses, trying out ideas and communicating outcomes. CD-11t • Analyze the result of an attempted solution and use new information to solve a problem (e.g. after observing a paper boat sinking in the water, making a new boat out of a different material to see if it would float). CD-11u

SOCIAL CONNECTIONS

Strategies for Infants and Toddlers

1. Offer toys that allow infants and toddlers to experiment with cause and effect (for example, knobs that twist to make a sound or levers that slide open to make an object appear).

2. Observe what infants and toddlers are interested in (i.e., what toys/objects they like to play with). Notice and name things that interest them. Add toys or other objects that may extend their current play or make it slightly more complex.

3. Arrange the environment to encourage exploration. For infants who are not yet able to roll over or search for desired toys, teachers may need to help infants find or hold these items.

4. Use moving objects to attract an infant's attention and stimulate interest. Hang mobiles or plants where children can watch them move, as well as enjoy their color and shape.

5. Make a telescope out of a paper towel tube and encourage children to look around the room or playground for certain objects (e.g., "Do you see anything green? or "Where is an animal?").

6. Play "Name That Body Part" while dressing or changing infants and toddlers. (For example, ask "Where are your toes?" or "Show me your ears.")

7. Look for books with real pictures of animals and practice making animal sounds together. Talk about the animals. (For example, "The goat is furry and makes a sound like this, 'M-a-a-a-a.' ")

8. Offer different textures and surfaces for infants and toddlers to explore (e.g., furry material, smooth silk, bumpy or hard plastic). This helps infants and toddlers learn about the world around them.

9. Allow infants and toddlers time to figure out what to do with new play materials. Take time to watch, then direct their actions.

Strategies for Preschoolers

1. Expose children to the scientific method of inquiry: observing, questioning, predicting, experimenting, and representing results.

2. Engage children in observing events, exploring natural objects, and reflecting on what they learn (e.g., hang a bird feeder outside the classroom window and use binoculars to observe the birds; go outdoors).

3. Give children freedom to come up with their own solutions to problems. Listen to their ideas. Model the thinking process by talking out loud, writing or mapping about a problem, and reflecting on how it might be solved.

4. Model language that encourages children to express wonder, pose questions, and provide evidence of discoveries.

5. Create a sensory center to stimulate curiosity and exploration. Mix colors (paint, markers, food coloring, crayons) to see what happens.

6. Model and teach responsible behavior. Guide children in the handling and care of pets, plants, and learning tools.

7. Provide a science discovery center where children can compare the properties of objects such as shells, rocks, nests, and skeletons. Also, include science materials throughout the indoor and outdoor environments.

8. Provide simple tools (e.g., magnifying glass, binoculars, eyedropper, sieve, simple microscope) to use in exploration. Modify simple tools when needed to make them accessible to all children in the group.

9. Encourage scientific exploration throughout the classroom (e.g., set up sinking and floating experiments at the water table; provide cooking experiences that encourage the observation of changes in matter; equip the block center with materials that encourage exploration of vehicles and ramps).

10. Plant gardens that change over the seasons. Provide a diversity of plants and trees that attract wildlife (e.g., butterfly bushes, trees for birdhouses, and bird feeders).

11. Provide a variety of outdoor natural materials (smooth stones, shells, pinecones, acorns) that children can investigate.

IMPORTANT POINTS TO KEEP IN MIND…

Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.

Teachers and caregivers can encourage and support children in taking another child's perspective by explaining how another child might feel and/or how the other child might view a situation.

Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.

Most children seem to naturally enjoy participating in creative arts activities. Teachers and caregivers support children's creativity by providing lots of different types of materials and experiences, and then encouraging children to use them in different ways without evaluating what children are doing.

Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.

Children's families and communities differ from each other and from their teachers' family and community. Teachers and caregivers can best support children's understanding of their family, home, and community by accepting and respecting each child's unique experiences with relationships and roles.

Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.

Children's ability to identify and demonstrate acceptance of others' similarities and differences develops when they observe teachers and caregivers modeling acceptance and respect for others, and when they are given opportunities to talk about the importance of accepting individuals who are similar to and different from themselves.

Goal CD-10: Children observe and describe characteristics of things and the physical world.

Children with disabilities may need extra support as they observe and describe living things and objects. Be sure they can use different senses to observe, and provide opportunities for them to describe observations with words, gestures, and/or pictures. Dual Language Learners will also benefit from opportunities to express their observation in their home language or in English.

Appendix

APPENDIX

South Carolina Early Learning Standards Interagency Leadership Team for Stakeholder Group:

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UNDERSTANDING THE SOUTH CAROLINA EARLY LEARNING STANDARDS

South Carolina's Early Childhood Commitment

Children's experiences before they enter school matter. Research shows that children who experience high-quality care and education and who enter school well-prepared are more successful in school and later in their lives. Recognizing the importance of the early childhood period, advocates in the South Carolina Department of Health and Human Services created the ABC Child Care Program in 1992. The ABC Child Care Program established initial criteria used to define quality programming in early care and education settings. The establishment of this program was critical to advancing the quality of services provided to young children by establishing standards for the professional development of teachers serving children birth through 5 years old.

More than twenty years ago, the State of South Carolina made a commitment to the early years by funding universal, full-day kindergarten for all five-year-olds. The Education Improvement Act (EIA) allowed districts to use their EIA funds to support optional partial day 4K programs. In 2006, South Carolina's General Assembly made a significant investment in full-day 4K (pre-kindergarten) for children from communities with high levels of poverty in the Plaintiff and Trial districts in the *Abbeville, et al. v. State of South Carolina* litigation. This full-day 4K program, Child Development Education Program (CDEP), has since been expanded to fund sixty-one out of the state's eighty-two school districts in both public schools and approved childcare centers. Participating CDEP programs must adhere to high quality standards. In 2014, new statutes included requirements for assessment standards of K readiness in multiple domains.

In 2008, building on the early childhood initiatives cited above, the SCDSS modified the ABC Child Care Program to become *ABC Quality: South Carolina's Quality Rating and Improvement System (QRIS)*. The *QRIS* provides a system of supports and services to build the capacity of early care and education providers to offer quality programming. Currently, enrolled early childhood programs across the state serve infants up to preschoolers in a variety of different settings and sectors including public schools, private childcare centers, faith-based child care, family child care homes, and Head Start programs. Although the settings and approaches may be different, these programs and initiatives are all able to participate in the QRIS and share a similar goal—to promote better outcomes for South Carolina's young children.

This document, *South Carolina's Early Learning Standards* (referred to as *SC-ELS*), serves as the shared vision for the education of South Carolina's children, and answers the question "What foundational skills do children need to experience success in school?" By providing this common set of Goals and Developmental Indicators for children from birth through kindergarten entry, the hope is that family members, educators, administrators, and policy makers together can do the best job possible to provide experiences that help children be well prepared for success in school and life.

History of *SC-ELS*

In the early 2000s, a White House initiative, Good Start, Grow Smart, called for each state to establish early learning guidelines with the goal of guiding early childhood educators in implementing classroom practices that facilitate the development of dispositions of young children and their learning of essential skills needed to be prepared for Kindergarten. *The South Carolina Good Start, Grow Smart Guidelines* were developed in 2006 with early learning standards for children three to five years of age. In 2008, the *South Carolina Infant*

& Toddler Guidelines were developed for children from birth to age three as a separate document. Both documents have provided direction and guidance to the field toward developmentally appropriate expectations that support young learners.

In 2013, the South Carolina Department of Social Services, which administers the state's Child Care and Development Block Grant (CCDBG), took the lead to engage national early childhood and standards experts, Dr. Catherine Scott-Little and Dr. Sharon Lynn Kagan, to complete an in-depth research analysis of the state's early learning standards. This analysis led to their recommendations that provided the foundation for work on the revisions. Stakeholders across sectors provided input for revisions. The standards workgroup conducted a comprehensive review of many other states' revised early learning standards. This review shaped the conversations and the work on the standards revisions. The South Carolina Early Learning Standards Interagency Stakeholders Group came to an agreement on the following priorities for the new standards:

- The standards would be revised as one document to show the continuum of development from birth up to 5K school entry and would be organized using age groups like those found in SC's previous standards (B-8 months, 6-18 months, 16-36 months, 36-48 months, and 48-60+ months).
- The standards would be based on a balance of developmentally appropriate practices and age-appropriate rigor.
- The standards would take into consideration the needs and development of ALL children.
- The standards would provide exemplars that are clear and easy for South Carolina's early childhood teachers to understand.
- The standards would address physical, social/emotional, learning through play, literacy, math, and cognitive development (science and social studies) domains.
- The standards would be culturally relevant for the children and families of South Carolina.

With these six priorities guiding the work, the SC workgroup continued with the challenging project of writing and developing a new set of early learning standards. Progress was made, but at a slower pace than expected. The goal to have the new set of ELS ready for the early childhood field by the spring of 2016 led to the decision to move the process forward more quickly by adopting a set of standards based on one state's standards that most closely met the goals. The national experts recommended four states to consider, and after a review process, the team decided to base the standards on the *North Carolina Foundations for Early Learning and Development (Foundations)*. The North Carolina's Early Childhood Advisory Committee (ECAC), Division of Child Development and Early Education (DCDEE), and Department of Public Instruction Office of Early Learning worked together to develop *Foundations* to provide a resource for all programs in their state. The developers of the *North Carolina Foundations*, most graciously granted South Carolina permission to base the *South Carolina Early Learning Standards* on their document.

The South Carolina Early Learning Standards workgroup created one new domain, Mathematical Thinking and Expression (MTE), and made other revisions to the North Carolina *Foundations* document based on input from South Carolina early childhood stakeholders to ensure the standards are relevant to South Carolina and that they reflect the cultural diversity found among South Carolina's children and teachers. These agencies have been included in our acknowledgements. The pioneering work of North Carolina is greatly appreciated.

Purpose of the South Carolina Early Learning Standards

South Carolina's Division of Early Care and Education, in the Department of Social Services, and the Department of Education's Office of Early Learning and Literacy worked together to develop the *SC-ELS* which describe goals for young children's development and learning. The *SC-ELS* is a resource for all programs serving young children in South Carolina. The *SC-ELS* provide support for teachers serving children from all cultural and linguistic backgrounds and with children with divergent learning needs. Teachers and caregivers can turn to the *SC-ELS* to learn about child development as the document provides age-appropriate Goals and Developmental Indicators for each age level—infant, toddler, and preschooler. The *SC-ELS* document is intended to be a guide for teaching. This document is not a curriculum or checklist that should be used to assess children's development and learning. Rather, this document serves as a resource to define the skills and abilities needed to support the learning experiences provided for children. Teachers, caregivers, early Interventionists, home visitors, and other professionals who support and promote children's development and learning can use the goals for children. It is, however, important to remember that while the *SC-ELS* can help determine what is "typical" for children in an age group, the Developmental Indicators may not always describe a particular child's development. When a child's development and learning does not seem to fit what is included in the continuum under his/her age level, teachers and caregivers should look at the Developmental Indicators for younger or older age groups to see if those indicators align with the child's development. The objective should be to learn what developmental steps the child is taking now and to meet the individual needs of that child daily.

The ABC Quality Rating and Improvement System has "cross-walked" and revised its program and classroom standards with the *SC-ELS* to assure consistency between the *SC-ELS* and the ABC Quality standards.

SOUTH CAROLINA EARLY LEARNING STANDARDS CAN BE USED TO:

- Improve teachers' knowledge of child development and incorporate each family's culture;
- Guide teachers' plans for implementing curricula;
- Establish goals for children's development and learning that are shared across programs and services; and
- Inform family members and the public on age-appropriate expectations for children's development and learning.

The *SC-ELS* serves as a resource for families. Families may find it helpful to review the Goals and Developmental Indicators to learn what are appropriate goals for young children.

The *SC-ELS* may also serve as a beneficial tool for individuals who do not work directly with children, but who support teachers and caregivers in their work. These individuals may include those who work at museums, gardens, zoos, and other community destinations children may visit on field trips. It is important to take stock to see if a program's learning environment, teaching materials, learning activities, and interactions are supporting children's development in the areas described in this document. Administrators can use *SC-ELS* as a guide to evaluate the types of learning experiences provided in their program. The *SC-ELS* can also be a resource to identify areas where teachers and caregivers need to improve their practices, and as a basis for professional development.

Training and technical assistance providers should evaluate the support they provide to teachers and caregivers to ensure that the professional development is consistent with the *SC-ELS* Goals and Developmental Indicators. Furthermore, higher education institutions may use this document as a tool or training manual for in-service professional development. In summary, the *South Carolina Early Learning Standards* document is designed to be a resource for teachers, caregivers, families, administrators, and professional development providers working together to support the learning and development of South Carolina's youngest children.

A NOTE ABOUT TERMINOLOGY

The *South Carolina Early Learning Standards* document is designed to be useful to a broad range of professionals who work with children. The terms "teachers and caregivers" refer to anyone who works directly with children—teachers, caregivers, early educators, early Interventionists, home visitors, etc. The document also refers to "children" generically, which is intended to include infants, toddlers, and preschool children.

HOW TO USE THE SOUTH CAROLINA EARLY LEARNING STANDARDS

Guiding Principles

Remember the 10 Guiding Principles in using the *SC-ELS*.

1. Development and learning across the full continuum from birth to five years (infant, toddler, and preschool) is important. The *SC-ELS* include the age ranges in one document to show the continuum of development from birth up to 5K school entry with the following age groups: (B-12 months, 8-21 months, 18-36 months, 36-48 months, and 48-60+ months).

Learning and development begin before birth and continue throughout life. Each stage of a young child's development makes an important contribution to later success. Good prenatal care and high-quality early care and education experiences throughout the early childhood period are essential. Teachers and caregivers can use the *SC-ELS* as a guide to provide positive learning experiences for young children of all ages, starting at birth and continuing through the preschool years.

2. Each child is unique.

Children's development results from a combination of many factors, such as the characteristics they are born with, the culture they live in, and their experiences with their family and in other settings such as early care and education programs. The *SC-ELS* should be used as a guide to understand how development generally unfolds, but children will differ in how and when they demonstrate progress in the areas described within the Developmental Indicators.

3. Development occurs in predictable patterns but an individual child's developmental progress is often uneven across different stages and across developmental domains.

Even though each child is unique, there are some predictable steps or stages of development. One ability or skill usually develops before another, and skills that develop earlier often are the foundation for skills that develop later. Children vary a great deal in when and how they reach each developmental or learning milestone. Children making more progress in one developmental or learning domain than they do in another are considered typical.

4. Young children's learning is integrated across different areas of development so the *SC-ELS* and learning experiences provided for children must address all domains: physical, social/emotional, learning through play, literacy, math, and cognitive development (science and social studies).

As young children learn and grow, each area of their development is interrelated and contributes to how well they learn and master new skills. Their growth in the different domains cannot be separated because progress in one area affects the progress they make in other areas of development. Therefore, the *SC-ELS* and the learning opportunities that children experience must address all areas of their development in an integrated manner.

5. Many factors influence a child's development, including relationships with family members and others and experiences within their home, early learning setting, and community.

How children develop is based on a combination of factors, such as the characteristics they are born with, the culture they live in, and their experiences within their family, neighborhood, and in other settings. Each of these factors is important in a child's growth and development, so it is important that teachers and caregivers pay attention to all aspects of a child's life to support his/her development and learning.

6. Each child develops within a culture.

South Carolina is home to families and children from a wide range of rich cultural and linguistic backgrounds. In addition, families across the state reflect multiple loving and supportive ways to be a family. This diversity clearly illustrates the strength and knowledge of the citizens of the state. It is extremely important that all teachers and caregivers respect each child's culture and family structure; learn as much as possible about each child's family and culture; and foster a close connection with all children and their families by striving to care for children in ways that are consistent with their family's values and how they care for their children.

Furthermore, it is known that when students' cultural, linguistic, and family worlds are not validated in their classrooms, children are likely to get the message that some children and families, some communities, and some peoples' histories matter more than others. Teachers whose interactions with children and families demonstrate that they value some children and families more than others are likely to profoundly impair devalued children's opportunities to learn academic content, to appreciate beauty, and to recognize and learn to change injustices in the world around them. For these reasons, it is essential that all teachers and caregivers seek to know about the backgrounds and communities of the children in the classroom. Teachers should appreciate children's cultural histories, heritages, and their linguistic strengths (including the many rich variations of English and the tremendous cognitive and social skills children demonstrate when they speak multiple languages), to honor all families' structures and beliefs.

7. Nurturing and responsive relationships are essential for healthy growth and development.

Relationships with sensitive, caring adults are important for all children's development in all domains. Strong emotional bonds, or secure attachments, with trusted adults are particularly important for infants and toddlers, but are a hallmark of excellence in all programs serving young children. The relationships that children form with adults support their emotional and social development, and serve as a springboard for exploring the environment and learning new concepts.

8. Children are active learners who learn best in a developmentally appropriate program that balances play with age-appropriate rigor.

Children need hands-on learning experiences to develop the skills and knowledge described in the *SC-ELS*. They learn by doing, and they need time to practice what they are learning, to ask questions, to make mistakes, to investigate, and to use what they are learning in their everyday activities.

9. ALL children can make progress and learn in the areas defined in the *SC-ELS* when their needs and development are taken into consideration.

The *SC-ELS* document describes important areas of learning and development and includes Developmental Indicators that give a picture of how children make progress toward the Goals. All children, no matter what their circumstances, can learn

and make progress along the Continuum of Developmental Indicators. Children with disabilities may demonstrate their capabilities in different ways than other children do, perhaps with accommodations or modifications in the learning environment and/or perhaps working toward Developmental Indicators at a lower age level. Likewise, children who are learning English in addition to another language at home will make progress on the same Developmental Indicators as English-speaking children, particularly if they are in an early education setting where adults use their home language as well as English. This *SC-ELS* document is designed to be used with all children.

10. All children learn best in inclusive settings.

Inclusive early childhood programs should help create high expectations for every child, regardless of ability, to reach his or her full potential. Children with disabilities will make the most progress developmentally, socially, and academically when appropriate special education services are provided in inclusive settings. Children with and without disabilities learn from one another in inclusive settings. Inclusive settings where education and support are individualized to each child will benefit all children.

Using the *South Carolina Early Learning Standards* Effectively with All Children

While children generally develop in similar stages and sequences, there can be a great deal of diversity in how quickly and how evenly their development unfolds. Factors such as the child's individual temperament, socio-economic status, relationships with family members, and the community/culture in which a baby or child lives can affect growth and learning. This document is designed to allow for individual differences and can serve as a basis for individualized programming decisions for all children. Ideas for how to use the *SC-ELS* with two specific groups of children are described below.

Children with Disabilities

Although the Goals and Developmental Indicators are the same for all children, it is important to remember that children with disabilities may demonstrate progress on the Developmental Indicators at a different rate and/or in different ways from typically developing children. Children with disabilities may be slower to demonstrate progress in some domains than in others, and may have very strong skills in one domain but need additional support to make progress in another domain. In some cases, teachers and caregivers may need to observe children with disabilities more closely to notice their progress, and may need to use alternate methods to help them demonstrate their capabilities. Teachers may also need to tailor the curriculum and the instructional strategies used to meet the individual learning needs of children with disabilities. Although all the Strategies included in the *SC-ELS* document are applicable for children with disabilities, teachers and caregivers will find some Strategies written specifically to provide ideas for working with children with disabilities.

For children with disabilities, teachers and caregivers may find it useful to look at the Developmental Indicators for a younger age level for ideas of next steps for the child and for instructional strategies. The Goals, Developmental Indicators, and Strategies described in these *SC-ELS* are appropriate for children with disabilities, but teachers and caregivers will need to individualize their expectations, how they teach, and the opportunities they provide for the child to demonstrate his or her progress.

Children from Diverse Language Backgrounds

In recent years, South Carolina has become more ethnically diverse and is now home to children and families who speak a language other than English. Children from diverse linguistic backgrounds may be referred to as English Speakers of Other Languages (ESOL) or English Language Learners (ELL) in many K-12 systems. However, it is appropriate for birth to five systems to use the term Dual Language Learners (DLL). Dual Language Learners (DLLs) are young children who are learning two languages—their home language and English at the same time. Their presence enhances the experiences of all children in their classrooms.

According to *Guiding Principles for Supporting Young Dual Language Learners* (Espinosa, 2013), high quality preschool programs that build on children's interests, and teachers and caregivers who intentionally support the multiple ways young children demonstrate their learning, benefit all children, but additional supports are needed to close the achievement gap for young DLLs. Therefore, the *SC-ELS* reflect the following Guiding Principles:

1. DLLs' knowledge and strengths in their home language need to be recognized and built upon in the preschool curriculum.

2. All language development activities and interactions should be interesting and engaging for young DLLs and build upon their intrinsic desire to learn language to communicate and participate in their social and educational settings. All young dual language learners have the capacity to learn two languages and benefit cognitively and socially when they receive instruction that promotes development of their home language as well as English-language development (ELD).

3. The *SC-ELS* Goals and Developmental Indicators from all six domains are applicable for DLLs, but teachers may need to supplement or provide different types of learning experiences that can best support DLLs, and to think carefully about how the children demonstrate what they are learning. Teachers should support the home language of DLLs as much as possible while they are learning English by individualizing their teaching strategies and allowing children to demonstrate progress on the Developmental Indicators in their home language or in English.

Teachers need to plan how they will introduce concepts and ideas in a way that DLLs can best understand them even if the instruction is in English. Ideally, however, concepts can be introduced in the child's home language and in English so the child has a chance to learn the concept and to learn English. The teacher could, for example, group a DLL with one child who speaks the same home language and English, along with another child who speaks only English. This strategy could help the child acquire the social skills described in the Emotional and Social Development domain and make progress in learning some words in English.

Another way to introduce concepts and vocabulary words is to name objects in both English and the child's home language. Use very simple instructions in the child's home language and in English, as well as pictures, gestures, and objects to explain the concepts being taught to help children

learn the language, concepts, and behavioral skills described in the *SC-ELS.*

Keep in mind that young DLLs can demonstrate their capabilities on almost any of the Goals and Developmental Indicators in their home language or in English, and through other means such as gestures, pictures and/or using objects to show what they have learned. For instance, when learning to count (an MTE Indicator at the preschool level), children could count in their home language; children may use new vocabulary words (a Goal in the Language Development and Communication domain) in their home language and/or English; or children may make scientific observations of living things (a Goal in the Cognitive domain) using their home language.

The Strategies included with each domain provide some additional ideas for teaching DLLs.

4. Teachers and caregivers may find it challenging to support a child's use of his/her home language if they are not fluent in that language. It would be ideal if programs can ensure that someone on their staff who interacts regularly with children who are DLLs speaks both English and their home language, even if it is not their teacher. However, if that is not possible, programs may find it helpful to have at least one person on staff who speaks the home language of DLLs to translate for families and help in classrooms. If this option is not available, programs might consider asking family members or other volunteers who speak the child's home language to help in the classroom. Teachers and caregivers who do not speak the same language as their DLL children's families should, however, make the effort to learn key words or phrases in DLLs' home language and to encourage other children to learn these key words and phrases to communicate more clearly with them during their school day.

5. Untrained teachers may think some preschool DLLs' language development is delayed, but when provided a linguistically enriched and balanced program, young DLLs will become proficient in both languages. Program staff need to understand that young DLLs acquire their second language at different rates depending on their early exposure to English. They may take longer to respond to teachers' requests and are likely to code-switch (i.e., combine English and words from their home language in the same utterance). It is important to appreciate that code-switching is a typical feature of dual language development and is a linguistic strength.

6. Programs that demonstrate their respect for the DLLs' families' culture, values, and language preferences make it a priority to develop strong and meaningful partnerships with these families to enhance children's learning and development.

When teachers partner with families they can gain insights into their child's experiences and can learn the extent to which the child has heard/hears English being spoken. In addition, families can provide information about how their child learns best, can help the teacher gain a greater understanding of their child's home language, and can reinforce what the child is learning in the program with learning experiences at home.

CHILDREN'S SUCCESS IN SCHOOL

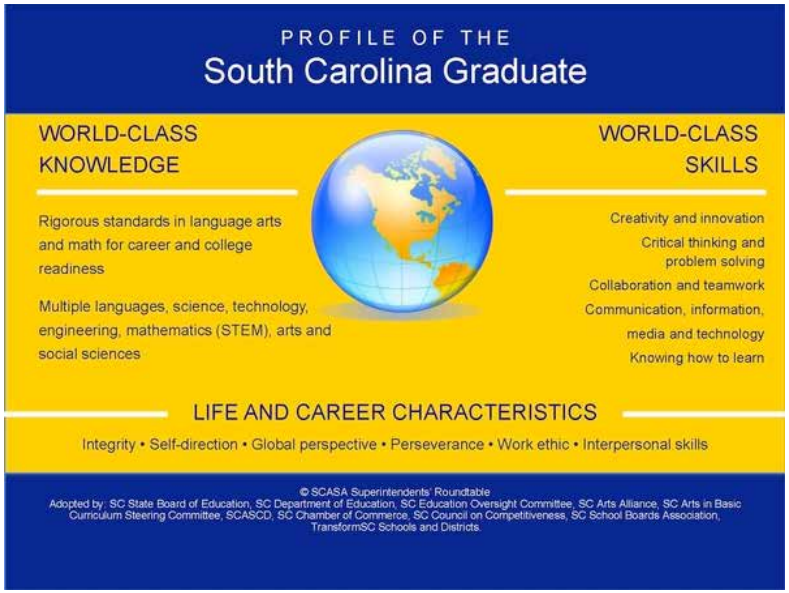
The Goals and Developmental Indicators described in the *SC-ELS* for infants, toddlers, and preschoolers are critically important to their success later in school. What children learn between birth and the time they start kindergarten lays the foundation for their learning and development for years to come. Children in their early years may experience a variety of learning opportunities in different settings. The *SC-ELS* provide a common foundation that all settings can share.

The Profile of the S.C. Graduate outlines the dispositions and skills that are key to students being college-and-career-ready by high school graduation. The foundations for these must be established in the early years. Preschool and kindergarten teachers strive to teach their students to develop self-direction, to work collaboratively, and to be creative and innovative. These *SC-ELS* are the beginning of the continuum from their early childhood experiences to their high school graduation.

Kindergarten Readiness

The *SC-ELS* are aligned with the expectations for what kindergarten children learn and, at the same time, are appropriate for the age of children described in this document. This does not mean that the skills and knowledge described in *SC-ELS* are the same as those included in the kindergarten standards. Rather, the focus of the *SC-ELS* is on the early precursor skills that research suggests are important or lay the foundation for what children learn later. For instance, kindergarten children may begin to read words and short sentences. The ELS Goals that address children's knowledge of letters, understanding of print concepts (such as the fact that print runs from left to right), and phonological awareness skills all contribute to children's ability to read once they enter kindergarten.

In addition to helping early education teachers and caregivers prepare infants, toddlers, and preschoolers for success in school, the *SC-ELS* can also be a resource for kindergarten teachers as they support children's success once they enter school. Kindergarten teachers can use this document to get a better idea of what children have learned before they started school. Understanding the Goals and Developmental Indicators helps kindergarten teachers see what was expected of very young children; they can use this understanding as a starting point for what they teach early in the year. When there is continuity between what children learned in preschool and what is being taught in kindergarten, it is easier for the children to transition to kindergarten. Kindergarten teachers may also find it helpful to look at the *SC-ELS* when teaching children who may lack some of the precursor skills that are important for making progress on the kindergarten standards and may enter kindergarten without the types of skills and knowledge described in this document. The kindergarten teacher can use the Goals and Developmental Indicators in the *SC-ELS* as a basis for helping children learn the precursor skills and knowledge they need to be successful in kindergarten.



The next chart shows how the content of the *SC-ELS* is aligned with the S.C. College and Career Ready Kindergarten Standards. For children to reach their full potential, adults must provide an environment and experiences that promote growth and learning in all areas described in this document through age-appropriate activities, materials, and daily routines.

STANDARDS ALIGNMENT

S.C. EARLY LEARNING STANDARDS AND THE S.C. COLLEGE AND CAREER READY STANDARDS FOR 5K – GRADE12

EARLY LEARNING STANDARDS DOMAINS	S.C. COLLEGE-AND CAREER-READY AND ACADEMIC STATE STANDARDS
Approaches Toward Play and Learning • Curiosity, Information-Seeking, and Eagerness • Play and Imagination • Risk-Taking, Problem-Solving, and Flexibility • Attentiveness, Effort, and Persistence	**English Language Arts - Inquiry-Based Literacy Kindergarten** **Standard** • Play and exploration • Foster a sense of curiosity • Disposition of inquisitiveness **Mathematics Process Standards** • Make sense of problems and persevere in solving them. • Reason both contextually and abstractly. • Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others. • Connect mathematical ideas and real-world situations through modeling. • Use a variety of mathematical tools effectively and strategically. • Communicate mathematically and approach mathematical situations with precision. • Identify and utilize structure and patterns.
Emotional and Social Development • Developing a Sense of Self • Developing a Sense of Self with Others • Learning About Feelings	**Academic Standards for Health and Safety Education** • Mental Health • Emotional Health • Social Health **Academic Standards for Physical Education** • Interact positively with others

Health and Physical Development
- Physical Health and Growth
- Motor Development
- Self-Care
- Safety Awareness

Academic Standards for Health and Safety Education
- Physical Activity and Nutrition
- Growth, Development
- Mental, Emotional, and Social Health
- Personal and Community Health
- Injury Prevention and Safety

Academic Standards for Physical Education
- Develop variety of locomotor skills
- Physical literacy skill development

Language Development and Communication
- Learning to Communicate
- Foundations for Reading
- Foundations for Writing

College and Career Ready English Language Arts
- Communication
- Reading – Literary Text
- Reading – Informational Text
- Writing

Mathematical Thinking and Expression
- Foundations for Number Sense
- Foundations for Algebraic Thinking
- Foundations for Geometry and Spatial Understanding
- Foundations for Measurement and Data Analysis
- Mathematical Thinking and Reasoning

College and Career Ready Mathematics Standards
- Number Sense
- Number Sense and Base Ten
- Algebraic Thinking and Operations
- Geometry
- Measurement and Data Analysis
- Process Standards

Cognitive Development
- Construction of Knowledge: Thinking and Reasoning
- Creative Expression
- Social Connections
- Scientific Exploration and Knowledge

Physical Education Academic Standards
- Cognitive Domain
- Affective Domain

Visual and Performing Arts Standards
Social Studies Academic Standards
Science and Performance Standards

Helping Children Make Progress Toward Attaining the South Carolina Early Learning Standards Goals: It Takes Everyone Working Together

While the *SC-ELS* describe the goals South Carolina has for young children, it is the adults in our state who are responsible for supporting children's progress in the areas described in this document. Teachers and caregivers need to understand and use the *SC-ELS*. Programs may need to change their curricula to ensure infants, toddlers, and preschoolers each experience responsive caregiving and stimulating learning environments that support children's progress in all six domains. To do this effectively will require collective effort among the various stakeholders who are responsible for working with young children. Families, program administrators, public school personnel, community agencies/partners, policy makers, and teachers/caregivers all have a role in supporting the use of the *SC-ELS* and helping children make progress in areas defined by the Goals and Developmental Indicators. The roles that adults can play in using the *SC-ELS S* and supporting children's progress are described below.

The Role of Families

Families are children's first and most important teachers. The *SC-ELS* offer a unique opportunity to bring parents, family members and early educators together to support children's development and learning. Educators can use this document as a tool to encourage family members to become more involved in their children's learning and education. By reviewing the standards with family members, educators can help them understand how children develop and can provide them with specific strategies and activities that they can use at home.

The Role of Teachers and Caregivers

Teachers and caregivers are responsible for the day-to-day implementation of the *SC-ELS*. To use the document effectively, teachers and caregivers are likely to need additional professional development to learn its content and improve their teaching skills. The *SC-ELS* do not tell educators how to teach, but rather define what children should know and do. Teachers and caregivers must be able to design appropriate experiences to support children's learning, keeping in mind what children need to learn.

The Role of Administrators

Program directors and principals are the instructional leaders of their early childhood programs. They play a vital role in ensuring the successful implementation and use of the *SC-ELS* by influencing the resources that are available, as well as the attitudes and practices of the persons working directly with young children. Administrators should use this document for staff development, creating observation tools that support teachers in implementing the standards, and looking for opportunities to share the *SC-ELS* with families.

The Role of Schools

The *SC-ELS* describe what we want children to know and do before they enter kindergarten. When children develop the characteristics and behaviors described in the *SC-ELS*, they are prepared to make progress on the standards in kindergarten and the later grades. It is important for school teachers and administrators to know and understand what has been expected of children before they enter formal school. This makes it possible for them to build on previous learning and create opportunities that are stimulating and appropriate.

The Role of Policy Makers and Community Leaders

Decisions made by policy makers and community leaders can affect the overall well-being of young children. Often, people in these roles decide how money is spent within the community. They may also be responsible for approving regulations and rules that affect program quality. Policy makers and community leaders can support use of the *SC-ELS* by advocating for funding and promoting collaboration and cooperation among agencies and organizations that serve young children and their families.

When these groups come together to support understanding and implementing the *SC-ELS*, young children benefit and make greater progress on the Goals that have been articulated in this document.

The Role of Professional Development Providers, Technical Assistance Providers, and Higher Education Faculty

Many professionals support teachers' and caregivers' ability to provide high-quality, individualized, appropriate experiences to support children's development and learning. These professionals should use the *SC-ELS* to help teachers and caregivers understand how children develop and why it is important to provide them with activities or experiences that will support development of the understandings and skills described in the developmental indicators (e.g., to help teachers and caregivers understand that an activity such as building with blocks helps children develop the spatial mathematics skills described in the mathematical domain, or that responsive interactions with children help children develop important emotional and social skills).

FREQUENTLY ASKED QUESTIONS

What's new in this revised version?

This document describes a continuum of learning for young children, birth to age five. While previously South Carolina had guidelines and standards for this age span, they were in two separate documents. The revised document presents a continuum to help early childhood educators look across age levels and learning domains to see how children's development emerges and progresses over time. In addition, Goals are applicable for children across the age span, and Developmental Indicators are written for specific age levels.

Who should use this document?

The *SC-ELS* are intended for use by any adult who works with young children and their families. This includes teachers and caregivers in child care centers and public schools; family child care home providers; and families, friends, and neighbors. Early childhood programs across the state, irrespective of their location or setting, should find this a useful resource for planning. The *SC-ELS* are also a useful resource for persons who support teachers and caregivers—administrators, training and technical assistance providers, higher education faculty, and others concerned with improving the quality of children's learning experiences. The document can serve as a guide for the types of learning experiences teachers and caregivers should provide for children.

What ages are covered?

The *SC-ELS* are divided into five age levels: Infants (birth to 12 months), Younger Toddlers (8 to 21 months), Older Toddlers (18 to 36 months), Younger Preschoolers (36 to 48 months), and Older Preschoolers (48 to 60+ months). Because children develop at different rates, there is overlap at the youngest age levels (birth to 12 months/Infants; 8 to 21 months/Younger Toddlers; and 18 to 36 months/Older Toddlers). The overlap in the age levels reflects the fact that it is normal for children this age to vary a lot in when they demonstrate the skills and behaviors described in the Developmental Indicators written for infants and toddlers. While the *SC-ELS* describe general expectations for children within these age levels, not all children within an age group will demonstrate progress on all the Developmental Indicators for that age.

What does it mean if a child in my group does not do what is described in the *SC-ELS* for his or her age level?

The age levels in this document provide guidance about what to look for at different ages. Generally, most of the Developmental Indicators are intended to describe a skill or characteristic that emerges later in the age level, so if the child is young for the age level, the skill may emerge later. However, it is important to keep in mind that each child is different. Children quite typically progress more quickly in one domain and more slowly in another. Even children at the end of an age level may not show every ability or skill listed for that level. It is important to look at a child's overall pattern of development and progress to decide whether he or she is developing as expected. Do not focus narrowly on just a few skills or abilities. If, however, the teacher, caregiver and/or the child's family have concerns about a child's developmental progress, it is important to refer the child for an evaluation by specialists from South Carolina BabyNet or the local school district's Child Find program to rule out a suspected disability.

How can I use these Goals and Developmental Indicators in my work with children who have disabilities or delays?

Children with disabilities or delays will make progress toward the Goals and Developmental Indicators in the *SC-ELS* when they receive high-quality care and education. They may move more slowly than their peers in some or all areas, and some children may not develop all the skills and abilities listed. When

working with children with disabilities, begin by looking at the Developmental Indicators for their age level. If none of the Developmental Indicators at this age level seem to describe what the child is trying to do now, look at an earlier age level. For some children, it may be helpful to use Developmental Indicators from two or three different levels. Using the Developmental Indicators, decide what comes next in different areas and create opportunities for the child to develop those abilities or skills. It may be necessary to adapt strategies to help some children learn. All the Strategies included within the domains are considered good practices for children with disabilities, and some of the Strategies are written to provide specific ideas for working with children with disabilities. Specialists such as early interventionists, speech-language pathologists, physical therapists, and occupational therapists can help families, teachers, and caregivers develop additional strategies that have been tailored to meet the individual needs of the child. These strategies will help children with disabilities or delays develop to their full potential.

How can I use these Goals and Developmental Indicators in my work with children who speak a language other than English at home?

Children growing up in families who speak a language other than English will make progress in the areas described in the *SC-ELS*. Even though the teacher/caregiver may not speak the same language as the child, the Goals and Developmental Indicators in the *SC-ELS* are still a useful resource. Teachers and caregivers working with children who are learning English and their own home language should try to use the child's home language whenever possible so the child can learn the skills and knowledge described in the *SC-ELS* more easily. Teachers/caregivers may also need to provide additional support for children learning English in addition to their home language, such as short/simple instructions or pictures to illustrate a concept. Some of the Strategies included within the domain provide additional ideas for working with Dual Language Learners. Finally, teachers and caregivers should remember that children can demonstrate progress on the Developmental Indicators in either their home language or in English.

Is the *SC-ELS* document meant for families to use, too?

Research indicates that the extent to which families are involved in their children's education is related to children's school readiness and their later school success. Teachers and caregivers can use this document as a tool to encourage family members to become more involved in their children's learning and education. By reviewing the Goals and Developmental Indicators with family members, educators can help families understand how children develop, help families set realistic expectations, and provide families with specific strategies and activities that they can use at home. This is an opportunity to make family members aware of resources and services that are available within the community.

How are the *SC-ELS* different from other standards we use?

The *SC-ELS* describe the goals South Carolina has established for children's learning and development. The Goals and Developmental Indicators describe how we expect children to develop and learn when they receive high-quality care and education. There are other sets of standards that describe expectations for how programs will care for and educate children—licensing regulations for child care facilities, the ABC Quality standards, National Association for the Education of Young Children (NAEYC) accreditation standards, and program standards of Early Head Start and Head Start. Programs that meet high standards for quality will help children make progress in the areas described in the *SC-ELS*. Some programs, such as Early Head Start, Head Start, and IDEA funded programs for children with disabilities also have their own expectations for child outcomes. The *SC-ELS* are designed to be consistent with these expectations so that teachers and caregivers can use both the SC-ELS and their program-specific child outcomes to plan learning experiences for children.

Is this a curriculum?

The *SC-ELS* are not a curriculum, but a resource that can be helpful for choosing curricula and planning daily activities. The *SC-ELS* describe the skills and knowledge children need to develop. A curriculum is a resource that provides guidance on how teachers and caregivers can help children learn the skills and knowledge described in the *SC-ELS*. This document will advise not on which curriculum, activities, or materials to select, but rather will help teachers and caregivers decide what experiences are best suited to help children develop and learn. Once there is a good understanding of the early learning standards, curriculum choices can be made.

Is this an assessment?

The *SC-ELS* are not an assessment tool. The *SC-ELS* describe the skills and knowledge children need to develop. An assessment is a tool that helps teachers and caregivers gather information about a child to determine how the child is making progress in the areas described in the Developmental Indicators. It is recommended that teachers and caregivers never use the Goals and Developmental Indicators as a checklist for assessing children's development. Using the Goals and Developmental Indicators simply as a checklist could suggest that there is something wrong with children who have not achieved everything on the list. Remember that the Goals and Developmental Indicators are guidelines that describe the areas of development and learning that families, teachers, and caregivers should promote. They serve as a guide for what adults should do to support children's development—not as a checklist of skills that children need to "pass."

Are the *SC-ELS* based on research?

The Goals, Developmental Indicators, and Strategies included in this document were developed based on current research about child development and learning. This research helped the developers of this document decide which Goals and Developmental Indicators are most appropriate for young children and informed the development of the Strategies.

Why do the *SC-ELS* include six domains of development and learning?

The *SC-ELS* cover six developmental domains: Approaches to Play and Learning, Emotional and Social Development, Health and Physical Development, Language Development and Communication, Mathematical Thinking and Expression, and Cognitive Development. Children's learning and development in each of these domains are important for their long-term success in school.

What types of Strategies are included in the *SC-ELS* document?

Each domain includes Strategies that are designed to give teachers ideas for how they might support children's progress on the Developmental Indicators included in the domain. Strategies are provided for each subdomain and are organized into two age groups: Infants/Toddlers and Preschoolers. Most of the ideas provided in the Strategies can be used with all children. A few of the Strategies are written to provide specific ideas for working with children with disabilities and others address the needs of Dual Language Learners. They are intended to be a starting point for helping children make progress on the Developmental Indicators. Teachers and caregivers are encouraged to create their own activities and to seek additional professional development to learn how to use this document and how to best support children's learning and development.

Why are there similar Developmental Indicators and Strategies in more than one domain?

For very young children, one developmental step often forms the foundation for future development in more than one domain or area. For example, the ability to imitate

others helps a child form relationships (a Goal in Emotional and Social Development) and learn new words (a Goal in Language Development and Communication). Imitation also allows children to participate in pretend play (an important skill in Approaches to Play and Learning) and to learn self-care routines (a skill described in the Health and Physical Development domain). Thus, imitation is a skill included in more than one domain. Repeating Developmental Indicators in this way helps to show how all the domains are connected.

How do the Goals and Developmental Indicators relate to what's expected of children in kindergarten?

These standards form the basis for what children will be able to learn and do in the next phase of their education. They are aligned with national standards and South Carolina's standards for what kindergarten children should know and do, and include abilities and characteristics that pave the way for children to be successful in school and later in life. When adults provide experiences that foster children's development in the areas described in this document, they are helping children develop skills and characteristics that will be important in kindergarten and later grades.

CITATIONS AND RESOURCES

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