Washington State

# Early Learning and Development Benchmarks

## A Guide to Young Children's Learning and Development: From Birth to Kindergarten Entry

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## A Guide to Young Children's Learning and Development: From Birth to Kindergarten Entry

**Prepared for:**
Washington State's Early Learning and Development Benchmarks Advisory Panel

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# Introduction

## Welcome to Washington State's Early Learning and Development Benchmarks!

For all of you who care for and teach young children, the Benchmarks are a resource that you can use to help guide children's development and learning. We hope you will find this document useful and will share it with others.

The following sections outline the background, principles, and structure of the Benchmarks. This information will help you understand why the Benchmarks were created and how they can be used.

### I. Background

Without a doubt, the early years –from birth to age five – are the most extraordinary period of growth and development in a child's lifetime. Infants begin life totally dependent on adults, and then, seemingly miraculously, develop into children with abilities to walk, talk, write, express themselves, and communicate with the world around them. So amazing is human development during this period, some have called these years the "magic years." While this rapid change once seemed mysterious, today we know much more about how children grow and develop.

We know that adults contribute greatly to children's growth; adults can and do make a difference in children's development and learning. Clearly, parents[1] are their children's first and most important teachers. But they are not alone. Parents are supported in their nurturing roles by many family members, community members, friends, pediatricians, and teachers. And while parents have the primary responsibility for nurturing and educating children prior to kindergarten entry, there are many resources to support parents during these critical early years. Throughout Washington State, communities provide a variety of programs that serve young children and their parents. In fact, many young children spend at least part of the day in the care of someone other than their parents.

[1] The term "parent" is used here broadly to include birth parents, adoptive parents, and other significant adults who serve as the primary caregiver to young children.

## Grounded in Multiple Perspectives

There is no single, universally accepted theory of child development. Indeed, researchers and educators hold different sets of research-based beliefs, or theories, about how young children grow and develop (e.g., maturationist, behaviorist, psychoanalytic, cognitive-developmental, sociocultural, ecological systems). Some theories emphasize genetics, others stress children's experiences with their environment; some theories emphasize emotional development, others stress intellectual development; some theories support firm and directive parenting and teaching, while other theories endorse parenting and teaching that provides indirect guidance and communal learning to support child development. Beyond varying academic theoretical perspectives, families, communities, and cultures hold different perspectives and beliefs about how young children should experience and interact with the world around them.

Reflective of this, the Benchmarks are not grounded in any single theoretical perspective or in any single cultural context. These Benchmarks bring together different theoretical perspectives with established scientific research. In addition, these Benchmarks represent goals for young children's development that reflect the perspectives, values, and recommended practices of a diverse range of people, institutions, and communities throughout Washington State. The Benchmarks underscore that young children's learning is multi-dimensional; that is, because young children grow physically, socially, emotionally, linguistically, and cognitively at the same time, all dimensions of learning are critical to healthy development and must be valued.

While these Benchmarks may not encompass every hope and expectation of all families, communities, or cultures, they are a comprehensive foundation for addressing the learning and development of all young children. To that end, these Benchmarks can serve as a tool for discussion, dialogue, and sharing between parents, early childhood professionals, and community members.

## Aligning with the K-12 System

Beyond the early childhood field, the standards-based reform taking place in K-12 education in the United States impacts how the development and learning of young children is viewed. In Washington State, the passage of the Education Reform Act of 1993 created the framework for the establishment of standards and assessments for students in K-12 education settings. As a result, Washington State developed Essential Academic Learning Requirements (EALRs) for all content areas that describe learning standards for elementary, middle, and high school students. The Benchmarks can assist early childhood programs and K-12 schools to align what experiences children have before entering school with what they need to know and be able to do when they begin school.

## II. Purpose and Goals of the Benchmarks

Given the many people who play a part in young children's development, it is not surprising that there is often little alignment in what is expected for children across the various settings in which they spend their day. Because of the importance of the early years, and because it is beneficial for children to experience consistency from the many adults who play a part in their development, the state of Washington decided to create a resource to develop a common understanding about what young children should know and be able to do at different stages in their lives. These expectations, often called early learning standards or benchmarks, provide essential information for those who love, care for, and educate young children. Increasingly, early learning standards are being used locally by communities, nationally by states, and internationally by countries to strengthen and coordinate early childhood practices, programs, and policies.

Broadly defined, the Benchmarks are a set of statements that reflect expectations for children's knowledge and behavior. They are designed to support the growth and development of young children from birth to kindergarten entry, whether the children are in their own homes, others' homes, in licensed child care, early intervention programs, Head Start, ECEAP, or in private or public preschools.

The Benchmarks serve as a source document, informing parents and caregivers in these settings about expectations for children's development and learning. As such, the Benchmarks represent our hopes for young children. Specifically, the Benchmarks provide a set of early learning standards that spell out what young children should know and be able to do by the time they reach the end of each of four critical stages of development: 18 months, 36 months, 60 months, and entry to kindergarten. These age ranges are broad and encompass large spans of time during which children grow and develop dramatically. While defining more precise age ranges may sound ideal, narrower age ranges would actually defy two key factors in early childhood development: [a] young children's development is highly episodic; and [b] finely grained age categories do not reflect the typical grouping of young children in most early childhood settings. The age ranges used in the Benchmarks are therefore flexible, allowing for variation within developmental ranges, while still providing helpful guidelines for parents and caregivers.

Parents and caregivers can use the Benchmarks as a way to better understand what they can expect to see as their children develop and to better support and enhance their children's development and learning. Teachers can use the Benchmarks as a framework for a learning continuum that will help ease children's transition from one stage of development to the next. By specifying skills and competencies for children, the Benchmarks have the potential to help reduce inequities in achievement as children mature. The Benchmarks can also be used as the basis for curriculum development and for the professional development of those who work with young children.

**Moreover, the Benchmarks aspire to:**

- Serve as a common tool for discussion, dialogue, and sharing between parents, early childhood professionals, and community members about reasonable expectations and practical strategies for all adults who care for and teach young children;
- Contribute to a unified vision for the early care and education system in Washington State; and
- Create a continuum of learning that links early care and development to later success in school and in life by aligning the benchmarks with Washington State's Essential Academic Learning Requirements (EALRs).

**As important as it is to understand what the Benchmarks are, it is equally important to state what the Benchmarks are not. The Benchmarks are:**

- Not an exhaustive guide to child development and should not be seen as a developmental checklist that provides the full scope, a fine breakdown, or an exact sequence of developmental indicators;
- Not a curriculum, although they can be adapted by teachers to supplement many different curricula;
- Not an assessment instrument to determine children's eligibility for various programs or services;
- Not an assessment instrument to gauge children's functioning or skills for an Individual Family Service Plan (IFSP) or Individual Education Plan (IEP);
- Not an assessment tool to collect statewide information on the overall status of children in Washington State. If an assessment system is desired, the Benchmarks can inform the content of, but not substitute for, a technically-developed reliable and valid assessment.

## III. Process for Developing the Benchmarks

The Benchmarks were developed through a comprehensive and collaborative process involving many sources of information, expertise, and guidance.

A Core Team, comprised of Washington State-based representatives from the Office of the Governor, Office of the Superintendent of Public Instruction, Head Start-State Collaboration Office, Division of Child Care and Early Learning, and Early Childhood Education and Assistance Program (ECEAP), guided the development process. This team worked closely with the Benchmarks' authors at the National Center for Children and Families at Teachers College, Columbia University. Approximately 40 additional key stakeholders, who formed the Benchmarks Advisory Panel, advised the development process. Representing many constituencies, the Advisory Panel was comprised of individuals who are all knowledgeable about early childhood development. One of the earliest collaborative efforts was the creation and endorsement of a set of principles to guide the development of the Benchmarks. These guiding principles are presented in their entirety in the next section of this introduction.

The content of the Benchmarks was informed by two primary sources. First, extensive reviews of the latest research on early childhood development; international, national, and state level early learning standards documents; reports by federal agencies; guidelines issued by professional organizations; and quality child development texts written by leaders in the field.

Second, extensive feedback from parents and professionals in Washington State. A broad group of Washington State stakeholders reviewed the initial draft of the document. Groups invited to review the first draft represented child care homes and centers, resource and referral agencies, ECEAP, Head Start, Even Start, early childhood special education and early intervention programs, private preschools, local school district preschool programs, higher education professionals, professional organizations, the academic research community , state agency program administrators, child care licensors and other program monitors, Educational Service Districts (ESDs), public/private schools, advocates, multicultural and English language learner experts, private foundations, parents, parent groups, grant-making groups, and multiple public and private health professionals. Feedback from these reviews was incorporated into a second draft of the Benchmarks that was published for public review. This second draft was reviewed, and commented on, by more than 1000 individuals across the state of Washington. The final version of the Benchmarks reflects the countless thoughtful suggestions and comments made throughout this review process.

## IV. Guiding Principles

One of the earliest collaborative efforts between the Core Team, the Advisory Panel, and the authors was the development and endorsement of a set of principles intended to guide the (A) content of the Benchmarks; (B) development of the Benchmarks; and (C) implementation and use of the Benchmarks. These principles established the foundation for the collaborative work on the Benchmarks.

## A. Principles Related to the Content of the Benchmarks

The content of the Benchmarks should acknowledge the important role played by families, communities, and the environment in the development of young children. The family is a significant contributor to children's lifelong learning and development. Benchmarks should recognize that children learn and develop in the context of interactions and relationships with primary caregivers, their community, and their environment.

The content of the Benchmarks should be age-appropriate, taking into consideration individual differences in children's rates of development. Each child is unique in his/her development, growth, and acquisition of skills and competencies. Children typically progress through similar stages of development, but at individual rates. All children within an age range should not be expected to reach a Benchmark at the same time or with the same degree of proficiency.

Benchmarks should recognize ALL children as capable of learning, achieving, and making developmental progress regardless of their physical/emotional conditions, backgrounds, or experiences. A universal set of benchmarks should be developed for all children regardless of cultural and economic differences, presenting disabilities, and physical and learning challenges. The benchmarks should take into consideration this diversity and make accommodations for the unique nature of each child's learning and development.

The Benchmarks should recognize that young children are active learners. Children are not passive recipients of knowledge; they learn through play, active involvement, engagement, exploration, and use of their senses – sight, hearing, taste, etc. Benchmarks should recognize that children must be exposed to rich learning opportunities in a variety of ways and through multiple contexts and diverse traditions.

The content of the Benchmarks should acknowledge that early learning and development are multidimensional and that all developmental domains are interrelated. Consideration should be given to all domains because children's learning and development is multifaceted, occurring across domains simultaneously.

The content of the Benchmarks should acknowledge and respect children's cultural and linguistic differences. The importance of children's diverse and rich backgrounds and heritages, including immigrant families, indigenous and tribal populations, and multigenerational families, should be incorporated into the Benchmarks.

Benchmarks should recognize that children acquire skills from multiple teaching approaches and diverse environments. Early learning environments provide support and stimulation for the learning and development of young children. The Benchmarks should recognize that these early learning environments represent diversity in terms of teaching approaches and learning and development experiences.

The content of the Benchmarks should be guided by research and proven quality practices. As Benchmarks are often used to maximize the development of educational programs and the educational experiences of young children, they should be informed by reliable, rigorous, and realistic knowledge of child and family development. The benchmarks should build on prior work, incorporating validated knowledge and expertise.

The content of the Benchmarks should be aligned, where appropriate, with existing education Benchmarks in the state of Washington. In developing the Early Learning and Development Benchmarks, alignment with the existing educational Benchmarks, such as Washington State's Essential Academic Learning Requirements (EALR) and Head Start Child Outcomes Framework, will be considered. However, the Early Learning and Development Benchmarks should have their own independent value aside from alignment with existing educational benchmarks.

Parents and caregivers can use the Benchmarks as a way to better understand what they can expect to see as their children develop and to better support and enhance their children's development and learning.

## B. Principles Related to the Development of the Benchmarks

Involving families and communities in the development of Benchmarks should be central to the process. Families make the decisions for what is best for their children and communities and assist in creating environments they believe will benefit their children the most. Given the pivotal role played by families and communities in advancing children's development and learning, input from families and community representatives should be solicited in a systematic manner so as to influence the Benchmarks.

The process of developing the Benchmarks should be inclusive. The development process should include a diversity of stakeholders and voices. The development of the Benchmarks should rely on relevant and valid sources of expertise, wherever they may be found, in Washington State or nationally.

The Benchmarks should be developed so that parents, caregivers, and community members easily understand them. The Benchmarks should be developed in partnership with the intended users, such as families, caregivers, educators, and community members, so that they are easy to use and understand.

The Benchmarks should be developed so that they are useful at home and in a variety of settings. The Benchmarks should be appropriate for use by parents as well as caregivers.

## C. Principles Related to the Implementation and Use of the Benchmarks

The well-being of children and respect for families should be given the highest priority in the implementation of the Benchmarks. Families are their children's first, most important, and lifelong teachers, caregivers, and decision makers. Family involvement should be seen as essential to implementing the Benchmarks.

The Benchmarks should be used to enhance and augment children's development, early childhood program design, and family practices. The Benchmarks should be used as tools to help young children, families, early childhood teachers, and early learning programs excel. Benchmarks should not be viewed as tools to criticize, exclude, or punish children, teachers, programs, families, or communities.

The Benchmarks should be used judiciously and for the specific purposes for which they were developed. The Benchmarks are being developed for use by families and those who primarily work with children. If the Benchmarks are used for accountability, there should be safeguards in place so they are not used to track, retain, or label children.

The Benchmarks should be reviewed and updated at least every five years. In order for Benchmarks to remain relevant, a systematic, interactive process should be set up for their periodic review and revision. The review must be conducted independently to ensure that it is fair and unbiased.

Implementation of the Benchmarks should be evaluated to ensure appropriate use by families, early childhood educational settings, and communities. The results of the evaluation should lead to better use and implementation of the Benchmarks.

Adequate resources and technical assistance should be allocated to ensure optimal use and implementation of the Benchmarks. Families, caregivers, teachers, and early child care providers should receive training in using the Benchmarks appropriately. This diverse group of users should be supported while they use and implement the Benchmarks at home and in early care and educational settings. Technical assistance should be provided to families and early learning teachers so they have appropriate strategies for supporting children's development in the domains of development outlined in the Benchmarks.

## V. Valuing Diversity

Every child has unique characteristics, developing and learning in the context of their family, culture, and community. In this light, the Benchmarks acknowledge and embrace the tremendous diversity and variation that exists between young children. In building a resource to develop a common understanding, the Benchmarks have used a broad definition of diversity that includes – but is not limited to – socio-economic, cultural, racial, linguistic, ethnic, gender, abilities, and regional variations. The Benchmarks attempt to build upon and attempt to represent the rich cultural heritage and knowledge of children and families in Washington State. In addition, efforts have been made to include the unique learning needs of children with disabilities and children whose home language is not English.

To this end, the goal statements are intended for all children, but the indicators and strategies attempt to incorporate modifications to reflect children's diversity. In addition, the ages indicated for achieving each of the indicators are broad guidelines: given the nature of children's diversity, we expect and treasure differences in when and in how children will achieve the indicators. Not all children will achieve all indicators in the time frame specified. Some children may achieve some of the indicators earlier than the age specified while other children may achieve them at a different reate, in a different order, or not at all. In all cases, the timelines offered are guidelines to inform, not to constrain, children's natural course of development.

The role of caring adults and communities is also reflected in the Benchmarks. The document provides some simple play, learning strategies and activities that adults can use to enhance children's development. It is critical to use the Benchmarks so that no child experiences any sense of failure. It is also essential to use the Benchmarks to accommodate different approaches toward learning. The intention is for parents and other caregivers to focus on the function of the goal, as opposed to the specific indicators. For example, while it is important for young children to use their own name as an indicator of self-concept, some children may demonstrate this by speaking their name aloud while other children may use sign language or other gestures to identify themselves.

Although a worthy goal, this document does not – and, indeed, cannot – fully account for the multiple ways in which children in Washington State communicate, learn, play, and interact with adults and peers. It is hoped, however, that every adult sees a little bit of his or her own unique life experience in the Benchmarks and uses the document as a basis for extending dialogue about the many contexts in which children grow and learn. On-going collective discussions among parents, caregivers, early learning professionals, teachers, and others will ensure that the Benchmarks are used in ways that represent the values, aspirations, and effective practices of all cultures and communities in Washington State.

## VI. Structure and Content of the Benchmarks

Because children learn and develop by experiencing the world as a whole, the Washington State Benchmarks cover five major domains – or areas – of development. These five domains represent a commonly held, and research-based, organization of the dimensions of children's overall development. Though presented separately, the five domains of children's development are, in fact, inextricably interrelated. Children develop holistically; growth and development in one area often influences and/or depends upon development in other areas. It is, therefore, imperative to recognize the interconnectedness of children's early development and learning. For that reason, no single domain is more important than another.

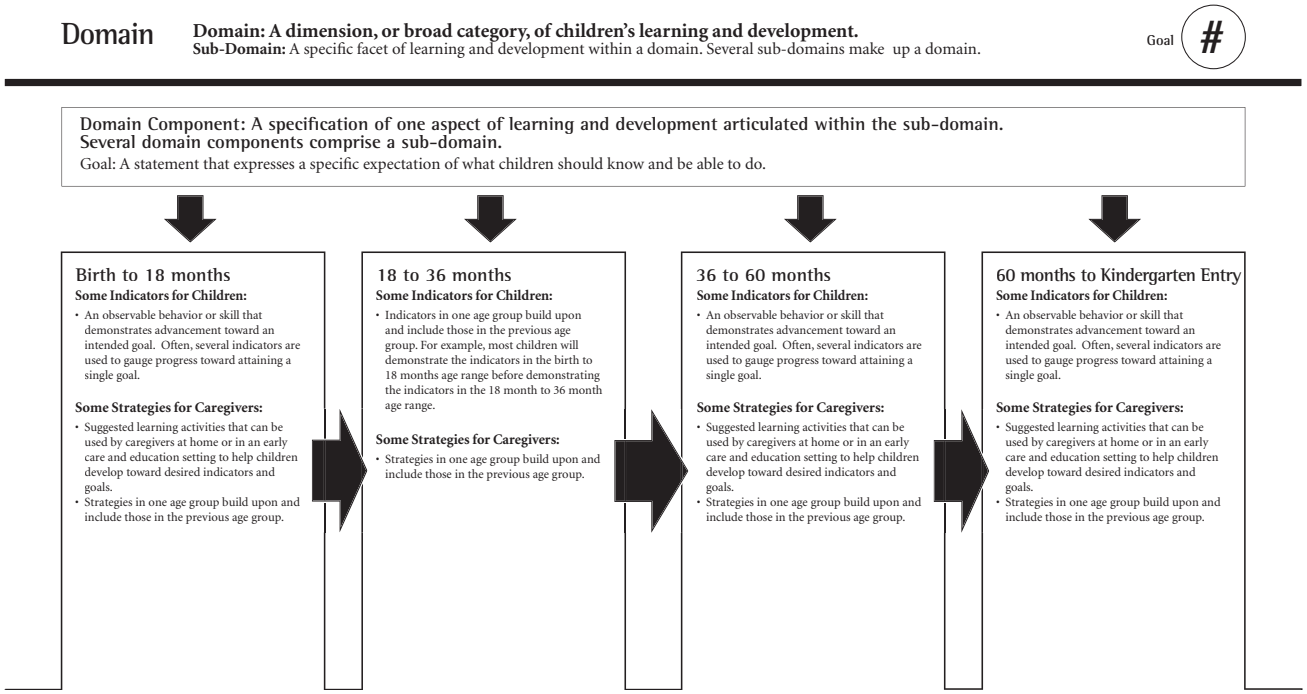
**The domains used to organize the Washington State Benchmarks are:**

- **Physical Well-Being, Health, and Motor Development**. This domain encompasses children's physical health and ability to engage in daily activities.
- **Social and Emotional Development**. This domain addresses the emotional competence and ability to form positive relationships that give meaning to children's experiences in the home, school, and larger community.
- **Approaches Toward Learning**. This domain refers to a child's disposition, rather than skill, for becoming involved in learning and acquiring knowledge.
- **Cognition and General Knowledge**. This domain includes children's ability to understand and think about the physical and social worlds. In particular, this domain focuses on children's knowledge of objects in the world around them, their logic and mathematical knowledge, their knowledge of agreed-upon social conventions such as numbers and colors, and their understanding and appreciation of the arts in their lives.
- **Language, Literacy, and Communication**. This domain encompasses children's understanding and use of language, emerging reading and writing skills, and ability to communicate effectively.

Each of the five domain sections includes an introduction that presents the rationale and definitions for the domain. Each introduction also addresses considerations for how individual differences and diversity can be supported as children learn and develop knowledge and skills. The domain introductions conclude with global strategies that all caregivers can use to help ensure every child receives learning experiences that meet his/her unique needs.

**The Benchmarks are structured as follows:**
(Please see the chart on the following page to identify and locate each of these items.)

- **Domain:** A domain is defined as a broad category – or dimension – of children's learning and development. The domains are uneven in length and vary by the age of the child. This occurs because at different developmental stages, certain domains are more central.
- **Sub-Domain:** Each domain is broken into sub-domains that indicate one general facet of the domain. All sub-domains within a domain, taken together, represent the comprehensive conceptualization of the domain. Sub-domains are characterized by a number of domain components.
- **Domain Component:** Each domain component specifies one aspect of learning and development articulated within the sub-domain.
- **Goal Statement:** Each domain component is comprised of goal statements. Each goal, or over-arching statement of expectation, is presented on two pages and is applicable to the full span of age ranges (e.g., in this document: birth to 18 months, 18 to 36 months, 36 to 60 months, and 60 months to kindergarten entry). Each goal statement expresses a specific expectation of what children should know and be able to do. All goal statements within a domain component, taken together, represent the comprehensive conceptualization of the domain component.
- **Age Group:** Each goal is accompanied by a specific set of indicators and strategies for each of the four age groups.
- **Indicators:** The indicators describe expected observable behaviors or skills of children. There are several indicators for each age group that demonstrate progress toward the attainment of a particular goal. It is important to note that each child may have unique ways of demonstrating his or her developmental progress. The indicators represent some, not all, of the ways that children will demonstrate progress toward attaining the Benchmarks' goals.
- **Strategies:** Each age-related set of indicators is accompanied by strategies, which are suggested learning activities that adults can engage in with children at home or in an early care and education setting that will foster children's accomplishment of the indicators. These strategies represent some, not all, of the ways that adults can interact with children to nurture their learning and development.




## Using Indicators and Strategies Within and Across Age Ranges

Because some aspects of learning and development are more predominant in one age range than another, the number of indicators and strategies provided for each age range varies for most goal statements. The indicators build upon one another across the age ranges. In other words, it is expected that a child entering kindergarten will demonstrate the indicators in the 60 to kindergarten entry age range, as well as the indicators in the 36 to 60 month age range, 18 to 36 month age range, and birth to 18 month age range. Similarly, the strategies build upon one another across the age ranges. A strategy listed in the birth to 18 month age range may also be applicable to older children. For example, it is suggested that adults read with their child daily in the birth to 18 month age range; it is expected that adults will read to their child daily for children entering kindergarten as well.

## Alignment with Head Start and K-12 Standards

In the Resources section at the end of the document, an Alignment Chart specifies how the goal statements in the Benchmarks are linked to and aligned with other educational standards used in Washington State. Given the multiple public programs that provide early childhood care and education, this alignment chart shows how the Benchmarks complement standards used by specific programs (e.g., Head Start, Early Head Start). In addition, the alignment chart shows that these Benchmarks are useful not only as a stand-alone set of expectations for young children, but also as precursors to more complex and detailed forms of learning and behavior that are expected in the K-12 education system and defined by the Essential Academic Learning Requirements (EALRs). It is important to note that the alignment does not represent a developmental continuum; rather it presents a framework for illustrating how the Benchmarks connect with other educational standards.

# Domain 1:

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

### I. Introduction

During the first few years of life the human body changes continuously and dramatically. These changes are not simply a matter of growing taller or gaining more weight; they also involve a complex series of changes in body composition, proportion, and motor development. Long acknowledged as cornerstones of early development and learning – and as key dimensions of school readiness – children's physical well-being, health, and motor development have received substantial attention in medical, educational, and developmental literature.

Through an interaction of maturation and experience, physical and motor development occur along a relatively predictable sequence from simple to more complex. Three general principles underlie the acquisition of motor skills. First, most children develop from head to toe; for example, young children gain control of their neck muscles before they develop the skill to control their arm movements, which, in turn, occurs before children learn to walk. Second, children develop skills from the center of their bodies outward; for example, young children gain control of balance and their center of gravity before they develop the skills to catch and throw using their arms. Third, children develop motor skills involving large portions of their body first and then progress to skills using specific body parts; for example, young children hold objects by grasping them between fingers and palm before using the thumb and index finger in a more sophisticated pincer grasp. The order in which these abilities are developed is virtually the same for most children around the world.

### II. Rationale

Physical well-being, health, and motor development are central to children's entire learning experience and are building blocks to a lifelong active and healthy lifestyle. Physical well-being and movement are important contributors to young children's brain development. Good physical health gives children energy, stamina, and endurance to participate actively in a variety of experiences crucial to the learning process. Motor development is closely linked with children's language development (e.g., babbling, pointing to objects); cognition (e.g., exploring new environments); social competencies (e.g., hugging, shaking hands); and emotional development (e.g., smiling, laughing).

Despite the existence of the relatively predictable sequence of physical skills noted above, the development of young children's physical and motor skills is highly individualized and often uneven. Growth spurts in physical development influence children's ability to master certain gross and fine motor skills. For example, for typically developing children, it is not unusual for individual differences in creeping and crawling to vary by seven or eight months.

All children may be influenced by external factors such as access to and utilization of health care, and various social and environmental risks (e.g., lead, pesticides, inadequate or unhealthy water supplies, and violent homes and neighborhoods). Physical symptoms or medical appointments associated with poor health status may impact children's participation in learning activities in school and in life. Establishing a medical home for children, in which they receive comprehensive health care as well as diagnosis and intervention for health conditions, is critical. Similarly, when young children receive adequate nutrition and physical movement, their development is supported; lack of such experiences may delay mastery of some skills. Supporting young children's overall physical well-being, health, and motor development is vital to their learning and development.

## III. General Definition

Parents in many societies define "healthy" children as happy, free from disease, and engaged in the world around them. For the purposes of the Washington State Early Learning and Development Benchmarks, the domain of Physical Well-Being, Health and Motor Development has four categories: Motor Development; Physical Development; Health and Personal Care; and Safety.

### Motor Development

Motor development has three distinct components: gross motor skills, fine motor skills, and sensorimotor skills. Gross motor skills are characterized by movements of the entire body or large portions of the body and include the abilities to roll over, walk, run, jump, hop, skip, and climb. Fine motor skills involve the ability to coordinate smaller muscles in the arms, hands, and fingers, and include grasping, cutting with scissors, or fastening buttons. Sensorimotor skills require the ability to use the senses (sight, hearing, smell, taste, and touch) to guide motions. One of the key aspects of sensorimotor development is eye-hand coordination. Taken together, these skills provide a foundation for functional behavior in a range of activities for young children.

### Physical Development

Early childhood is the time children develop active, healthy lifestyles. Physical fitness allows children to participate in group activities and maintain attention to, and interest in, tasks necessary to the learning process. Applying stamina, energy, strength, and flexibility to a variety of physical activities are major elements of physical development and fitness.

### Health and Personal Care

Essential aspects of physical health are good personal hygiene and basic personal care practices, including daily living skills such as healthy sleep patterns, bathing, dressing, and dental hygiene. Also included in health and personal care is support and encouragement for children to eat a variety of nutritious foods. Recognizing and appropriately managing acute and chronic illness is also essential to promoting optimal health.

### Safety

Safety is a critical aspect of physical well-being and includes protecting children from exposure to harmful substances and situations and helping children learn to avoid harmful objects and circumstances. In order to develop these abilities, children need to learn about safety rules and regulations, know when and how to ask for help, and recognize the boundary between safety and danger.

## IV. Supporting Individual Differences and Diversity

Physical and motor development include aspects of biological maturation that reflect genetics, nutrition, health, and the environment. Even though the development of physical skills and abilities follows a more or less predictable progression, individual rates of physical and motor development vary for a variety of reasons. Because motor development varies widely among individuals, cultures, and contexts, inappropriate and premature labeling of children must be avoided. Differences should not be understood to be deficits.

Children's physical well-being, health, and motor development may be impacted by visual, hearing, neurological, or other disabilities. In general, young children who experience serious delays gain significant benefits from participation in early intervention programs that provide center-based or home-based education and family support. Early intervention positively reduces the effect of disabilities on children's perceptual and motor development. Children who have disabilities, developmental delays, or who are at risk for developmental delays may need assistive technology or equipment; changes in activities, space, or play objects; or other resources to support their participation in daily activities.

Movement styles, physical activity levels, and motor abilities vary across cultures, too. For example, parents of some cultures are more active and physical in their interactions with young children; parents of other cultures are less so. Similarly, in some cultural groups quietness and stillness are valued while exuberant and animated interaction is valued in other cultures. Recognition, understanding, respect, and support of these variations will support the physical health, well-being, and motor development of all young children.

## V. Global Strategies

Adults and caregivers should make every effort to optimize each child's individual growth and development, providing high expectations for all children regardless of prenatal conditions; child, family and environmental characteristics; and socioeconomic status.

Inappropriate use of media/screen time (e.g., television, videos, computer and video games) can negatively impact a child's physical health and development by decreasing physical activity, increasing intake of non-nutritious foods, and decreasing interactive activities. The American Academy of Pediatrics (AAP) recommends discouraging screen time for children younger than 2 and encouraging interactive activities that will promote brain development (e.g., playing, talking, singing, and reading together). For older children, the AAP recommends that caregivers limit children's total media/screen time to no more than 1 to 2 hours per day of quality children's programming.

The American Academy of Pediatrics (AAP) recommends discouraging screen time for children younger than 2 and encouraging interactive activities that will promote brain development.

The following strategies should be used for all children from birth to school entry to encourage their physical well-being, health, and motor development. These strategies will help to ensure that every child receives learning experiences that meet his/her unique needs:

- Ensure children's health and safety by providing adult supervision and guidance;
- Ensure that children have a medical home in which they receive comprehensive health care, including preventative medical and dental check-ups, immunizations, and care for acute and chronic health problems;
- Seek advice from medical and developmental experts when concerned about children's physical health, development, and well-being;
- Ensure that children receive nutritious foods that promote optimal health and development;
- Provide children with daily opportunities to play actively, promoting health-related fitness and movement;
- Provide safe environments for children, both indoors and outdoors, that facilitate physical activity and do not restrict movement for prolonged periods of time;
- Ensure that materials, both indoors and outdoors, are easily accessible to all children (e.g., height, size, location);
- Ensure that parents and other caregivers have discussed family expectations for children's learning of personal care skills and are in consensus on the goals for children's physical development and health that reflect cultural beliefs and traditions;
- Incorporate song games, chants, drumming, dances, or other culturally specific large motor activities into children's daily routines;
- Ensure that the environment is safe from cultural or other forms of bias;
- Be open to discussions of physical characteristics, as well as individual preferences, as these are important aspects of self-identity and they inform children about others;
- Use verbal, visual, and physical cues to help children know what to do; and
- When appropriate, assign a similar-aged role model to a child to demonstrate actions and help with materials/equipment.
- Become familiar with the risk factors and signs of child abuse and neglect.

# Domain 1 Physical Health, Well-Being, and Motor Development

**Sub-Domain:** Motor Development

## Gross Motor Skills

Goal: Children demonstrate strength and coordination of large motor muscles.

### Birth to 18 months

**Some Indicators for Children:**

- Lifts head and chest while on tummy
- Gains control of arm and leg movements
- Rolls over
- Pounds on things with hands and kicks legs
- Reaches for feet and brings them to mouth
- Sits with support and, later, sits without support
- Rocks back and forth on hands and knees and, later, crawls
- Pulls self up to stand, holding on to something or someone
- Walks holding on to furniture, then later as the primary means of moving around
- Stoops over to explore things on the ground
- Tries to climb stairs, with assistance

**Some Strategies for Caregivers:**

- Provide periods of supervised "tummy time" when infant is awake
- Provide opportunities for child to move freely during waking hours
- Provide a variety of objects to be pulled, pushed, and held
- Play interactive games and sing songs from child's cultural background that involve child's hands and feet
- Provide a safe environment and objects for child to be physically active

### 18 to 36 months

**Some Indicators for Children:**

- Carries toys or objects while walking
- Walks and runs with skill, changing both speed and direction
- Walks backwards
- Climbs both in and out of bed or onto a steady adult chair
- Pounds object with intent and precision (e.g., hammers peg with accuracy)
- Kicks and throws a ball, but with little control of direction or speed
- Jumps in place
- Balances on one foot briefly
- Bends over easily without falling
- Walks in a straight line
- Walks up and down stairs, not alternating feet, without assistance

**Some Strategies for Caregivers:**

- Provide opportunities for child to run, throw, jump, and climb
- Provide a variety of materials and equipment (e.g., riding toys, low climbing structures)
- Provide physical activities that promote balance (e.g., rocking, swinging, rolling, spinning)
- Provide opportunities for child to try different body positions (e.g., bending, twisting)
- Modify activities to ensure participation of child with special needs (e.g., provide ramps or low steps to ensure access to climbing equipment)

## Gross Motor Skills

Goal: Children demonstrate strength and coordination of large motor muscles.

### 36 to 60 months

**Some Indicators for Children:**

- Walks and runs in circular paths (e.g., around obstacles and corners)
- Crawls through a play tunnel or under tables
- Climbs on play equipment
- Throws large beanbags or ball with some accuracy
- Catches large balls with two hands
- Kicks ball forward
- Hops forward on one foot without losing balance
- Jumps on two feet and over small objects with balance and control
- Gallops with skill
- Pedals consistently when riding tricycle
- Walks up and down stairs, using alternating feet, with assistance

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Runs smoothly and with few falls
- Hops first on one foot, then the other
- Maintains balance while bending, twisting, or stretching
- Walks up and down stairs while holding an object in one or both hands
- Moves body into position to catch a ball, then throws the ball in the right direction
- Kicks large ball to a given point with some accuracy
- Skips with skill
- Throws a medium-size ball with some accuracy

**Some Strategies for Caregivers:**

- Provide opportunities for child to participate in activities that develop large muscles (e.g., soccer, dance, basketball, freeform play with balls, bicycle riding)
- Include child in simple, small physical chores (e.g., taking out trash, raking leaves)

## Fine Motor Skills

Goal: Children demonstrate strength and coordination of small motor muscles.

### Birth to 18 months

**Some Indicators for Children:**

- Grasps caregivers' fingers
- Consistently reaches for toys, objects, and bottles with both hands
- Mimics hand clapping or a good-bye wave
- Transfers small objects from hand to hand
- Empties objects from containers
- Picks up object with thumb and forefinger
- Turns pages of large books, often turning multiple pages at the same time
- Makes marks on paper with large writing/ drawing implements (e.g., thick pencil, crayon, marker)

**Some Strategies for Caregivers:**

- Provide opportunities for child to reach for objects
- Provide opportunities for child to grasp and hold a variety of objects
- Play hand games with child
- Give child appropriate finger foods to eat (e.g., dry cereal, cooked vegetables)
- Provide and encourage child to play with bath toys (e.g., scooping and pouring)

### 18 to 36 months

**Some Indicators for Children:**

- Turns book pages one page at a time, most of the time
- Scribbles with crayons and begins to imitate marks (e.g., a circle)
- Uses a paintbrush
- Folds blanket, cloth diaper, or paper, with assistance
- Pours liquid from small pitcher or cup
- Opens doors, with assistance, by turning and pulling doorknobs
- Uses some eating utensils appropriately
- Works simple "insert" puzzles (e.g., completes simple puzzle, uses shape sorter box)

**Some Strategies for Caregivers:**

- Provide opportunities for child to scribble using crayons, chalk, and large pencils
- Provide experiences that support the use of hands in many different positions (e.g., painting at an upright easel)
- Engage child in activities that promote moving fingers individually (e.g., finger plays, typing on a toy keyboard, making music)
- Model uses of writing and drawing in everyday life
- Demonstrate clear and consistent boundaries about harmful objects and situations (e.g., always put child in car safety seat when traveling in a vehicle)

## Fine Motor Skills

Goal: Children demonstrate strength and coordination of small motor muscles.

### 36 to 60 months

**Some Indicators for Children:**

- Eats with utensils
- Uses various drawing and art materials (e.g., crayons, brushes, finger paint)
- Copies shapes and geometric designs
- Opens and closes blunt scissors with one hand
- Cuts a piece of paper on a straight line and on a curve. With blunt scissors, may not cut accurately
- Manipulates small objects with ease (e.g., strings beads, fits small objects into holes)
- Fastens large buttons
- Uses large zippers
- Uses stapler or paper punch
- Completes increasingly complex puzzles (e.g., single, cut-out figures to 10-piece puzzles)
- Writes some recognizable letters or numbers

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Removes and replaces easy-to-open container lids
- Tears tape off a dispenser without letting the tape get stuck to itself, most of the time
- Folds paper and makes paper objects (e.g., airplanes, origami), with assistance
- Ties knots and shoe laces, with assistance
- Prints some letters in own name
- Buttons large buttons on clothing

**Some Strategies for Caregivers:**

- Involve child in activities using fine motor skills (e.g., setting a table, preparing food, sorting buttons)
- Play card games in which child must hold, pick up, and turn over cards (e.g., "Old Maid," "Go Fish")
- Provide daily opportunities for child to use art supplies that support fine motor skills (e.g., crayons, chalk, pencils, scissors, glue, stickers)

## Sensorimotor Skills

Goal: Children use their senses (sight, hearing, smell, taste, and touch) to guide motions.

### Birth to 18 months

**Some Indicators for Children:**

- Responds by turning toward sound and touch
- Focuses eyes on near and far objects
- Enjoys swinging and rocking
- Explores the environment with mouth and hands
- Moves objects from one hand to the other
- Coordinates eye and hand movements (e.g., puts objects into large container)
- Explores and responds to different surface textures (e.g., hard top tables, soft cushions)

**Some Strategies for Caregivers:**

- Ensure child receives routine vision and hearing screenings
- Monitor child's environment for noise level (e.g., do not place electronic toys in crib, keep loud noises away from infant's ears)
- Place a mobile near, but safely out of reach of, infant's crib to stimulate vision and other senses
- Provide time daily for child to move freely on the floor in a safe environment
- Gently rock and swing the child using your body, rocking chairs, or play structures
- Provide materials and objects of various textures, shapes, colors, smells, and sounds
- Talk with child about the colors, sounds, temperatures, tastes, and smells of things during daily activities
- Explain when things are hot and too hot to touch safely; cold and too cold to touch safely

### 18 to 36 months

**Some Indicators for Children:**

- Performs basic creative movements, with adult guidance or alone (e.g., dances to music or rhythm)
- Eats foods that require more chewing
- Demonstrates awareness of own body in space (e.g., walks around table without bumping into it)
- Exhibits eye-hand coordination (e.g., builds with blocks, completes simple puzzles, or strings large beads)
- Enjoys climbing, walking up inclines, sliding, and swinging
- Plays with materials of different textures (e.g., sand, water, leaves)

**Some Strategies for Caregivers:**

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

## Sensorimotor Skills

Goal: Children use their senses (sight, hearing, smell, taste, and touch) to guide motions.

### 36 to 60 months

**Some Indicators for Children:**

- Physically reacts appropriately to the environment (e.g., bends knees to soften a landing, moves quickly to avoid obstacles)
- Demonstrates concepts through movement (e.g., imitates an animal through movement, sounds, dress, and dramatization)
- Improves eye-hand coordination (e.g., catches a bounced ball)
- Enjoys pushing objects, climbing short ladders, swinging on a swing, and sliding

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Hits a medium-size ball (6" to 8") with a bat with some consistency
- Catches a ball thrown from a distance of five to ten feet
- Manipulates simple puppets
- Carries a glass of water or juice across the room without spilling it
- Enjoys vigorous, active play combined with social contact and game rules (e.g., freeze tag, hide and seek, Matarile)

**Some Strategies for Caregivers:**

- Provide play opportunities that involve eye-hand coordination (e.g., a ball and/or bat)
- Provide safe and supervised opportunities for child to try walking around large objects blindfolded
- Provide opportunities for play and games with other children

# Domain 1 Physical Health, Well-Being, and Motor Development

**Sub-Domain:** Physical Development

## Physical Fitness

Goal: Children demonstrate the stamina and energy to participate in daily activities.

### Birth to 18 months

**Some Indicators for Children:**

- Shows alertness during waking periods
- Sustains structured physical activity for at least three to five minutes at a time
- Initiates active play, exploring and interacting with environment

**Some Strategies for Caregivers:**

- Provide child with several hours of unstructured movement every day
- Model daily physical activities (e.g., walking, running, lifting)
- Provide child with regular nap and bedtime routines
- Play games together that require movement and physical activity

### 18 to 36 months

**Some Indicators for Children:**

- Participates actively in games, outdoor play, and other forms of exercise
- Runs spontaneously across the room or yard
- Engages in unstructured physical activities for at least 60 minutes, and up to several hours each day
- Sustains physical activity for at least ten minutes at a time, for at least 30 minutes each day
- Sleeps well, awaking rested and ready for daily activities

**Some Strategies for Caregivers:**

- Provide child with a minimum of 60 minutes of physical activity each day
- Provide a safe and inviting play area that encourages movement, balance, and climbing
- Provide common objects for structured physical activity (e.g., child-size equipment, musical instruments, active follow-along songs and basic rhythms)
- Provide child with daily calm and rest periods or nap times
- Limit child's screen time (watching TV and videos, playing computer games) to no more than two hours of quality children's programming each day
- Go on daily short walks with child

## Physical Fitness

Goal: Children demonstrate the stamina and energy to participate in daily activities.

### 36 to 60 months

**Some Indicators for Children:**

- Carries light objects or backpack for a short distance
- Repetitively practices new skills
- Engages in at least 60 minutes, and up to several hours, daily of unstructured physical activity
- Engages in organized physical activities for a total of at least 60 minutes each day, sustaining physical activity for at least 15 minutes at a time
- Stays awake except during nap time

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Runs 50 to 75 yards without stopping
- Engages in structured physical activities for more than 60 minutes each day
- Initiates physical activities (e.g., movement games with other children, dancing to music)

**Some Strategies for Caregivers:**

- Provide opportunities for child to engage in daily physical activities (e.g., carrying light groceries, sweeping the floor)
- Provide opportunities for child to participate in activities that require some physical exertion
- Provide opportunities for child to reach new physical goals (e.g., hopping on one foot repeatedly, jumping over small boxes)

# Domain 1 Physical Health, Well-Being, and Motor Development

**Sub-Domain:** Physical Development

## Physical Fitness

Goal: Children engage in a variety of physical activities.

### Birth to 18 months

**Some Indicators for Children:**

- Attempts new gross and fine motor activities, often with assistance
- Demonstrates willingness to try new games and toys
- Shows excitement when toys and objects are used in play

**Some Strategies for Caregivers:**

- Provide a variety of materials and toys for child to explore and play with
- Show enthusiasm and encouragement when child tries new motor activities
- Provide time daily for child to play both inside and outside
- Share child's excitement about and enjoyment of physical activities
- Incorporate play into child's daily activities
- Discourage television for child younger than 2 years old

### 18 to 36 months

**Some Indicators for Children:**

- Attempts new activities that require physical movement, without adult assistance
- Participates actively in games, dance, outdoor play, and other forms of exercise

**Some Strategies for Caregivers:**

- Talk with child about the positive effects of exercise
- Provide support as child attempts an activity that is challenging
- Play a variety of activity-based games with child (e.g., tag or a simple and safe obstacle course)
- Limit child's screen time (watching TV and videos, playing computer games) to no more than two hours of quality programming each day
- Move to music or sing songs with child that involve physical movement

## Physical Fitness

Goal: Children engage in a variety of physical activities.

### 36 to 60 months

**Some Indicators for Children:**

- Participates in different physical activities (e.g., walking, climbing, throwing, dancing) with enthusiasm
- Incorporates various physical activities while transitioning from one place to another (e.g., marches between the kitchen and the bathroom)

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Regularly participates in physical activity (e.g., walks, dances, plays organized or informal sports)
- Helps with physical chores (e.g., raking leaves, sweeping the floor, carrying laundry, putting away toys)

**Some Strategies for Caregivers:**

- Provide opportunities for child to play song-games incorporating music, movement, and social interaction
- Participate in regular physical activities with child (e.g., swimming, walking, skating, hiking, playing ball, drumming)
- Provide opportunities for child to participate in activities that require new skill development

## Daily Living Skills

Goal: Children practice basic personal care routines.

### Birth to 18 months

**Some Indicators for Children:**

- Indicates anticipation of feeding on seeing breast, bottle, or food
- Assists caregiver with holding bottle, later grasps a cup, then eats with fingers
- Demonstrates increasing ability to self-soothe and fall asleep
- Removes loose clothing (e.g., socks, hats, mittens)
- Assists with undressing, dressing, and diapering

**Some Strategies for Caregivers:**

- Respond positively and promptly when child indicates need (e.g., need for food, diaper change, blanket)
- Model basic personal care routines
- Provide opportunities for older child to select safe foods and feed self
- Provide child-size eating utensils and cups with lids
- Provide child with a safe and comfortable sleeping environment
- Provide older babies with a consistent bedtime routine and schedule

### 18 to 36 months

**Some Indicators for Children:**

- Feeds self with spoon, without assistance
- Demonstrates interest in changing clothes when wet or muddy
- Participates in putting on shoes and socks
- Dresses and undresses completely, with assistance
- Uses personal care objects correctly and regularly, sometimes with assistance (e.g., drinks from open cup, brushes hair, brushes teeth)
- Participates in sleeping routines such as getting and arranging his/her bedtime comfort items

**Some Strategies for Caregivers:**

- Provide opportunities for child to participate daily in personal care (e.g., choose clothes to wear, get dressed)
- Provide opportunities for child to be responsible for personal belongings (e.g., hanging up own jacket)
- Provide easy on/off clothing to allow child chance to practice personal care
- Read with child and practice other calming routines at bedtime
- Be aware of culturally based personal care strategies used by families to promote interdependence

## Daily Living Skills

Goal: Children practice basic personal care routines.

### 36 to 60 months

**Some Indicators for Children:**

- Feeds self with fork and spoon, without assistance
- Gets drink of water from tap, without assistance
- Dresses and undresses, with minimal help
- Chooses own clothes to wear, when asked
- Puts shoes on, without assistance
- Decides, with few prompts, when to carry out self-help tasks (e.g., to wash hands when dirty and before meals)
- Chooses to rest when he/she is tired
- Participates in helping younger siblings with personal care routines

**Some Strategies for Caregivers:**

- Offer plenty of guidance and opportunities for child to take care of self (e.g., put on own coat, clean up after spills and messy projects)
- Give child enough time to take care of personal needs such as zipping and unzipping coat
- Help child recognize personal signs of fatigue and need for rest
- Provide opportunities for child to help younger siblings and other children with personal care routines
- Demonstrate clear and consistent boundaries about harmful objects and situations (e.g., always put child in car safety seat when traveling in a vehicle)

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Uses fork, spoon, and (sometimes) a blunt table knife
- Pours milk or juice easily and with minimal spills
- Dresses and undresses in easy pull-on clothes, without assistance
- Ties single knot in shoelaces, with assistance
- Brushes and combs hair, with assistance
- Helps select clothes appropriate for the weather

**Some Strategies for Caregivers:**

- Talk with child about positive personal care routines
- Provide opportunities for child to practice personal care (e.g., dressing, brushing hair)
- As appropriate, provide opportunities for child to take responsibility for own special personal care (e.g., eyeglasses, hearing aids)

## Daily Living Skills

Goal: Children demonstrate personal health and hygiene skills.

### Birth to 18 months

**Some Indicators for Children:**

- Relaxes during bathing routines
- Responds to vocalizations during diaper-changing routines
- Washes and dries hands, with assistance
- Begins to brush gums and teeth with assistance

**Some Strategies for Caregivers:**

- Establish on-going and regular medical and dental homes for child and ensure child receives routine preventative care
- Ensure child receives all age-appropriate immunizations
- Talk with child about what you're doing when bathing, diapering, dressing, cleaning
- Establish hygiene routines and model them (e.g., washing hands before eating, brushing teeth)
- Make bath time enjoyable (e.g., provide safe bath toys, sing songs, tell stories)
- Understand and recognize typical signs of illness in child and respond appropriately, seeking assistance as needed

### 18 to 36 months

**Some Indicators for Children:**

- Uses tissue to wipe nose, with assistance
- Indicates wet or soiled diaper by pointing, vocalizing, or pulling at diaper when prompted
- Shows interest in toilet training and can use toilet regularly by 36 months, with assistance
- Washes and dries hands at appropriate times, with minimal assistance (e.g., after diapering/toileting, before meals, after blowing nose)
- Communicates with caregiver when he/she is not feeling well
- Cooperates and assists caregiver with toothbrushing

**Some Strategies for Caregivers:**

- Model and practice proper hand washing and drying with child
- Support child's efforts in toileting, brushing teeth, bathing, and washing hands
- Show child how to clean up after self, acknowledging child when he/she does clean up
- Talk with child about health rules (e.g., cover mouth when coughing, throw away soiled tissues in wastebasket)
- Model words to describe symptoms of illness (e.g., "I feel hot," "My tummy hurts.")
- Have a set of clean clothes always ready for child to change into

## Daily Living Skills

Goal: Children demonstrate personal health and hygiene skills.

### 36 to 60 months

**Some Indicators for Children:**

- Uses tissue to wipe own nose and throws tissue in wastebasket
- Takes care of own toileting needs
- Washes and dries hands before eating and after toileting, without assistance
- Cooperates and assists caregiver with toothbrushing
- Identifies health products (e.g., shampoo, toothpaste, soap)
- Covers mouth when coughing
- Recognizes and communicates when experiencing symptoms of illness
- Understands the need for and participates in care for acute and chronic illness

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Brushes teeth and attempts flossing with supervision, then allows assistance to complete process
- Washes face, without assistance
- Covers mouth and nose when coughing and sneezing

**Some Strategies for Caregivers:**

- Encourage child to verbalize why personal hygiene is important
- Demonstrate and explain the importance of hygiene for good health

## Nutrition

Goal: Children eat a variety of nutritious foods.

### Birth to 18 months

**Some Indicators for Children:**

- Breastfeeds, if appropriate for family preferences and circumstances
- Regulates the speed and intensity with which he/she eats
- Consumes a variety of nutritious foods from all food groups
- Explores food with fingers

**Some Strategies for Caregivers:**

- Provide an environment that is supportive of breastfeeding
- Plan feeding times and practices around the individual cultural and feeding needs of child (e.g., if breastfeeding, use of breast milk or if bottle feeding, use of formula)
- Follow child's cues for when he/she is full or hungry
- Treat meal times as an opportunity to help child enjoy food and become independent in feeding
- Model nutritious eating habits
- Provide child with nutritious foods and snacks, including foods from various cultures
- Communicate with other caregivers about food allergies and provide a safe food environment for child of child abuse and neglect

### 18 to 36 months

**Some Indicators for Children:**

- Begins to recognize and eat a variety of nutritious foods
- Distinguishes between food and non-food items
- Makes personal food choices among several nutritious options
- Tries new foods when offered
- Consumes age appropriate amounts of nutritious beverages (e.g., water, milk, 100% juice - See CHILD Profile)

**Some Strategies for Caregivers:**

- Establish regular meal and snack times in daily schedule
- Prepare and provide a variety of nutritious snacks and meals from child's own cultural background and other cultures
- Talk with child about how food and water help us to be healthy
- When adding a food to the menu that is new to child, include other foods that are child's favorites
- Encourage child to drink plenty of water throughout the day
- If child has food allergies, talk with him/her about healthful food choices that fit his/her needs

## Nutrition

Goal: Children eat a variety of nutritious foods.

### 36 to 60 months

**Some Indicators for Children:**

- Participates in preparing nutritious snacks
- Chooses to eat foods that are better for the body than others, with assistance
- Passes food at the table and takes appropriate-sized portions, or other culturally-specific family serving style

**Some Strategies for Caregivers:**

- Engage child in shopping for nutritious food (e.g., have child help pick out fruit)
- Talk with child about food choices in relation to allergies, religion, culture, family choices, and overall health
- Involve child in planting, growing, and harvesting a vegetable garden
- Provide opportunities for child to help prepare nutritious meals and snacks
- Discuss food likes and dislikes during meal times
- Show child how to wash fruits and vegetables and explain why

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Explains the primary function of certain foods (e.g., milk helps build strong bones)
- Recognizes foods from different food groups, with assistance
- Provides simple explanations for own and others' food allergies

**Some Strategies for Caregivers:**

- Engage child in the preparation, serving, and eating of nutritious foods
- Talk with child about why certain foods are more nutritious than others (e.g., fruit is more nutritious than candy)
- Keep nutritious food at home

## Safe Practices

Goal: Children demonstrate knowledge about and avoid harmful objects and situations.

### Birth to 18 months

**Some Indicators for Children:**

- Responds to cues from caregivers about warnings of danger
- Shows recognition of the difference between primary caregivers and strangers
- Reacts when caregiver says "no" but may need assistance to stop unsafe behavior

**Some Strategies for Caregivers:**

- Provide constant close adult supervision and guidance
- Put infant to sleep on his/her back
- Provide a safe "child-proof" environment (e.g., keep choking hazards and poisons out of child's reach, cover electrical outlets)
- Demonstrate clear and consistent boundaries about harmful objects and situations (e.g., always put child in car safety seat when traveling in a vehicle)
- Explain when things are hot and too hot to touch safely; cold and too cold to touch safely
- Understand the risk factors and signs of child abuse and neglect and respond appropriately

### 18 to 36 months

**Some Indicators for Children:**

- Begins to avoid dangers (e.g., hot stoves, sharp knives) but cannot be relied upon to keep self safe
- Knows to hold caregiver's hand when walking in public places
- Tells adult when someone hurts him/her or makes him/her feel bad

**Some Strategies for Caregivers:**

- Provide constant close adult supervision and guidance
- Use poison symbols in classroom and at home and teach child what they mean
- Talk with child about harmful objects and substances
- Teach child to tell an adult if he/she is afraid, has been hurt by an adult or another child, or sees something that is not safe
- Introduce child to safety personnel and places (e.g., firefighters and fire stations; doctors and hospitals)
- Teach child that he/she is strong and capable, and can count on you to keep him/her safe
- Demonstrate clear and consistent boundaries about harmful objects and situations (e.g., always put child in car safety seat when traveling in a vehicle)

## Safe Practices

Goal: Children demonstrate knowledge about and avoid harmful objects and situations.

### 36 to 60 months

**Some Indicators for Children:**

- Communicates to peers and adults when sees dangerous behaviors (e.g., throwing rocks on the playground)
- Carries scissors and pencils with points down to avoid accidents
- Looks both ways before crossing street or road, and knows to cross with adult assistance
- Recognizes danger and poison symbols and avoids those objects or areas
- Does not touch or take medicine without adult assistance but knows that medicine can improve health when used properly
- Understands the difference between "safe touch" and "unsafe touch"

**Some Strategies for Caregivers:**

- Provide constant close adult supervision and guidance
- Participate in discussions with firefighters about fires and safety precautions
- Read stories in which children face harmful situations and discuss how they deal with them
- Provide puppets, role-play materials and songs/rhymes that help child focus on who and what can be trusted
- Provide role-playing situations for child to practice personal safety
- Demonstrate clear and consistent boundaries about harmful objects and situations (e.g., always put child in car safety seat when traveling in a vehicle)
- Become familiar with the risk factors and signs of child abuse and neglect

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Does not accept rides, food, or money from strangers
- Understands that some practices may be personally dangerous (e.g., smoking, drinking alcohol, playing with matches, touching another person's blood)
- Identifies adults who can assist in dangerous situations (e.g., parent, teacher, police officer)

**Some Strategies for Caregivers:**

- Provide constant close adult supervision and guidance
- Participate with child in community health and safety programs (e.g., local and tribal clinics, dentist, doctor, veterinarian, firefighter, police officer)
- Talk with child about harmful situations and alternative strategies for dealing with them
- Take neighborhood walks with child and pretend to be community leaders looking for potential dangers

## Rules and Regulations

Goal: Children demonstrate awareness and understanding of safety rules.

### Birth to 18 months

**Some Indicators for Children:**

- Can be distracted from unsafe behavior with words, physical prompts, or signal from adult but require constant supervision and guidance (e.g., stops unsafe activity when told "stop")
- Follows some consistently set rules and routines

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Displays recognition of the rules, though may not always follow them
- Anticipates consequences for not following rules
- Pays attention to safety instructions, with assistance (e.g., cooperates when told, "I need to hold your hand when we cross the street.")

**Some Strategies for Caregivers:**

- Talk with child about the importance of wearing helmets while riding a tricycle
- Use teachable moments to demonstrate pedestrian/traffic safety
- Comment positively when child behaves safely
- Demonstrate, explain, and provide opportunities for child to practice safety around bodies of water (e.g., lakes, oceans, rivers)
- Provide frequent reminders about safety rules (e.g., "You should always hold my hand when we walk in a parking lot.")

## Rules and Regulations

Goal: Children demonstrate awareness and understanding of safety rules.

### 36 to 60 months

**Some Indicators for Children:**

- Understands and anticipates the consequences of not following rules
- Identifies safety signs posted around the classroom and home
- Follows emergency drill instruction (e.g., fire, tornado, earthquake, tsunami, bomb)
- Follows basic safety rules, with assistance (e.g., bus, bicycle, playground, crossing street, stranger awareness)
- Initiates getting buckled into age- and weight-appropriate car safety seat in vehicles
- Puts on or asks for helmet before riding a bicycle or other wheeled toy

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Consistently follows safety rules
- Understands why emergency drills are important
- Explains how to get help in emergency situations (e.g., calling 911, finding a police officer or responsible adult)
- Demonstrates safety rules as engages in dramatic play (e.g., "Tell your doll to keep her fingers away from the hot stove.")

**Some Strategies for Caregivers:**

- Provide opportunities for child to observe traffic safety rules as he/she travels in motor vehicles and public transportation
- Show and tell child how to call 911 in an emergency situation
- Identify different people child can ask for help in an emergency situation (e.g., police officer, librarian, bus driver)

# Domain 2:
## Social and Emotional Development

### I. Introduction

By nature, human beings are social creatures. Throughout all phases of life, people interact with one another. Learning how to be around others is essential. Indeed, children construct knowledge about their world through their social interaction. Healthy children in all cultures form early attachments with significant adults. For many families and cultural communities, the concept of being "well educated" includes social and emotional development, as it is the key to all other learning.

Even though emotions are a universal human phenomenon and social behavior is observed constantly in the world around us, social and emotional development have historically been somewhat difficult to define and measure. The challenges stem from: (a) the broad range of behaviors and concepts included within social and emotional development; (b) the difficulty of assessing what are primarily internal – and, therefore, not always visible – processes; and (c) social and emotional variability according to cultural and situational context. Nonetheless, there is agreement that social and emotional development serve as the foundation for relationships and interactions that give meaning to children's experiences in the home, at school, and in the larger community.

### II. Rationale

Social and emotional development are significantly associated with children's overall success in school and in life. During the early years, children primarily interact with their parents, guardians, primary caregivers, other family members, and a limited number of peers. These relationships play a central role in fostering children's social and emotional well-being, providing a sense of stability and belonging, and allowing children to make the most of learning opportunities. Successful social and emotional development require secure, consistent, responsive, and physically and emotionally nurturing relationships. With guidance, children develop skills to cooperate, negotiate, lead and follow, be a friend, and express their feelings in a socially acceptable manner.

Forming warm and responsive bonds with others has also been found to protect children emotionally from negative effects associated with poverty, violence in the home or the community, parental depression, and other stressors that endanger mental health.

## III. General Definition

Social and emotional development encompass children's ability and desire to interact effectively with adults and other children. Social development and emotional development are closely interrelated; skills in each are acquired in a relatively predictable sequence. For example, children establish warm and responsive interactions with adults (social development) before they develop emotional skills such as self-concept and self-control. These emotional skills typically precede the development of relationships with peers and groups (also social development).

### Social Development

Young children's ability to form and sustain social relationships with adults and other children is at the heart of their social development. Children's social relationships with adults can be understood in terms of children's ability to trust and interact easily with adults as well as their ability to recognize adult roles. Children look to adults for guidance, cues, and information on how to act, think, and feel.

As children grow, their ability to establish relationships with their peers also influences how children view themselves and the world. As children develop positive peer friendships, they exercise cooperation, the ability to form and maintain relationships, and the ability to negotiate in a positive manner. Cooperation with peers implies an understanding of other children's rights and the ability to balance one's own needs with those of others.

Children's recognition and appreciation of similarities and differences in other people, as well as their ability to interact comfortably with children and adults with different characteristics and backgrounds, facilitate the development of successful social relationships. Positive social relationships are formed and maintained when children develop adaptive social behavior – when they understand the effects of different behaviors, when they are able to adapt to diverse settings, and when they participate positively in group activities. Finally, social competence is demonstrated when children show empathy by understanding, respecting, and showing sensitivity towards similarities and differences.

## Emotional Development

Children's ability to recognize and express their own feelings, and to understand and respond to the emotions of others, provides them with important emotional skills. Central to the understanding of emotional development is the construct of self-concept or children's overall perception of self, including traits, habits, abilities, motives, and social roles. As children acquire self-concept, they are beginning to answer the question, "Who am I?" Another aspect of emotional development is self-efficacy and the belief that one can succeed in accomplishing what one sets out to do. Self-efficacy creates feelings of self-confidence and positive emotions that children need to be successful in learning tasks at home and at school.

Emotional development includes understanding emotions and the ability to manage or regulate them in both personal and social contexts. Children's ability to understand their emotions and effectively and appropriately express themselves, their attitudes, and their feelings is another important aspect of emotional well-being. Emotional expression includes expressing primary emotions (e.g., joy, anger, fear), emotions linked to sensory stimulation (e.g., disgust, delight, horror), and self-appraisal emotions (e.g., pride, shame, guilt).

## IV. Supporting Individual Differences and Diversity

All children develop within and are influenced by their social and cultural experiences. Because diversity is the norm in the United States, children must learn to function in and appreciate a diverse society. Young children need to develop a positive sense of their own identity as well as a respect for others' identities. One's identity is shaped by many factors including gender, race, cultural and family background, language, religion, abilities, life experiences, and circumstances. Children need to develop respect and appreciation for people with ideas and experiences that are both similar to and different from their own. Differences should not be understood to be deficits.

Children who have disabilities, developmental delays, or who are at risk for developmental delays, may require special attention to promote their social and emotional development. For example, some children with special social and emotional needs may face particular challenges in developing successful peer relationships. Children with even mild delays tend to participate less in sustained play, spend more time alone when other children are playing, express more sadness when playing (or not being allowed to play) with other children, get angry more, and use less effective conflict resolution strategies. Since positive social interactions and emotional expression are important, some children may need extra assistance in building these skills. Diagnosis and intervention for developmental delays are critical. Early intervention efforts that provide center-based or home-based social and mental health services and family support, enhance young children's social and emotional behavior and functioning.

Be sensitive, responsive, and physically and emotionally available to children.

Caregivers must appreciate and respect children's unique characteristics and the diverse contexts in which children develop. The values and practices of each child's family, community, and culture shape the feelings, knowledge, and expectations that influence social and emotional development. As a consequence, children's social interactions, communication patterns, and play interests vary. Social and emotional development are contingent upon the match between children's feelings/expressive behaviors and the expectations of the social situation in which they find themselves. Therefore, environments for young children should provide diverse, non-stereotyping atmospheres in which cultural, ethnic, racial, linguistic, age, gender, and ability differences are embraced and respected.

## V. Global Strategies

Because children's social and emotional development are linked to the contexts, cultures, and relationships in which they grow and learn, parents and caregivers play the primary role in shaping children's positive social and emotional development.

Inappropriate use of media/screen time (e.g., television, videos, computer and video games) can negatively impact a child's social and emotional development by contributing to aggressive behavior, desensitization to violence, nightmares, and fear of being harmed. The American Academy of Pediatrics (AAP) recommends discouraging screen time for children younger than 2 and encouraging interactive activities that will promote brain development (e.g., playing, talking, singing, and reading together). For older children, the AAP recommends that caregivers limit children's total media/screen time to no more than 1 to 2 hours per day of quality children's programming.

The following strategies should be used for all children from birth to school entry to encourage positive social and emotional development. The following examples of strategies will help to ensure that every child receives learning experiences that meet his/her unique needs:

- Be sensitive, responsive, and physically and emotionally available to children;
- Promote trust, security, and exploration through nurturing relationships, and safe and stimulating environments;
- Help children learn to accept, understand, and manage their emotions;
- Offer an assortment of culturally appropriate activities, experiences, and materials that represent diversity;
- Encourage acceptance and appreciation of family culture;
- Strive for an environment that respects all people and is free of bias;
- Provide ongoing opportunities for children to interact successfully with peers and adults;
- Build on what children know and can do well; and
- Model and teach appropriate conflict resolution and problem-solving skills.
- Seek advice from medical and developmental experts when concerned about children's development and behavior
- Become familiar with the risk factors and signs of child abuse and neglect

## Interactions with Adults

Goal: Children trust and interact comfortably with familiar adults

### Birth to 18 months

**Some Indicators for Children:**

- Quiets when comforted
- Shows preference for primary caregivers
- Establishes and maintains interactions with caregivers
- Imitates familiar adults' gestures and sounds
- Shows affection for adults through facial expressions and gestures
- Uses body movements to initiate social interactions (e.g., pats adult's face)
- Explores environment with guidance
- Distinguishes between familiar and unfamiliar adults (e.g., prefers comfort from familiar adult)
- Exhibits separation anxiety by crying when caregiver is not in sight or clinging to caregiver in the presence of strangers (separation anxiety increases over time and then diminishes)

**Some Strategies for Caregivers:**

- Hold, cuddle, hug, smile, and laugh with child
- Consistently and promptly respond to child's needs for comfort and reassurance
- Respond to child's cues and movements
- Talk with and sing to child frequently, especially during feeding and diaper changes
- Read and look at books with child in ways that foster feelings of trust and security
- Give child sense of security when around unfamiliar adults
- Model open and trusting interactions
- Show respect for child and everyone in his/her environment
- Provide environment with trustworthy adults

### 18 to 36 months

**Some Indicators for Children:**

- Establishes an attachment or bond with a consistent adult other than the primary caregiver
- Demonstrates feeling safe with significant adults by seeking them in uncomfortable or dangerous situations
- Imitates adult activities (e.g., pretends to cook, "reads" next to adult who is reading )
- Initiates interactions and play with adults
- Responds appropriately to adults' verbal greetings
- Communicates with adults about recent activities

**Some Strategies for Caregivers:**

- Respond to child's emotional and physical needs, verbal and non-verbal communications
- Show empathy and understanding to child
- Listen carefully and with interest to what child says and expand on the message
- Help child manage feelings of distress
- Provide opportunities for child to interact with familiar and trustworthy adults

## Interactions with Adults

Goal: Children trust and interact comfortably with familiar adults

### 36 to 60 months

**Some Indicators for Children:**

- Separates with assistance from significant adults without demonstrating a great deal of anxiety (younger child may need extra help)
- Expresses affection for significant adults
- Approaches adults for assistance and offers to assist adults
- Carries out actions to please adults at times
- Expresses feelings about adults (e.g., "I love Auntie.")

**Some Strategies for Caregivers:**

- Establish one-on-one time when child can confide in caregiver on a daily basis (e.g., at bed time or after dinner)
- Use positive behavior and words when separating from child
- Model, explain, and provide opportunities for child to interact appropriately and be respectful of adults
- Reinforce and acknowledge child's positive behavior with adults
- Only make promises to child that you can keep
- Be honest with child

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Interacts easily with familiar adults in the community (e.g. custodian, next-door neighbor, doctor, bus driver)
- Shows confidence and positive feelings about relationships with significant adults in addition to primary caregivers (e.g., teachers)
- Confides in at least one adult
- Interacts with adults respectfully and appropriately (e.g. does not interrupt when adult is speaking)
- Demonstrates knowledge of culturally specific communication styles and their appropriate uses

**Some Strategies for Caregivers:**

- Talk with child about his/her feelings
- Support and validate child's feelings
- Engage in meaningful conversations with child, following child's cues
- Model and explain why it is important to be respectful to adults in a variety of settings and contexts

# Domain 2 Social and Emotional Development

**Sub-Domain:** Social Development

## Interactions with Adults

Goal: Children seek assistance from adults when needed.

### Birth to 18 months

**Some Indicators for Children:**

- Cries, makes sounds, or uses body movements to signal caregiver for assistance, attention, or need for comfort
- Looks for caregivers' response in uncertain situations
- Tests caregiver responses to his/her behavior (e.g., reaches for a forbidden object and looks at caregiver to check response)
- Looks to adult for indication of appropriate and inappropriate behavior

**Some Strategies for Caregivers:**

- Nurture child with kind words, hugs, and cuddles
- Respond to child consistently
- Provide help and comfort when child is distressed
- Observe and stay close to child to be ready to offer support
- Respond to child's needs and reinforce small accomplishments
- Recognize that responses to child's calls for assistance are important opportunities to develop trust
- Show respect for child and everyone in his/her environment

### 18 to 36 months

**Some Indicators for Children:**

- Seeks adult assistance with challenges
- Periodically checks with caregiver for help or reassurance when playing by self or with peers
- Responds positively to guidance most of the time
- Starts activity after a caregiver makes suggestions, sometimes (e.g., uses adult's suggestions to find missing pieces to a toy or items needed for an art activity)
- Follows basic safety guidelines and requirements (e.g. "Hot – don't touch.")

**Some Strategies for Caregivers:**

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

## Interactions with Adults

Goal: Children seek assistance from adults when needed.

### 36 to 60 months

**Some Indicators for Children:**

- Recognizes that adults have more experience and, therefore, they can provide assistance
- Asks questions of adults frequently to obtain information
- Follows caregivers' guidelines for appropriate behavior in different environments
- Brings simple problem situations to adults' attention
- Seeks emotional support from caregivers

**Some Strategies for Caregivers:**

- Communicate guidelines and expectations clearly
- Acknowledge and show appreciation for child's accomplishments
- Show respect for child's choices and attempts at solving problems (e.g., trade with child)
- Answer child's questions directly
- Share stories about how bias is addressed in community

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Seeks assistance from adults in the community (e.g., neighbor, bus driver, librarian)
- Demonstrates understanding of when to bring issues to adult attention
- Asks questions before deviating from rules and routines

**Some Strategies for Caregivers:**

- Help child to learn to ask adults before deviating from rules or routines
- Offer child suggestions for overcoming challenges when he/she asks for assistance
- Encourage child to try to solve problems
- When child makes mistakes, talk with child about how he/she can learn from them
- Demonstrate openness for child to feel comfortable to come to you with questions and assistance
- Model cross-cultural communication and provide strategies for child to address bias

## Interactions with Peers

Goal: Children develop friendships with peers.

### Birth to 18 months

**Some Indicators for Children:**

- Smiles at and engages caregivers
- Smiles spontaneously at other children
- Shows enjoyment in interactions with other children, as expressed in gestures, facial expressions, and vocalizations
- Shows interest in other children by watching them and tracking their behavior (e.g., follows older siblings around)

**Some Strategies for Caregivers:**

- Respond positively to child's sounds, cries, and moods with verbal and facial expressions
- Respectfully imitate child while playing
- Name child's feelings
- Provide opportunities for child to play and interact with other children

### 18 to 36 months

**Some Indicators for Children:**

- Plays side-by-side with another child, at times
- Observes and imitates another child's behavior or activity
- Initiates social interaction with peers
- Shows enthusiasm about the company of other children
- Spontaneously shows preference for familiar playmates

**Some Strategies for Caregivers:**

- Spend time with child playing and interacting in a friendly manner
- Provide opportunities for child to play with other children from own and other cultural backgrounds regularly so that the child is familiar with one or more peers
- Provide toys that can be played with by two or more children at one time
- Facilitate cross-cultural skill development (e.g., support interdependence in group activities, provide children with play words in language other than home language)
- Support child if he/she plays with or discusses imaginary friends

## Interactions with Adults

Goal: Children develop friendships with peers.

### 36 to 60 months

**Some Indicators for Children:**

- Shows enjoyment in playing with other children
- Initiates an activity with another child
- Separates willingly from adults to play with friends, most of the time
- Makes and maintains a friendship with at least one other child

**Some Strategies for Caregivers:**

- Engage in conversations with child so he/she can practice listening and talking with others
- Provide opportunities for child to engage in a variety of play activities with other children (e.g., dramatic play, art projects, free play outside, dance class)
- Balance opportunities for culturally consistent and cross-cultural skill development
- Help child join ongoing play
- Support the English language learner by giving him/ her key words for play in English (e.g., doll, block)
- Support child's play with peers by staying nearby, offering props, and assisting with conflict resolution

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Gives social support to others (e.g., offers to help a peer who cannot find his/her toy)
- Shows loyalty to friends
- Follows suggestions given by a friend about how to proceed in their play
- Has friends in different settings (e.g., neighborhood, school)
- Maintains friendships with two or more peers

**Some Strategies for Caregivers:**

- Provide opportunities for child to play in small groups in which each child has a specific role and responsibility
- Encourage child to rely on and help other children
- Provide opportunities for child to be part of group activities (e.g., games, cultural events)
- Actively address bullying behavior or child's attempt to exclude others

## Interactions with Peers

Goal: Children cooperate with peers.

### Birth to 18 months

**Some Indicators for Children:**

- Observes other children and imitates their sounds, actions, and motions
- Shows enjoyment in interaction with other children, as expressed in gestures, facial expressions, and vocalizations
- Begins to take turns with primary caregiver during play, with assistance

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Plays side-by-side with other children, at times
- Takes turns during play with peers, with considerable assistance
- Gives up and keeps objects during playful interactions with peers, with assistance

**Some Strategies for Caregivers:**

- Notice child's interests and engage child in play by following child's lead
- Demonstrate, explain, and provide opportunities for cooperation during your playful interactions
- Provide opportunities for sharing and taking turns when playing with child
- Provide toys that can be played with by two or more children at one time to promote sharing
- Facilitate play and communication between children of different linguistic and cultural backgrounds
- Provide child with ample time to play with toys until finished

## Interactions with Adults

Goal: Children cooperate with peers.

### 36 to 60 months

**Some Indicators for Children:**

- Plays with other children without prompting, at times
- Cooperates with other children, with assistance
- Shares materials and toys during play, with assistance
- Makes decisions with other children, with adult prompts as needed

**Some Strategies for Caregivers:**

- Cooperate with child and others in daily tasks
- Acknowledge cooperation when child plays with other children
- Provide opportunities for child to share materials
- Read stories or invent puppet plays in which characters share, take turns, and cooperate
- Demonstrate and explain how to be inclusive based on gender, culture, language, and abilities

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Shares materials and toys with other children
- Sustains interactions by cooperating, helping, sharing, and suggesting new ideas for play
- Completes simple projects with other children
- Plays different roles with children (e.g., leader, follower)
- Works with other children to overcome challenges

**Some Strategies for Caregivers:**

- Discuss and demonstrate how different things can be achieved when people work together
- Provide opportunities for child to help others (e.g., help at a community garden, draw pictures for people in a nursing home)
- Use strategies to help child take turns (e.g., a timer)
- Provide opportunities for child to work with others to accomplish something
- Promote linguistic, cultural, and other forms of respect

## Interactions with Peers

Goal: Children demonstrate positive negotiation skills.

### Birth to 18 months

**Some Indicators for Children:**

- Elicits attention of adults
- Communicates needs with vocalizations and gestures
- Reaches out to touch other children or grabs their toys
- Accepts adult intervention to negotiate disputes over toys

**Some Strategies for Caregivers:**

- Respond to child's vocalizations and gestures
- Nurture child during stressful times
- Model appropriate negotiation and conflict management behaviors with others
- Provide opportunities for child to play and interact with other children

### 18 to 36 months

**Some Indicators for Children:**

- Uses adult help to take turns, including giving up and keeping toys and other objects
- Asserts ownership by saying "mine"
- Communicates with other children to settle arguments, with assistance
- Indicates preferences and intentions by answering yes/no questions (e.g., "Are you done with that? Are you still using it? Can Javier use it now? Do you want to keep it?")

**Some Strategies for Caregivers:**

- Listen respectfully and respond to child's needs and requests
- Discuss consequences of behavior, so child learns the "whys" for negotiation and compromise
- Talk with child about rules, limits, and options and explain how they help people get along
- Provide child with opportunities to make some choices
- State feelings and intentions when interacting with child and others
- Teach child to avoid aggressive behaviors (e.g., biting, hitting, racial name calling)
- Set limits and show disapproval for aggressive behavior
- Provide multiple copies of toys to reduce conflict in group settings
- Demonstrate and explain effects of taking turns (e.g., "When you gave Emma a turn on the swing, she was glad because she didn't have to wait anymore.")

## Interactions with Peers

Goal: Children demonstrate positive negotiation skills.

### 36 to 60 months

**Some Indicators for Children:**

- Understands concept of "mine" and "his/hers"
- Approaches other children positively
- Uses different turn-taking strategies (e.g., bartering, trading, and beginning to share)
- Uses simple strategies to solve problems appropriately, either individually or in a group (e.g., seeks assistance from an adult)
- Negotiates with other children to solve a problem, with assistance
- States a position with reasons (e.g., "I do not want to play right now because I am tired.")

**Some Strategies for Caregivers:**

- Give suggestions to child for solving problems (e.g., "If we take turns then everyone gets to play.")
- Demonstrate and explain how child's behavior affects others
- Provide activities that allow child to negotiate social conflicts (e.g., dramatic play, blocks, multicultural dress-up clothes)
- Give child ample time to solve own problems before intervening
- Read stories or invent puppet plays in which characters solve conflicts constructively
- Be sensitive with child who may need additional assistance with negotiation (e.g., child with language delay)
- Find out how child's other caregivers negotiate and resolve disputes

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Uses multiple strategies to resolve conflicts (e.g., first uses words and then seeks assistance)
- Attempts to settle disputes or solve problems with another child through negotiation, addressing own rights as well as the other child's needs, with assistance (e.g., "I'll use the paste for these two pieces of paper and then give it to you.")
- Uses and accepts compromise, with assistance
- Demonstrates beginning understanding of others' intentions or motives

**Some Strategies for Caregivers:**

- Guide child through conflict resolution by modeling appropriate responses
- Talk with child about how he/she handled a challenging situation
- Support child's attempts to problem-solve and manage conflicts (e.g., by asking "What should we do to solve this problem?")
- Discuss alternatives to situations

## Adaptive Social Behavior

Goal: Children demonstrate awareness of behavior and its effects.

### Birth to 18 months

**Some Indicators for Children:**

- Repeats actions many times to cause a desired effect (e.g., smiles because it make caregivers smile and laugh)
- Recognizes that certain adult actions are associated with expected behavior (e.g., "When caregiver puts me in crib, I am supposed to go to sleep.")
- Shows understanding that characters from books are associated with certain actions or behaviors (e.g., animal book and animal sounds)

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Experiments with effects of own actions on objects and people
- Demonstrates understanding that playing with certain desirable or forbidden objects will get adults' attention
- Learns consequences of a specific behavior, but may not understand why the behavior warrants the consequence
- Recognizes that inappropriate behavior will elicit negative reaction from adults

**Some Strategies for Caregivers:**

- Play games with child that demonstrate how behavior and actions cause effects (e.g., dump and fill games, Simon Says)
- Read books with child that demonstrate how characters react to one another
- Talk with child about how his/her behavior might make others feel
- Demonstrate and explain adaptive behavior in own interactions (e.g., waiting your turn in grocery check-out line)

## Adaptive Social Behavior

Goal: Children demonstrate awareness of behavior and its effects.

### 36 to 60 months

**Some Indicators for Children:**

- Takes turns and shares with peers, with assistance
- Asks "why" questions to show effort at understanding effects of behavior (e.g., "If I do this, why does that happen?")
- Demonstrates understanding of the consequences of own actions on others (e.g., "I gave Anna the toy and so she is playing with it now.")
- Describes other children's positive, thoughtful, kind behaviors
- Shows empathy for physically hurt or emotionally upset child

**Some Strategies for Caregivers:**

- Discuss the consequences of behavior (e.g., "When the baby's tired, she cries." "When Auntie is happy, she smiles.")
- Provide opportunities for dramatic play so that child can practice taking another's role or perspective
- Have child create "if-then" scenarios (e.g., "If I pick up toys, then we will go for a walk.")
- When there is a conflict between two children, demonstrate empathy and understanding for both children

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Describes how own actions make others feel and behave
- Cooperates with peers to complete a project with little conflict
- Engages in empathetic, caring behavior so others respond positively
- Explains his/her response to others' actions and feelings (e.g., "I gave her a hug because she was sad.")
- Guesses how own and others' behavior will influence responses

**Some Strategies for Caregivers:**

- Help child to predict the consequences of positive and negative behavior
- Demonstrate and provide opportunities for child to take another's perspective before making decisions, (e.g., "What would Maria think or feel if you gave her your books?")
- Use dolls or puppets to build empathy
- Engage child in a discussion of how he/she likes or dislikes to be treated

## Adaptive Social Behavior

Goal: Children participate positively in group activities.

### Birth to 18 months

**Some Indicators for Children:**

- Smiles at other children and adults
- Reaches out to touch other children or grabs their toys
- Expresses contentment or joy when with other children or when a familiar adult is present
- Begins to participate in simple parallel play with other children

**Some Strategies for Caregivers:**

- Play with child near other children (e.g., on a playground)
- Provide opportunities for child to be a part of groups (e.g., play groups)
- Provide opportunities for child to play in a variety of environments with other children (e.g., park, friend's home)

### 18 to 36 months

**Some Indicators for Children:**

- Shows increasing enthusiasm about the company of others
- Begins to share and take turns, with assistance
- Participates in loosely structured group games (e.g., chase, dramatic play)
- Follows family routines (e.g., meal time behavior)

**Some Strategies for Caregivers:**

- Identify with child the groups of which he/she is a member (e.g., family, school, community, cultural communities)
- Provide opportunities for child to play with multiple children
- Conduct group activities on a regular basis with singing and movement games (e.g., circle time)
- Encourage child to participate in classroom duties and household chores

## Adaptive Social Behavior

Goal: Children participate positively in group activities.

### 36 to 60 months

**Some Indicators for Children:**

- Seeks out other children to play with
- Notices and comments on who is absent from routine group settings (e.g., play groups)
- Identifies self as member of a group (e.g., refers to our family, our school, our team, our culture)
- Uses play to explore, practice, and understand social roles
- Joins a group of other children playing, with adult prompts as needed

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Follows simple rules of participation in group activities
- Participates cooperatively in large and small group activities (e.g., is sometimes a leader and sometimes a follower)
- Participates in classroom and group routines (e.g., joins other children feeding the fish or building a structure)
- Willingly joins in the middle of an on-going group activity with friends
- Invents and sets up activities that include more than one child
- Is sometimes part of the audience, as well as an active participant in group events
- Assigns roles to other children during group play

**Some Strategies for Caregivers:**

- Provide opportunities for child to contribute ideas to group discussions and decision making
- Encourage participation in group games, allowing child to make up or modify rules
- Provide opportunities for child to observe adult decision making and cooperation

## Adaptive Social Behavior

Goal: Children adapt to diverse settings.

### Birth to 18 months

**Some Indicators for Children:**

- Actively observes surroundings
- Demonstrates recognition of a new setting by changing behavior (e.g., looks to parent for guidance)
- Explores new settings with guidance from caregiver

**Some Strategies for Caregivers:**

- Provide child with a variety of safe environments to explore
- Reassure child and offer comfort in new setting by staying close
- Establish family rituals, routines, and activities
- Provide adequate transition time and talk with child about upcoming changes to schedule or setting
- Be sure to speak with child about a new setting in his/ her home language
- Provide child with consistent objects and routines to help adapt to changes in settings

### 18 to 36 months

**Some Indicators for Children:**

- Separates from primary caregiver in familiar settings outside the home environment
- Explores and plays in a range of familiar settings
- Asks questions or acts in other uncertain ways in unfamiliar settings and environments
- Displays ease and comfort in a variety of places with familiar adults (e.g., home, store, car, playground)

**Some Strategies for Caregivers:**

- Accept that child may be uncomfortable when routines change, and comfort him/her
- Introduce child to a variety of settings, including diverse cultural settings (e.g., libraries, general stores, post office)
- Talk with child about how one setting is different from another setting
- Create a care giving environment that reflects child's home culture, to create consistent settings

## Adaptive Social Behavior

Goal: Children adapt to diverse settings.

### 36 to 60 months

**Some Indicators for Children:**

- Explores objects and materials, and interacts with others in a variety of group settings
- Makes smooth transitions from one activity/setting to the next during the day, with guidance
- Adjusts behavior to different settings (e.g., home, playground)

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Expresses anticipation of special events in different settings
- Accommodates a variety of settings throughout the day
- Anticipates diverse settings and what will be needed in them, with assistance (e.g., "We're going to the park so I'll bring a ball." "We're going to the lake, so I'll need my swim suit.")

**Some Strategies for Caregivers:**

- Prepare child for transitions to kindergarten through a variety of activities (e.g., visit a kindergarten classroom, practice taking a school bus)
- Encourage child to think about and be prepared for diverse cultural settings
- Ask child to describe or draw pictures of different places, including places from his/her cultural background
- Provide activities related to a variety of transitions (e.g., moving, traveling)

# Domain 2 Social and Emotional Development

**Sub-Domain:** Social Development

## Adaptive Social Behavior

Goal: Children demonstrate empathy for others and the natural world.

### Birth to 18 months

**Some Indicators for Children:**

- Watches and observes adults and children
- Smiles when sees a smiling face
- Reacts when someone is crying or upset
- Explores plants, flowers, and other living things with multiple senses

**Some Strategies for Caregivers:**

- Respond quickly to child's sounds, cries, and moods in a gentle and reassuring way
- Support and stay with child during stressful situations
- Provide mirrors and opportunities for child to see faces and emotions
- Name emotions
- Be aware and respectful of cultural differences in expression of emotions
- Model empathetic behavior with adults, children, and animals
- Provide child with regular opportunities for play outdoors
- Provide opportunities for child to observe animals in a safe environment

### 18 to 36 months

**Some Indicators for Children:**

- Notices other children who are happy or sad
- Demonstrates awareness of feelings during pretend play (e.g., soothes a crying doll)
- Names emotions of self and others (e.g., happy, sad)
- Expresses how another child might feel (e.g., "I think Tanya is sad because she is crying.")
- Expresses interest and excitement about animals and other living things

**Some Strategies for Caregivers:**

- Demonstrate and explain responses to loss, injury, or pain
- Encourage child to develop an understanding of the feelings, ideas, and actions of others
- Accept that we all naturally have feelings
- Help child understand and name feelings
- Provide opportunities to identify emotions by the use of pictures, posters, and mirrors
- Provide opportunities for dramatic play with simple themes and props, including plays, themes, and props from own and different cultures
- Share the wonders of the natural world with child (e.g., by playing outside together, reading books and tellings stories about the natural world)

## Adaptive Social Behavior

Goal: Children demonstrate empathy for others and the natural world.

### 36 to 60 months

**Some Indicators for Children:**

- Notices and shows concern for peers' feelings
- Comforts peers when they are hurt or upset, with adult assistance
- Adopts a variety of roles and feelings during pretend play
- Communicates appropriate feelings for characters in stories
- Cares for and does not destroy plants, flowers, and other living things, with guidance
- Acts kindly and gently with safe, child-friendly animals

**Some Strategies for Caregivers:**

- Model a friendly, positive, and respectful manner when listening and responding to child's comments and suggestions
- Read stories with child and elicit responses to characters, including stories from diverse cultures and family structures (e.g., single parent, same sex parents)
- Name and discuss feelings (e.g., "You're sad because...")
- Imagine aloud together how animals and plants might feel
- Provide opportunities for child to play with friendly and gentle animals, with close supervision
- When there is a conflict between two children, demonstrate empathy for both children
- Play with other children to promote understanding of others' intentions and feelings

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Communicates others' feelings
- Comforts family members or friends who aren't feeling well or are upset
- Expresses excitement about special events and accomplishments of others within cultural context and expectations
- Volunteers to assist and comfort peers by using words and actions
- Adjusts plans in consideration of others' wants and needs, at times
- Expresses emotion in response to hurt person or animal
- Treats the earth and living things with respect

**Some Strategies for Caregivers:**

- Provide opportunities for child to share and discuss feelings
- Help child to assist others and take others' perspectives into consideration
- Encourage child to draw a picture of a time a friend felt happy, sad, lonely, etc.
- Discuss why a character reacts as he/she did in a story, taking cultural differences into consideration
- Set an example for child by respecting the natural world and discussing why it is important (e.g., not littering)

# Domain 2 Social and Emotional Development

**Sub-Domain:** Social Development

## Appreciating Diversity

Goal: Children recognize, appreciate, and respect similarities and differences in people.

### Birth to 18 months

**Some Indicators for Children:**

- Observes body parts and self in mirror
- Focuses attention on others
- Notices others' physical characteristics (e.g., pats others' hair)
- Distinguishes primary caregivers from others
- Interacts with others who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs

**Some Strategies for Caregivers:**

- Share and explore own culture with child (e.g., attend cultural events)
- Model appreciation for diversity with other adults and children
- Read books to child that explore people with diverse abilities and cultures
- Introduce child to a second language if you are bilingual
- Learn and practice care giving strategies that match those at home for child
- Learn phrases in and use child's home language, including sign language

### 18 to 36 months

**Some Indicators for Children:**

- Plays in the presence of other children
- Asks simple questions about other children (e.g., "Where's Tommy?")
- Identifies gender and other basic similarities and differences between self and others

**Some Strategies for Caregivers:**

- Provide opportunities for child to interact with children of diverse abilities, cultures, and ethnicities
- Provide child with a variety of dramatic play materials reflecting cultures of families in community
- Introduce child to people, experiences, interactions, and social settings that are diverse through books, songs, and people
- Encourage child to develop a sense of fairness for self and for others
- Infuse child's environment with multicultural objects, music, art, and language
- Model appreciation and interest in diversity
- Actively support the ongoing use of home language as the English language learner acquires English

## Appreciating Diversity

Goal: Children recognize, appreciate, and respect similarities and differences in people.

### 36 to 60 months

**Some Indicators for Children:**

- Compares similarities or differences of others (e.g., height, hair color) in his/her circle of contact
- Develops awareness, knowledge, and appreciation of own gender and cultural identity
- Demonstrates understanding that different individuals have different abilities and information
- Includes other children in his/her activities who are of a different gender, ethnic background, who speak other languages, or who have special needs, with guidance
- Asks questions about others' families, ethnicity, language, cultural heritage, and differences in physical characteristics

**Some Strategies for Caregivers:**

- Provide opportunities for child to describe own cultural and physical characteristics
- Provide experiences to teach respect and appreciation for self and others
- Celebrate cultural, linguistic, and physical similarities and differences of all children and families
- Provide many opportunities for child to see people in different roles
- Demonstrate and explain that one person may play different roles (e.g., father and employee)
- Accept each child's unique expression of gender

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Shows concern about fairness within peer group (e.g., "Everyone gets a turn." "That's not fair.")
- Recognizes others' abilities in certain areas (e.g., "Jamie sings really well." "Marie is a fast runner.")
- Names and accepts differences and similarities in preferences (e.g., food preferences or favorite play activities)
- Notices that other children might use different words for the same object (e.g., "mother" is different in different languages)
- Examines a situation from another's perspective
- Recognizes stereotypes and culturally or linguistically unfair or biased behavior

**Some Strategies for Caregivers:**

- Demonstrate and explain physical characteristics and preferences as aspects of identity
- Invite families to share their unique traditions (e.g., holidays, food, games)
- Demonstrate and explain why it is positive to celebrate and learn about others' lives and experiences
- Provide opportunities for child to explore similarities and differences of other children (e.g., wear a blindfold to learn what it's like to be blind)
- Actively address bias behavior and teach anti-bias responses (e.g., correctly pronounce and use children's names)

## Self-Concept

Goal: Children perceive themselves as unique individuals

### Birth to 18 months

**Some Indicators for Children:**

- Signals caregivers for assistance, attention, or need for comfort
- Explores own body (e.g., observes hands, reaches for toes)
- Explores the face and other body parts of others (e.g., touches caregivers' ears, hair, hands)
- Responds with gestures or vocalizations when name is spoken
- Shows awareness of self in voice, mirror image, and body
- Attempts to complete basic daily living tasks (e.g., eating, getting dressed)

**Some Strategies for Caregivers:**

- Cuddle, physically nurture, and be responsive to child to foster trust and attachment
- Make time to be alone and fully engaged with child
- Use child's name during interactions
- Provide unbreakable mirrors for child to look at self
- Help child learn to calm self (e.g., model calming behavior, offer soothing objects)
- Give child time to remain engaged in activities
- Recognize that many families value interdependence and some children will show varying levels of independence and stronger bonds with family and community

### 18 to 36 months

**Some Indicators for Children:**

- Tests limits and strives for independence
- Recognizes and calls attention to self when looking in the mirror or at photographs
- Identifies self and uses own name when asked (e.g., "I am a boy." "My name is Christina.")
- Shows awareness of being seen by others (e.g., exaggerates or repeats behavior when notices someone is watching)
- Occupies self appropriately for brief periods of time (e.g., 10 to 15 minutes)
- Identifies objects as belonging to him or her

**Some Strategies for Caregivers:**

- Give child appropriate and varied choices
- Give child limits and allow him/ her to test them
- Provide opportunities for child to talk about self and others, including cultural and linguistic characteristics
- Allow child to occupy himself/herself without your interaction, at times
- Be aware and respectful of cultural differences in valuing independence
- Be available to child when he/she asks for assistance
- Expect child to protest as he/she expresses individuality
- Avoid harshly reprimanding child

## Self-Concept

Goal: Children perceive themselves as unique individuals

### 36 to 60 months

**Some Indicators for Children:**

- Describes self as a person with a mind, a body, and feelings
- Refers to self by first and last name and uses appropriate pronouns (I, me) rather than referring to self in 3rd person
- Chooses individual activities (e.g., doing puzzles, painting)
- Expresses self in different roles during pretend play
- Describes family members and begins to understand their relationship to one another

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Shares information about self with others
- Knows some important personal information (e.g., telephone number)
- Shows self-direction in actions
- Works independently and interdependently, and shows pleasure from it
- Accepts responsibilities and follows through on them (e.g., helps with chores)
- Requests quiet time and space

**Some Strategies for Caregivers:**

- Provide opportunities for child to share information about self in multiple ways (e.g., storytelling, drama, drawing, writing)
- Allow child to safely exercise independence when appropriate
- Talk with child about the characteristics he/she has that represent his/her cultural background
- Ensure child can see himself/herself in books, dolls, and dramatic play materials

## Self-Concept

Goal: Children demonstrate awareness of their abilities, characteristics, and preferences.

### Birth to 18 months

**Some Indicators for Children:**

- Shows preference for primary caregivers
- Identifies familiar objects (e.g., bottle, blanket)
- Smiles at self in mirror
- Notices and explores hands, eventually becoming aware that they are attached and that they can be controlled to do things
- Points or moves toward desired people or objects
- Plays with one object more often than others
- Repeats a motion or noise to replicate a result
- Makes choices about what toys to play with
- Protests when does not want to do something (e.g., arches back when doesn't want to sit in high chair)
- Responds to requests for action (e.g., claps for the song)
- Points to at least two body parts, when asked

**Some Strategies for Caregivers:**

- Respond to child's individual needs
- Play with child, making eye-contact, talking, and gesturing
- Involve child in family traditions, rituals, and activities
- Provide child with choices of activities and objects to play with
- Follow child's lead during play and exploration
- Talk with child about body parts and body functions (e.g., "We use our teeth to chew.")
- Watch for and support child's nonverbal cues that indicate his/her preferences
- Narrate what child sees, does, and hears

### 18 to 36 months

**Some Indicators for Children:**

- Points to and names some of own body parts
- Shows preference for familiar adults and peers
- Makes choices (e.g., what clothes to wear)
- Shows preference for favorite books, toys, and activities
- Indicates preferences and intentions by answering yes/no questions (e.g., "Are you done with that?" "Are you still using it?" "Can Joe use it now?")

**Some Strategies for Caregivers:**

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

## Self-Concept

Goal: Children demonstrate awareness of their abilities, characteristics, and preferences.

### 36 to 60 months

**Some Indicators for Children:**

- Describes own basic physical characteristics
- Exerts will and preferences
- Experiments with own abilities by trying new activities and testing limits
- Develops awareness, knowledge, and appreciation of own gender and cultural identity
- Identifies feelings, likes and dislikes, and begins to be able to explain why he/she has them

**Some Strategies for Caregivers:**

- Provide child with a variety of materials and experiences that help child to discover preferences and abilities
- Support child's developing understanding of own characteristics and culture (e.g., "You have freckles just like your Grandma.")
- Provide opportunities for child to make choices
- Provide dress-up and pretend play materials from child's daily life and cultural background
- Compare, contrast, and celebrate physical similarities and differences in children (e.g., hair, skin, eye color, size of hands)

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Describes self using several physical and behavioral characteristics (e.g., "I am tall and I can reach up high.")
- Describes own skills and abilities in certain areas (e.g., "I like to paint.")
- Suggests games and activities that demonstrate own preferences and abilities (e.g., sets up a game of catch)
- Differentiates between preferences for self and others (e.g., "I like to play with dolls and she likes to play with toy animals.")

**Some Strategies for Caregivers:**

- Provide opportunities for child to pursue his/her preferred activities
- Engage child in conversations about his/her preferences and abilities by asking who, what, where, when, why questions (e.g., "What do you like to do?" "Where do you like to go best?")

# Domain 2 Social and Emotional Development

**Sub-Domain:** Emotional Development

## Self Efficacy

Goal: Children demonstrate belief in their abilities.

### Birth to 18 months

**Some Indicators for Children:**

- Repeats a sound or gesture that creates an effect (e.g., repeatedly shakes a rattle after discovering that it makes a sound)
- Recognizes that adults respond to cues
- Explores environment, at first in close contact with caregiver and then farther away from caregiver as child grows
- Looks to caregiver when accomplishing new tasks (e.g., standing or walking)
- Gives objects or toys to others (e.g., picks up rock then reaches to give it to caregiver)
- Smiles when succeeding in a task/activity

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Wants to take care of self
- Recognizes own accomplishments
- Shows completed projects (e.g., drawing, pile of blocks) to caregiver
- Acts as though is capable of doing new tasks and activities (e.g., copies use of adult tools, tries to sweep the floor with an adult-sized broom)
- Seeks help after trying something new or challenging

**Some Strategies for Caregivers:**

- Provide opportunities for child to engage in new tasks
- Provide materials so child can experience success
- Provide safe environment for active exploration
- Delight with child over accomplishments and explorations
- Monitor child as he/she pushes self to try new things (e.g., keeps going higher when asked to stop)

## Self Efficacy

Goal: Children demonstrate belief in their abilities.

### 36 to 60 months

**Some Indicators for Children:**

- Expresses delight with mastery of a skill (e.g., "I did it myself.")
- Asks others to view own creations (e.g., "Look at my picture.")
- Demonstrates confidence in own abilities (e.g., "I can climb to the top of the big slide!" or has a big smile on their face when using a walker by themselves)
- Expresses own ideas and opinions
- Enjoys process of creating

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Takes on new tasks and improves skills with practice (e.g., wheeling self in wheelchair)
- Expresses delight over a successful project and wants others to like it too

**Some Strategies for Caregivers:**

- Engage child in doable and challenging opportunities that will build on abilities
- Give child realistic chores and make a chart of all the work accomplished
- Demonstrate confidence in child by allowing him/her to make reasonable decisions and choices
- Ensure that environment is safe from cultural or other forms of bias (e.g., review materials to ensure there are no stereotypical or racist images in books, dolls, or other objects in the environment)

## Self-Control

Goal: Children understand and follow rules and routines.

### Birth to 18 months

**Some Indicators for Children:**

- Develops increasing consistency in sleeping, waking, and eating patterns
- Engages in some regular behaviors (e.g., sings or babbles self to sleep, goes to high chair to be fed)
- Participates in routine interactions (e.g., quiets body when picked up; cooperates in dressing)
- Anticipates routine interactions (e.g., lifts arms toward caregiver to be picked up)
- Follows some consistently set rules and routines

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Tests limits and strives for independence
- Anticipates and follows simple routines, with reminders and assistance (e.g., washes hands and helps set table at snack time, helps to pick up and put away blocks at clean-up time)
- Anticipates and follows simple rules, with reminders (e.g., expects to be buckled up when he/she gets in car seat)
- Anticipates consequences for not following rules

**Some Strategies for Caregivers:**

- Establish routines while being flexible to meet child's needs
- Acknowledge child's appropriate behavior in different settings
- Balance limits with appropriate and varied choices
- Set simple rules and respond consistently to child's behavior
- Offer child two real choices that are both okay from the adults' point of view (e.g., "Do you want to wear a red or blue sweater?")
- Recognize that a child's protests of limits are a normal part of development

## Self-Control

Goal: Children understand and follow rules and routines.

### 36 to 60 months

**Some Indicators for Children:**

- Participates easily in routine activities (e.g., meal time, snack time, bed time)
- Follows simple rules without reminders (e.g., handles toys with care)
- Demonstrates increasing ability to use materials purposefully, safely, and respectfully
- Adapts to changes in daily schedule
- Predicts what comes next in the day, when there is an established and consistent schedule

**Some Strategies for Caregivers:**

- Provide child with schedules and routines
- Prepare child for changes in daily schedule by providing advance warning, talking with, and listening to child
- Display visual cues for rules and routines
- Keep list of rules positive and short; include rules addressing bias and prejudice that are understood by child
- Enforce rules consistently and respectfully
- Engage child in setting appropriate rules

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Engages in and completes simple routines without assistance (e.g., puts coat on to go outside to play)
- Child with a special health care need paricipates in own care routines
- Follows rules in different settings (e.g., lowers voice when enters library)
- Applies rules in new but similar situations
- Explains simple family or classroom rules to others

**Some Strategies for Caregivers:**

- Clearly communicate rules, routines and expected behaviors
- Make daily plans with child, underlining items that are different from the usual routine
- Talk with child about the positive reasons for having rules (e.g., so people don't get hurt)

## Self-Control

Goal: Children regulate their feelings and impulses.

### Birth to 18 months

**Some Indicators for Children:**

- Signals needs with sounds or motions (e.g., cries when hungry or reaches for wanted object of comfort)
- Relaxes or stops crying when comforted (e.g., when swaddled or spoken to softly)
- Comforts self by clutching, sucking, or stroking when tired or stressed (e.g., calms while stroking or holding soft blanket )
- Communicates need for support or help from adults (e.g., holds out arms when tired)

**Some Strategies for Caregivers:**

- Snuggle, cuddle, and physically nurture child
- Respond to child's signals for attention
- Provide child with calming materials (e.g., soft blanket or toy)
- Stay with child during stressful situations to help him/her regulate emotions
- Check environment for appropriate levels of noise, temperature, light, and other stimulae
- Model managing own emotions and impulses
- Name own emotions when interacting with child
- Accept child's expression of a full range of emotions (e.g., display understanding when child shows anger)

### 18 to 36 months

**Some Indicators for Children:**

- Names some emotions (e.g., happy, excited, sad, mad, tired, scared)
- Seeks caregiver support and attention when feeling strong emotions
- Begins to control impulses (e.g., says "No" when reaching for forbidden object; restrains self from stepping on a book on the floor)

**Some Strategies for Caregivers:**

- Recognize and name child's feelings and behaviors (e.g., "You seem happy today.")
- Help child explore safe and appropriate ways to manage and express feelings and impulses (e.g., redirecting to appropriate activity when necessary)
- Intervene sensitively when child is having difficulty regulating impulses
- Read books with child that focus on emotions and emotional regulation

## Self-Control

Goal: Children regulate their feelings and impulses.

### 36 to 60 months

**Some Indicators for Children:**

- Expresses strong emotions constructively, at times with assistance
- Expresses ownership of feelings and desire to control self, with assistance
- Calms self after having strong emotions, with guidance (e.g., goes to quiet area or requests favorite book to be read when upset)
- Waits for turn and shows patience during group activities, sometimes
- Sticks with difficult tasks without becoming overly frustrated

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Expresses self in safe and appropriate ways (e.g., expresses anger or sadness without fights)
- Shows ability to control destructive impulses, with guidance
- Seeks peaceful resolution to conflict
- Modifies behavior and expression of emotions for different environments
- Stops and listens to instructions before jumping into activity, with guidance

**Some Strategies for Caregivers:**

- Discuss how different ways to express impulses are appropriate in different environments
- Work with child to establish procedures for taking turns
- Encourage child to settle disputes with other children independently, but monitor to ensure children's safety
- Guide group discussions about problem solving and conflict management
- Help children understand and accept different ways of expressing emotion and communicating (e.g., set rules that prohibit children from making fun of each others' differences)

## Emotional Expression

Goal: Children express appropriately a range of emotions.

### Birth to 18 months

**Some Indicators for Children:**

- Cries, uses other vocalizations, facial expressions, or body language to express emotions and to get needs met
- Responds to emotional cues and social situations (e.g., crying when other babies cry)
- Smiles, waves, or laughs in response to positive adult interaction
- Frowns in response to discomfort or inability to do something

**Some Strategies for Caregivers:**

- Be aware that young child cries to express a range of feelings, and respond appropriately
- Comfort a child quickly when he/she cries; this makes him/her feel safe
- Be aware of environmental factors that might cause distress (e.g., noise, light)
- Model facial expressions to express emotions
- Respond to child's displays of distress by staying with child and sensitively helping child with difficult feelings
- Nurture child with kind words, hugs, and cuddles
- Respond to child's displays of pleasure by matching child's emotions with facial expressions, tone, and words

### 18 to 36 months

**Some Indicators for Children:**

- Recognizes and expresses emotions towards familiar persons, pets, or possessions with appropriate facial expressions, words, gestures, signs, or other means
- Names emotions (e.g., happy, excited, sad, mad, tired, scared)
- Learns about own feelings and that it is okay to feel silly, sad, angry, and all other emotions

**Some Strategies for Caregivers:**

- Listen carefully and with interest to what child says, expanding on the message
- Provide opportunities for child to experience a range of emotions
- Use words to teach child to associate feelings with their proper names
- Support and comfort child if he/she develops fears
- Model a range of appropriate ways to express different feelings
- Talk with child about feelings
- Understand that child may need assistance in discussing and expressing feelings
- Recognize that some children may not express emotions verbally (e.g., invite child to draw pictures, use signs or gestures, or go for a walk to express emotions)
- Consider the values of families and cultural groups regarding emotional expression (e.g., do not force or deny child's emotional expression)

## Emotional Expression

Goal: Children express appropriately a range of emotions.

### 36 to 60 months

**Some Indicators for Children:**

- Names and talks about own emotions
- Uses pretend play to understand and respond to emotions
- Associates emotions with words and facial expressions

**Some Strategies for Caregivers:**

- Provide opportunities for child to understand and discuss own and others' feelings
- Model appropriate expression of emotions and talk about how you feel (e.g., singing when you are happy, sighing when you are frustrated)
- Discuss how the characters in a book might feel while reading books with child
- Be aware of cultural and gender differences in expressing feelings
- Avoid stereotyping children's expression of emotion(e.g., validate boys when they cry, girls when they get angry)
- Incorporate books on feelings reflective of the language and cultural background of child

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Expresses feelings through play
- Shares own excitement with peers, caregivers, and adults
- Acknowledges sadness about loss (e.g., change in caregiver, divorce, or death)
- Does not inhibit emotional expression (e.g., cries when feels sad)
- Names some levels of emotion (e.g., frustrated, angry)

**Some Strategies for Caregivers:**

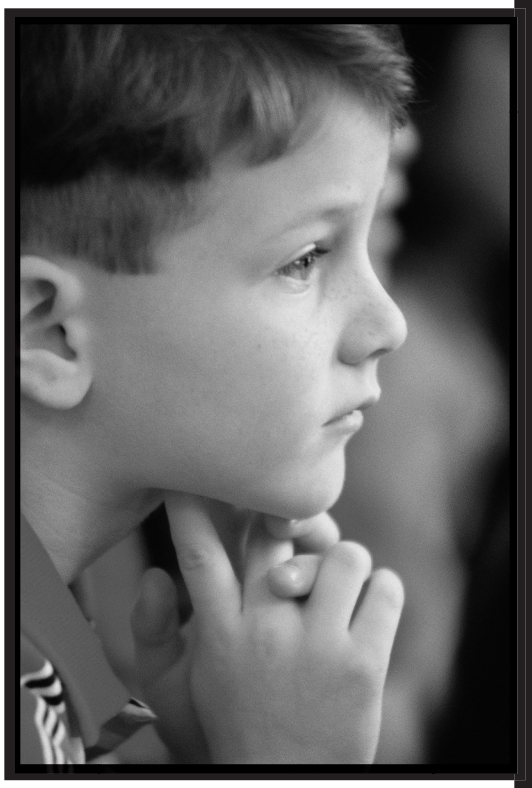
- Provide opportunities for child to share and talk about feelings with adults and peers
- Positively acknowledge child for expressing emotions appropriately
- Help child express his/her feelings as he/she plays with others, pretends with toys, and listens to stories

# Domain 3:
## Approaches Toward Learning

### I. Introduction

The Approaches Toward Learning domain covers the inclinations, dispositions, attitudes, habits, and styles that reflect the many ways that children involve themselves in learning. This domain is not about what skills children acquire, but how children orient themselves to learning a wide range of skills. Families, communities, early childhood practitioners, researchers, and policymakers regard Approaches Toward Learning as a critical domain for children's learning and school readiness. The widespread acknowledgement of the importance of this domain is prompting researchers and scientists to pursue work in understanding this dimension of development.

The manner in which children approach learning is influenced by characteristics with which they are born, such as gender and temperament, and by attitudes and inclinations fostered early in life through family, community, and cultural patterns and values. Approaches toward learning are at the core of social, emotional, and cognitive interactions.



### II. Rationale

Approaches toward learning frame the child's entire being and are interrelated with all other aspects of development. They are the platform on which learning takes place and include a skill set that predisposes children toward success in school and in life. The possession of a skill does not necessarily mean that it will be used. Children must be motivated and inclined to use their knowledge and skills for lifelong learning. For example, children may have the capacity to hear, but may not have the disposition to be listeners. A narrow focus on skills and knowledge as the end product of education may undermine children's capacity to apply their skills. By nurturing and supporting children's approaches toward learning, adults help children take their current knowledge and understanding of their world and use it as a basis for creating meaningful new experiences and ideas.

## III. General Definition

Children's approaches toward learning encompass their motivation, attitudes, habits, and cognitive styles that are demonstrated as they engage in learning and respond to different situations. Even though the ways in which children express their approaches toward learning may vary according to their temperament or cultural contexts, the following goals are essential for children's success in school and in life. For the purposes of the Washington State Early Learning and Development Benchmarks, the Approaches Toward Learning domain includes:

- Curiosity and Interest, indicating children's sense of inquisitiveness, interest in pursuing new information, keenness for new knowledge, and desire to learn;
- Initiative, indicating children's willingness to take on tasks, volunteer to participate in learning activities, and take reasonable risks in learning new information;
- Persistence and Attentiveness, indicating children's ability to persist and concentrate attention to complete a task without being easily distracted or overly frustrated;
- Creativity and Invention, indicating children's ability to extend existing knowledge, using imagination and moving beyond conventional thinking into forms and images not present within the current context; and
- Reflection and Interpretation, indicating children's ability to absorb, think about, and understand knowledge and information to inform future actions and learning.

## IV. Supporting Individual Differences and Diversity

A discussion about approaches toward learning acknowledges that children learn and express themselves in different ways. These differences are not, and should not be understood to be, deficits. For the most part, many early care and education environments have focused on mainstream, Eurocentric, or "middle-class" approaches toward learning, rather than embracing broad variation. It is important to emphasize that a uniform approach to early care and education in which all children are thought about in precisely the same way is undesirable. Parents and caregivers should create non-critical environments in which all children are allowed to take risks and in which creative processes are nurtured and valued, with less emphasis on finished products.

Children who have disabilities, developmental delays, or who are at risk for development delays, may require special attention and adaptations to foster their engagement in learning. For example, those who do not understand a child's specific challenging condition may misinterpret the intentions of a child with special needs. In addition, some young children have specific learning disabilities; which makes it hard for these children to control their behavior and/or pay attention (e.g., Attention Deficit Hyperactivity Disorder (ADHD)). In order to achieve their full potential, young children who

experience delays gain significant benefits from participation in early intervention programs that provide center-based or home-based education, guidance, and family support.

Children are exposed to varying cultural patterns and values in their immediate context of family as well as in the neighborhood, community, and environment at large. At the family level, differences in child-rearing practices – including parental behaviors of instruction, modeling, and responses to children's initiatives – influence children's learning approaches. Culture may influence children's work styles, the way they approach and interpret experiences, and their orientation to action or reflection. Some cultures encourage children to be obedient and respectful of adult opinions while other cultures encourage children to question and dialogue with adults. Cultural patterns may also influence the way children learn. For example, some cultural settings promote learning through hands-on manipulation of materials, while others focus on visual representation, and still others focus on linguistic or more structured interactions. Whatever the cultural influence on children's predispositions, all learning styles should be embraced as equivalent, valued, and respected approaches toward learning.

## V. Global Strategies

Perhaps no other domain of development is as prone to individual variation as Approaches Toward Learning. In order to value all learning styles and to embrace children's rich diversity of predispositions, attitudes, habits, and cultural patterns, the following strategies should be used for all children from birth to school entry. These examples of strategies will help to ensure that every child receives learning experiences that meet his/her unique needs:

- Interact and play with children each day, supporting and encouraging their exploration;
- Support and encourage children's creative processes, putting less emphasis on finished products;
- Take time to learn about children's everyday experiences at home and in their own community. Incorporate traditional (or long-standing) effective strategies used by children's home cultures to support learning and development;
- Ensure that children are provided with caregivers who interact in consistent ways, as much as possible;
- Provide multiple ways of teaching and learning, involving all of the senses (sight, hearing, touch, smell, and taste);
- Provide the same range of experiences to all children, even though their responses may differ and some children may need adaptations;
- Use appropriate verbal, visual, and physical cues in interactions and activities;
- Observe, recognize, and support children's unique ways of approaching new information and expressing themselves, taking into consideration their temperaments, inclinations, and attitudes;
- Ensure that the environment is safe from cultural or other forms of bias;
- Use vocabulary and phrases in children's home language when introducing new ideas or concepts; and
- Provide continued acknowledgements, in ways that reflect children's cultural beliefs and traditions, so all children feel valued.
- Seek medical or developmental expertise if concerned about child's learning and development

## Curiosity and Interest

Goal: Children are curious about and interested in learning new things and having new experiences.

### Birth to 18 months

**Some Indicators for Children:**

- Shows interest in people by changing behavior
- Reacts to new voices or sounds by turning in the direction of sound, becoming more quiet or active, or changing facial expressions
- Shows interest, explores, manipulates, or stares at new objects in the environment
- Uses all senses to explore the environment (e.g., reaching out to touch rain)

**Some Strategies for Caregivers:**

- Play with child individually every day
- Create a safe, secure, and stimulating environment for child to explore
- Observe child to understand his/her temperament, learning styles, and unique ways of showing curiosity
- Show interest in introducing child to new people, places, and experiences
- Provide support for child who is hesitant about new objects and experiences
- Play with child using objects with different textures, sounds, and shapes
- Describe new places and what people are doing when out in the community
- Read a variety of books and tell stories to child every day

### 18 to 36 months

**Some Indicators for Children:**

- Explores the immediate environment to find out what is there (e.g., asks about a new object he/she finds, actively searches through collection of toys)
- Shows interest in new and others' activities
- Asks simple "wh" questions (e.g., why, what, where)
- Asks about people in own environment

**Some Strategies for Caregivers:**

- Make child's surroundings safe and inviting to encourage child to explore
- Provide child with a variety of safe and interesting objects that increase interest
- Interact with child by asking simple questions and responding to his/her questions
- Wonder aloud with child about why things happen
- When on walks with child, talk about what you see around you
- Read diverse books that introduce child to many people, places, and cultures
- Understand that child with a shy temperament may not demonstrate curiosity in the same ways as other children

## Curiosity and Interest

Goal: Children are curious about and interested in learning new things and having new experiences.

### 36 to 60 months

**Some Indicators for Children:**

- Asks others for information (e.g., "What is that?" "Why is the moon round?")
- Investigates and experiments with materials
- Shows interest in how and why others do things
- Uses "Why" to get information about how his/her world works
- Develops personal interests (e.g., trains, farm animals)

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Engages in discussions about new events and occurrences (e.g., "Why did this happen?")
- Asks questions about changes in his/her world
- Shows enthusiasm for field trips and other outings to new places
- Looks for new information and wants to know more about personal interests, with assistance

**Some Strategies for Caregivers:**

- Build on child's interests by providing books, videos, field trips, and other experiences related to similar topics
- Provide child with opportunities to use resources to answer questions, (e.g., if child wonders about dinosaurs, find a dinosaur book at the library or if possible, search a child appropriate website together)
- Take child to visit friends and family members to learn about different people and places (e.g., "What did we learn at Uncle's house?")
- Encourage child to invent make-believe stories
- Provide opportunities for child to observe and listen to adult conversations about why things happen

## Initiative

Goal: Children demonstrate initiative.

### Birth to 18 months

**Some Indicators for Children:**

- Engages in and actively explores new surroundings
- Engages familiar adults and children in interactions (e.g., smiling, approaching, not withdrawing)
- Expresses desire to feed self
- Selects a book, toy, or item from several options
- Shows likes and dislikes for activities, experiences, and interactions

**Some Strategies for Caregivers:**

- Play with child individually every day
- Follow child's lead and/or choices in daily activities
- Provide opportunities for child to choose toys to play with and books to read
- Provide opportunities for child to take reasonable and safe risks (e.g., to stretch for an object beyond reach)
- Provide many opportunities for active exploration; discourage watching television or videos

### 18 to 36 months

**Some Indicators for Children:**

- Tries new ways of doing things and begins to take some risks
- Initiates play with others
- Chooses one activity over another and pursues it for a brief period of time
- Proposes an idea for how to spend time
- Shows interest in wanting to take care of self (e.g., dressing)
- Initiates activities at caregivers' suggestions
- Seeks and takes pleasure in new skills and experiences

**Some Strategies for Caregivers:**

- Provide child with many opportunities to play by self and with other children
- Try new tasks with child and describe them
- Support child's choices during daily activities (e.g., selecting books to read together)
- Provide opportunities and time for child to make choices
- Help child feel safe and capable of trying something new or taking reasonable risks in a variety of settings
- Demonstrate and discuss how adults take initiative

## Initiative

Goal: Children demonstrate initiative.

### 36 to 60 months

**Some Indicators for Children:**

- Asks a peer to join in play
- Joins a play activity already in progress, with assistance
- Selects new activities during play time (e.g., selects characters for dress-up)
- Offers to help with chores (e.g., sweeping sand from the floor, helping to clean up spilled juice)
- Finds and uses materials to follow through on an idea (e.g., blocks for building a tower)
- Makes decisions about what activity or materials to work with from selection offered

**Some Strategies for Caregivers:**

- Encourage child to pursue favorite activities
- Demonstrate and explain to child that taking reasonable risks is acceptable
- Facilitate play in groups
- Modify group activities to ensure participation of children with special needs
- Acknowledge when child initiates pro-social activities and point out the positive outcomes
- Provide non-critical environments that create opportunities for child to initiate activities
- Recognize that child may not demonstrate and express initiative in the same way in all settings (e.g., may take initiative with peers but not in presence of elders)

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Chooses to work on a project because the activity is of personal interest
- Invents projects and works on them with little assistance
- Forms a plan for an activity and acts on it
- Tells the difference between appropriate and inappropriate (or dangerous) risk-taking, with assistance

**Some Strategies for Caregivers:**

- Provide opportunities for child to join other children playing
- Provide opportunities for child to play by self and with others
- Encourage child to follow through on own interests
- Provide opportunities for child to interact with a variety of people (e.g., peers, elders, shopkeepers, neighbors)
- Provide opportunities for child to form, design, and undertake activities and projects

## Persistence and Attentiveness

Goal: Children sustain attention to tasks and persist when facing challenges.

### Birth to 18 months

**Some Indicators for Children:**

- Holds attention of caregiver (e.g., smiles, babbles, sustains eye-contact)
- Directs attention towards objects by reaching, grasping, or staring at them
- Examines a toy, rattle, or face for a brief period of time
- Repeats simple motions or activities (e.g., swats at mobile, consistently reaches for objects)
- Remembers where favorite items are stored
- Focuses on reader or story teller for brief periods of time
- Tries different ways of doing things

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Wants to do favorite activities over and over again
- Completes simple projects (e.g., 3 to 5 piece puzzle)
- Continues to try a difficult task for a brief period of time (e.g., builds a block structure for 3 to 5 minutes)
- Insists on some choices (e.g., what to wear, completing a project)
- Seeks and accepts assistance when encountering a problem
- Listens and participates in story time (e.g., turning pages of book)

**Some Strategies for Caregivers:**

- Provide time for child to engage in sustained activities, be on "toddler time"
- Respond to child's requests for assistance
- Limit environmental distractions to help child sustain attention to activities (e.g., turn television off while child plays in the room)
- Talk with child about his/her activities using open-ended questions (e.g., "How did you do that? Tell me more.")
- Any parent or caregiver who has concerns about a child's behavior or development should seek medical or developmental expertise (in partnership with the family)

## Persistence and Attentiveness

Goal: Children sustain attention to tasks and persist when facing challenges.

### 36 to 60 months

**Some Indicators for Children:**

- Focuses on tasks of interest to him/her
- Remains engaged in an activity for at least 5 to 10 minutes, at times
- Completes favorite tasks over and over again
- Persists in trying to complete a task after previous attempts have failed (e.g., complete a puzzle, build a tower)
- Uses at least two different strategies to solve a problem
- Participates in meal time with few distractions

**Some Strategies for Caregivers:**

- Be available and respond when child encounters problems, without being intrusive
- Comment positively on child's persistence and concentration
- Try child's suggested interventions when problems are encountered; talk with child about what worked and did not work
- Help child focus attention (e.g., "Look at this.", "I want you to pay attention to the story.")
- Modify expectations for persistence for children with learning disabilities (e.g., ADHD)

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Maintains interest in a project or activity until finished
- Sets goals and follows through on plans, with assistance
- Sustains attention while peers and adults are the focus of attention (e.g., pays attention during storytelling or "show and tell")
- Works on a task over a period of time, leaving and returning to it (e.g., block structure)
- Shifts attention back to activity at hand after being distracted
- Focuses on projects despite distractions
- Accepts reasonable challenges and continues through frustration

**Some Strategies for Caregivers:**

- Provide opportunities for child to set and pursue goals
- Create projects for child to work on over time (e.g., planting seeds and nurturing them to watch them grow)
- Provide opportunities for child to take on activities or responsibilities that last more than one day (e.g., feeding the gerbil this week)
- Provide adequate time and support for child to complete increasingly complex games or tasks

## Creativity and Inventiveness

Goal: Children approach daily activities with creativity and inventiveness.

### Birth to 18 months

**Some Indicators for Children:**

- Inspects own hands and feet (e.g., by mouthing)
- Mouths, shakes, bangs, drops, or throws objects
- Imitates action observed in another situation (e.g., tries to stack blocks after watching another child stack blocks, bangs on surface after watching drumming at a cultural event)
- Uses items differently and creatively (e.g., a bucket is turned upside down to build a tower base or to be a pedestal)

**Some Strategies for Caregivers:**

- Play with child individually every day
- Provide toys and experiences with a variety of colors, textures, sounds, shapes, and smells
- Change the materials, toys, and objects in child's environment regularly
- Provide child time and opportunities to be spontaneous, silly, and messy
- Play with child in creative ways (e.g., using soft toys to create a puppet show)

### 18 to 36 months

**Some Indicators for Children:**

- Invents new uses for every day materials, with assistance (e.g., bangs on pots and pans)
- Approaches tasks experimentally, adapting as the activity evolves
- Displays understanding of how objects work together (e.g., gets the dustpan when adult is sweeping the floor)
- Enjoys opportunities for pretend play and creating things
- Pretends and uses imagination during play

**Some Strategies for Caregivers:**

- Model use of a variety of familiar and new learning materials and activities
- Provide child with art materials and a place to use them
- Allow child to mix toys or materials
- Provide opportunities for child to remain absorbed in play
- Provide opportunities for child to create and complete different types of projects
- Use open-ended questions and descriptive language when interacting with child
- Ensure child has props from own culture to support pretend play
- Encourage child to pretend, make-believe, and use his/her imagination

## Creativity and Inventiveness

Goal: Children approach daily activities with creativity and inventiveness.

### 36 to 60 months

**Some Indicators for Children:**

- Invents new activities or games
- Uses imagination to create a variety of ideas
- Creates acceptable rules for group activities
- Makes up words, songs, or stories
- Expresses ideas through art, construction, movement, or music
- Engages in extensive pretend play (e.g., plays "house" or "explorers" )

**Some Strategies for Caregivers:**

- Create an environment where child is encouraged to experiment and use his/her imagination
- Ask open-ended questions to encourage creative thinking
- Provide tasks where the goal is trying different strategies rather than right or wrong answers
- Ask child how a story may have ended differently (e.g., "What if...")
- Provide opportunities for child to create and complete projects in own way
- Demonstrate and explain how to be flexible about changes in routines and plans (provide more structure for children with special needs)
- Provide child with access to artists and artwork from own and other cultures

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Uses dramatic or symbolic play to pretend
- Combines activities, materials, and equipment in new ways (e.g., builds tent by using sheet or blanket around table)
- Completes projects differently from other children (e.g., uses a unique approach in block structures and paintings)
- Makes changes to a familiar story by adding actions or characters
- Represents reality in a variety of ways (e.g., pretend play, drawing)

**Some Strategies for Caregivers:**

- Play make-believe games with child, including games that introduce the child to diverse people, places, and cultures (e.g., ask child, "If you were a frog, what would you think about the rain outside?")
- Ask open-ended questions that create an interaction and dialogue with child (e.g., "What do you think about...?")
- Provide a variety of creative outlets for child (e.g., opportunities to dance, paint, build, make music, invent stories)

## Reflection and Interpretation

Goal: Children learn from their experiences.

### Birth to 18 months

**Some Indicators for Children:**

- Tracks people and objects by moving head as they move
- Behaves in consistent ways to elicit desired response (e.g., kicks a mobile)
- Plays games with primary caregiver that involve repetition (e.g., peek-a-boo)
- Experiments to see if similar objects will cause similar responses (e.g., shakes stuffed animal in the same way as a rattle to hear noise)
- Displays recognition and excitement about game or toys from previous day
- Applies knowledge to new situations (e.g., bangs on bucket instead of drum)

**Some Strategies for Caregivers:**

- Play with child individually every day
- Interact with child in consistent and predictable ways
- Provide child with toys and objects that react to specific actions
- Provide opportunities for child to try same action on different objects (e.g., shake a rattle, shake a stuffed animal, shake a ball)
- Comment when child applies knowledge to new situations, using descriptive language

### 18 to 36 months

**Some Indicators for Children:**

- Substitutes similar objects (e.g., stacks boxes like blocks)
- Realizes that behaviors can precede events (e.g., "If mom puts the pot on the stove, she is going to cook something to eat.")
- Alters behavior based on a past event and builds on it (e.g., "I did this and it didn't work, so I will do this instead.")
- Relates an experience today to one that happened in the past (e.g., hand -washing prior to meal time)

**Some Strategies for Caregivers:**

- Think "out loud" and talk about ideas with child using descriptive language (e.g., "You remembered where the puzzle piece fits.")
- Invite child to share thoughts and ideas about the world around him/her
- Provide materials that are similar but produce different results (e.g., crayons, markers, paint)
- Narrate child's play to him/her by describing what you see and hear
- Demonstrate, explain and provide opportunities for child to think about and avoid negative or dangerous behavior (e.g., The stove and iron are hot)

## Reflection and Interpretation

Goal: Children learn from their experiences.

### 36 to 60 months

**Some Indicators for Children:**

- Tells others about events that happened in the past
- Represents things in environment with available materials, moving from simple to complex representations (e.g., recreates picture of a house, bridge, road with blocks)
- Thinks out loud and talks through a situation
- Works out problems mentally rather than through trial and error

**Some Strategies for Caregivers:**

- Talk with child about what he/she has seen, heard, or done
- Provide child with time to process experiences and information
- Help child remember experiences with photographs, mementos, and souvenirs
- Ask open-ended questions that encourage reflection (e.g., "What if...? How else could you do this?")
- Provide play interactions with other children that foster child's understanding of others' motives and intentions

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Uses a variety of methods to express thoughts and ideas (e.g., discussion, art activities)
- Demonstrates long-term memory of meaningful events and interesting ideas
- Describes or acts out a memory of a situation or action
- Seeks information for further understanding
- Uses multiple sources of information to complete projects and acquire new information, with assistance
- Plans activities and sets goals based on past experience
- Demonstrate beginning understanding of what others are thinking, their intentions, or motivations

**Some Strategies for Caregivers:**

- Provide opportunities for child to express thoughts through a variety of methods
- Provide opportunities for child to recall past experiences in planning new activities and setting new goals
- Provide opportunities for child to share the lessons learned from his/her experiences (e.g., story time)
- Support child with special needs who may have difficulty understanding others' motives and intentions

# Domain 4:
## Cognition and General Knowledge

### I. Introduction

During the first few years of life, remarkable changes occur in children's cognitive abilities. Children gain greater knowledge and understanding of their physical and social worlds and they develop skills in logic, reasoning, observation, imagination, and problem-solving. Children also learn social conventions, the kinds of knowledge that could not be reinvented by every generation of learners (e.g., that the words one, two, and three – or uno, dos, tres – correspond with the numerals 1, 2, and 3). Even though cognitive development is comprehensive and complex, it is often associated with a defined body of knowledge (e.g., knowledge of colors and numbers) that children must acquire before entering school. Defining cognition narrowly like this limits a full understanding of the complexity of this domain and can limit the range of children's learning. Cognition and General Knowledge includes both how children think and what children know.

### II. Rationale

Cognitive development is essential for daily functioning and success across a range of educational and social contexts. Cognitive development refers to the process through which children develop their abilities to think, assimilate, and use information. Cognitive development occurs through both internal and external pathways. First, children use their natural ability to think about their own actions and experiences in the physical and social worlds to construct understanding from these experiences. Here, children discover and mentally construct new concepts just by being in and interacting with their environment; this may be regarded as discovered knowledge. Second, and in contrast, children gain information directly from adults and other children to acquire knowledge that they would not otherwise learn. This learned knowledge originates in the family, community, and culture and requires guidance and instruction from others.

Within the two broad pathways of discovery and learned knowledge, there are multiple ways in which children acquire cognitive skills and general knowledge. For example, children learn through language, logical-mathematical analysis, spatial representation, musical and creative thinking, and the use of the body to solve problems or to make things. It is important for parents, caregivers, and educators to understand and nurture all of the different modes through which children gain knowledge and understanding of the world around them.

Because both discovered and learned knowledge are fundamental to day-to-day life in any family, community, or culture, supporting cognitive development is vital to young children's overall learning and development.

## III. General Definition

For the purposes of the Washington State Early Learning and Development Benchmarks, the domain of Cognition and General Knowledge is divided into six categories: logic and reasoning; mathematics and numeracy; science; social studies; family, community, and culture; and creative arts.

### Logic and Reasoning

Logic and reasoning are skills that enable children to create and analyze general relationships (e.g., similarities, differences, associations) between objects, events, or people. Competencies that develop with logic and reasoning are causation, critical and analytical thinking, problem solving, and representational thought. These skills are considered by many to be the most complex kind of knowledge, making them the most difficult to describe and assess.

### Mathematics and Numeracy

Mathematics and numeracy skills consist of the ability to understand and use numbers, mathematical operations, measurement, and properties of ordering. These skills are essential for children to be able to navigate mathematical situations that arise in everyday life settings.

### Science

Scientific thinking and knowledge skills include the ability to understand the natural world and to make predictions. It is the development of scientific thinking that helps children apply and test their knowledge through methodical inquiry and verification. By acquiring scientific knowledge, children gain an understanding of, and information about, the earth and living things.

### Social Studies

Developing knowledge of social studies allows children to understand how people interact with and relate to the world around them in the past, present, and future. Here, social studies includes history and historical reasoning, geography, economics, ecology, and technology.

### Family, Community, and Culture

Developing knowledge of one's own family, community, and culture enables children to make sense of the various relationship structures they interact with in their daily activities. This aspect of cognitive development involves understanding human interdependence at multiple levels – family functions, community roles, and cultural appreciation.

### Creative Arts

Children's ability to express and represent themselves through dance, music, theater, and visual arts is a central aspect of cognition. Related to the ability to express and represent oneself through the arts is an understanding and appreciation of the arts. For some children, this includes learning the cultural arts traditions of their community or cultural group.

## IV. Supporting Individual Differences and Diversity

Children not only differ in their rates of acquiring general knowledge, but also in the ways in which they learn, remember, and understand. Indeed, research recognizes and labels "multiple intelligences," highlighting that individuals use and combine different kinds of intelligences to complete tasks and solve problems. For example, some children might favor logical reasoning to tackle a certain learning task while other children might take a more creative or movement-based approach. Differences in children's cognitive development are not, and should not be viewed as, deficits.

Children who have disabilities, developmental delays, or who are at risk for developmental delays, may need adaptations to support their learning. To support the learning and development of all children, it is important for children of all abilities to play and learn together. To facilitate this, caregivers and parents may need to provide more direct guidance and materials of varying degrees of difficulty to children with cognitive challenges. Young children who experience delays gain significant benefits from participation in early intervention programs that provide center-based or home-based education, guidance, and family support.

Knowledge and cognitive skills are complex and intertwined with children's socio-cultural context. Culture influences not only the knowledge that is valued and transmitted to children, but also how children perceive events and actions. For example, family and parental attitudes, beliefs, and caregiving practices impact children's cognitive development by determining children's exposure to certain tasks, contexts, and knowledge. Given that children's cognitive abilities and understanding are context-dependent, it is imperative to provide learning opportunities that are culturally sensitive and adapt to children's varying patterns in learning, reasoning, and problem-solving abilities.

## V. Global Strategies

Each child gains general knowledge about their physical and social worlds at different rates and in different ways. The following strategies should be used for all children from birth to school entry to encourage their cognitive development. These sample strategies will help to ensure that every child receives learning experiences that meet his/her unique needs:

- Take time to learn about each child's everyday experiences at home and his/her own community;
- Incorporate teaching and learning strategies from children's cultural background (e.g., use song-games, chants, music, and movement in coordination with cognitive development);
- Ensure that the environment is safe from cultural or other forms of bias;
- Simplify complicated tasks by breaking them into smaller parts or reducing the number of steps;
- Engage children in a variety of activities and routines throughout the day;
- Provide hands-on and sensory experiences (e.g., touching, holding, exploring, seeing, tasting, smelling, and manipulating) for all learning activities; and
- Match teaching methods to children's different abilities and ways of learning.

## Causation

Goal: Children demonstrate awareness of cause and effect.

### Birth to 18 months

**Some Indicators for Children:**

- Looks for or orients toward a dropped object
- Uses sounds, gestures, and movements to impact the environment and interactions
- Acts on an object to make a pleasing sight, sound, or motion (e.g., kicks or swats mobile, continues to bat at object to repeat sound)
- Repeats actions many times to cause desired effect

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Experiments with effect of own actions on objects and people
- Observes others' actions to see the effect they will have on objects and people
- Knows playing with certain desirable or forbidden objects will get adults' attention
- Expresses beginning understanding of cause and effect (e.g., "It's quiet because you turned off the radio.")

**Some Strategies for Caregivers:**

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

## Causation

Goal: Children demonstrate awareness of cause and effect.

### 36 to 60 months

**Some Indicators for Children:**

- Identifies objects that influence or effect other objects (e.g. "The food coloring makes the water blue.")
- Asks "why" questions to show effort at understanding causation (e.g., "If I do this, why does that happen?")
- Explains the effects that simple actions may have on objects (e.g.,"It will be dark when you turn off the light.")
- Recognizes which element of an object causes the effect in simple relationships (e.g., the beads inside the box make the noise)

**Some Strategies for Caregivers:**

- Provide opportunities for child to play without adult guidance, discovering causal relationships
- Engage child in activities that demonstrate cause and effect (e.g., cooking projects, planting seeds to watch them grow)
- Demonstrate, explain, and provide opportunities for child to explore cause and effect (e.g., explore what it takes to make flowers grow)
- Provide opportunities for child to engage in efforts to address the effects of local issues (e.g., pollution, littering)

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Structures experiments to see how changes in one factor influence changes in others (e.g., plants seeds and puts one in sunlight and one in dark room), with assistance
- Attempts to explain how things might change, given changes in circumstances (e.g., "When it's cloudy, it might rain.")
- Explains reasons why simple events occurred (e.g., "Carlos isn't here today because he got sick yesterday.")

**Some Strategies for Caregivers:**

- Provide opportunities for child to engage in cause-effect activities (e.g., freeze water with objects in it, observe how long it takes to melt)
- Provide child with a variety of materials to create cause and effect experiments (e.g., different colors of paint; water and flour)
- Demonstrate, explain, and engage child in taking steps to cause an outcome (e.g., explore together the steps needed to cook a meal)

# Domain 4 Cognition and General Knowledge
## Logic and Reasoning

### Critical and Analytic Thinking

Goal: Children compare, contrast, examine, and evaluate experiences, tasks, and events

### Birth to 18 months

**Some Indicators for Children:**

- Imitates others' actions, gestures, and sounds
- Explores objects in many different ways (e.g., mouthing, shaking, banging, throwing)
- Observes others' activities

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Imitates behavior seen in another place and time
- Notices and describes how items are the same or different (e.g., "This ball is bigger than that one." "My shirt is the same as Jane's.")
- Uses actions or words to justify choices
- Makes choices when given options (e.g., which toy to play with)

**Some Strategies for Caregivers:**

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

## Critical and Analytic Thinking

Goal: Children compare, contrast, examine, and evaluate experiences, tasks, and events.

### 36 to 60 months

**Some Indicators for Children:**

- Shows understanding of concepts of same and different
- Recognizes and labels aspects of an event (e.g., long, fun)
- Compares experiences, with adult assistance (e.g., recalls and compares play times with different children)
- Explains simple benefits and/or drawbacks of choosing one course of action, with assistance
- Organizes objects by more than one pre-selected characteristic (e.g., crayons and markers by color and type of implement)
- Uses comparative words (e.g., "Now the music is faster.")

**Some Strategies for Caregivers:**

- Provide child with opportunities to notice similarities and differences in the environment (e.g., different types of vehicles on the road)
- Provide opportunities for child to role play and assume others' perspectives
- Read stories to child and then talk about the characters' similarities and differences
- Use open-ended questions with child (e.g., "What if...?" "What do you think...?")

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Identifies characteristics for comparison (e.g., size, color)
- Compares the main characters or events of stories
- Describes experiences using comparative language (e.g., "Today's walk was longer than yesterday's.")
- Considers peers' observations and perspectives when making decisions
- Explains how he/she made simple decisions

**Some Strategies for Caregivers:**

- Demonstrate, explain, and engage child in activities that show what he/she could do in certain circumstances
- Discuss pros and cons for making decisions
- Pose simple challenges with open-ended solutions (e.g., "Let's build a play house using only the objects we can see in this room."), then talk about the different solutions

## Critical and Analytic Thinking

Goal: Children use past knowledge to build new knowledge.

### Birth to 18 months

**Some Indicators for Children:**

- Shakes stuffed animal or object in same way as rattle to hear noise
- Demonstrates object permanence (i.e., realizes that people or things exist even when out of view)
- Uses objects as intended (e.g., pushes buttons on plastic phone, drinks from cup)
- Understands how familiar objects are used in combination (e.g., spoon in bowl, socks on feet)

**Some Strategies for Caregivers:**

- Provide toys and objects of different textures that respond to actions of child (e.g., rattles, squeeze toys, cloth toys, soft balls)
- Play games with child that support understanding of object permanence (e.g., peek-a-boo, hide and seek)
- Demonstrate, explain, and engage child in activities that show how different experiences relate to one another (e.g., "Your shirt goes on over your head just like your sweater goes on over your head.")
- Use photos and objects to talk about child's past experiences (e.g., photos or toy animal after an outing to the park)

### 18 to 36 months

**Some Indicators for Children:**

- Generalizes ideas based on past experiences (e.g., watches caregiver blow on hot food before eating, then blows on food – hot or cold – at next meal)
- Connects objects and ideas (e.g., broom for sweeping; swimsuit for swimming)
- Labels that a person's apparel is based on the weather outside (e.g., "Wearing a sweater means it is cold outside.")

**Some Strategies for Caregivers:**

- Use child's home language, experience, and culture to make connections to new experiences
- Engage child in routine activities, explaining the why's (e.g., "We vacuum the floor to clean up the dirt.")
- Help child make generalizations (e.g., "If it is sunny here it will probably be sunny at school.")
- Acknowledge child when a past event is recalled and used as the basis for a choice

## Critical and Analytic Thinking

Goal: Children use past knowledge to build new knowledge.

### 36 to 60 months

**Some Indicators for Children:**

- Applies new information or vocabulary to an activity
- Uses information gained through one modality and applies it to new context via another modality (e.g., tries to build a tower of blocks like the one seen in a book)
- Generates a strategy based on one learning event and extends it to a new learning opportunity (e.g., learns that mixing red and yellow paint makes orange, later tries coloring yellow crayon over red crayon)

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Restates understanding of a situation or problem in own words
- Explains that a person stays the same, even though appearance is changed through masks, costumes, or makeup

**Some Strategies for Caregivers:**

- Provide opportunities for child to try known strategies in new situations
- Demonstrate, explain, and engage child in activities that explore questions and guide him/her toward appropriate solutions
- Invite child to expand on what he/she meant by a certain response (e.g., "Tell me more about why you said that.")
- Engage child in discussing what he/she thinks another child meant by a given response (e.g., "Why do you think Josie did that?")

## Problem Solving

Goal: Children find multiple solutions to questions, tasks, problems, and challenges.

### Birth to 18 months

**Some Indicators for Children:**

- Reaches for a toy or object that has rolled away
- Seeks assistance from caregiver to solve a problem by using vocalizations, facial expressions, or gestures
- Uses objects as a means to an end (e.g., uses a bucket to transport blocks from one room to another, uses spoon to reach for food)

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Uses active exploration and trial and error to solve problems
- Tries several methods to solve a problem before asking for assistance
- Communicates to request assistance

**Some Strategies for Caregivers:**

- Provide opportunities for child to work out problems with and without assistance
- Talk out loud, or otherwise demonstrate possible solutions, while problem solving
- Play games that have many solutions
- Sequentially work through a problem with child to find the solution

## Problem Solving

Goal: Children find multiple solutions to questions, tasks, problems, and challenges.

### 36 to 60 months

**Some Indicators for Children:**

- Explores various ways to solve a problem and selects one option
- Seeks assistance from another child or an adult to solve problems
- Modifies actions based on new information and experiences (e.g., changes block structure when the tower continues to fall)

**Some Strategies for Caregivers:**

- Be available to assist child with challenges, questions, and tasks to solve
- Demonstrate several alternatives to solving a problem
- Guide child through the problem solving process
- Apply problem-solving process to social problems at child's level (e.g., "Enrique and you both want to paint at the easel. What needs to happen for you to share the easel and paint together?")

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Works in a group to find a solution, building on the group's problem solving strategies
- Demonstrates understanding of when something might be a problem or a challenge (e.g., "This puzzle's going to be hard to do.")

**Some Strategies for Caregivers:**

- Pose solvable problems to child and provide opportunities for child to find solutions
- Present the pros and cons of different solutions, encouraging child to help identify the best solution
- Provide opportunities for child to work with other children and adults to find solutions to problems

## Representational Thought

Goal: Children use symbols to represent objects.

### Birth to 18 months

**Some Indicators for Children:**

- Engages in sustained gazing or tracking of object with eyes
- Demonstrates object permanence (i.e., realizes that people or things exist even when out of view)
- Locates an object that has been hidden from view
- Recognizes people, animals, or objects in pictures or photographs

Some Strategies for Caregivers:

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

### 18 to 36 months

**Some Indicators for Children:**

- Finds objects after they have been hidden nearby
- Draws or scribbles and explains what the drawing is
- Experiments with new uses for familiar objects
- Provides a simple description of a person or object that is not present (e.g., child barks when asked what noise the dog makes)
- Reacts to mental images of objects or events (e.g., claps hands when told aunt/uncle is coming to visit)
- Identifies symbols for familiar objects correctly

Some Strategies for Caregivers:

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

## Representational Thought

Goal: Children use symbols to represent objects.

### 36 to 60 months

**Some Indicators for Children:**

- Provides more complex description of a person or object that is not present (e.g., child describes that the dog is black, soft, and runs around; child gestures to show how big)
- Uses symbols or pictures as representation for oral language
- Uses objects to represent real items in make believe play
- Recognizes objects, places, and ideas by symbols (e.g., recognizes which is the men's room and which is the women's room by looking at the stick figure symbols)

Some Strategies for Caregivers:

- Provide opportunities for child to engage in symbolic play (e.g., act happy, imitate a sad puppy)
- Provide opportunities for child to draw pictures of feelings, people, animals, and objects
- Tell stories without pictures and encourage child to visualize and express what he/she sees
- Identify and point out symbols during daily activities, demonstrating and explaining what symbols refer to

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Uses physical objects to demonstrate vocabulary (e.g., creates two piles of blocks – one with "more" blocks, one with "less")
- Represents simple objects through drawings, movement, mime, three-dimensional constructions

Some Strategies for Caregivers:

- Engage child in creating symbols to represent familiar objects (e.g., "What would a symbol for your bed look like?")
- Provide opportunities for child to participate in culturally specific representational activities (e.g., storytelling, oral history, dance, or oral interpretation)

## Representational Thought

Goal: Children distinguish between fantasy and reality.

### Birth to 18 months

**Some Indicators for Children:**

- Makes animal sounds
- Begins make-believe play (e.g., rocks or feeds a baby doll)

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Plays make-believe with props, (e.g., dolls, animals, and people)
- May have an imaginary friend
- Reacts to people in costume as if they are the characters they portray
- Reacts to puppets as if they are real and not extensions of an adult or another child

**Some Strategies for Caregivers:**

- Participate in child's sense of imagination by engaging in make-believe play
- Dispel child's fears that result from confusion over fantasy and reality
- Discuss child's dreams, ideas, and imagination with him/her
- Allow child to have imaginary friends
- Read fiction and non-fiction books with child and discuss how they are different

## Representational Thought

Goal: Children distinguish between fantasy and reality.

### 36 to 60 months

**Some Indicators for Children:**

- Takes on pretend roles and situations, using the appropriate language, tone, and movements (e.g., pretends to be a baby, crawling on the floor and making baby sounds)
- Engages in complex make-believe play (e.g., theme-oriented play that involves multiple characters and settings)
- Makes connections between characters in books or movies, with people in real-life
- Questions if characters in books and movies are real or not

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Explains if a story is real or make-believe, when prompted
- Understands and expresses when fantasy is influencing actions (e.g., "I was just pretending to do that.")
- Recognizes that some characters, places, and objects in books, movies, and television shows are not real

**Some Strategies for Caregivers:**

- Provide opportunities for make-believe (e.g., tell a story and engage child in making up the ending)
- Demonstrate, explain, and provide opportunities for child to identify real characters, places, and objects in books, movies, and television shows

## Number Sense and Operations

Goal: Children demonstrate knowledge of numbers and counting.

### Birth to 18 months

**Some Indicators for Children:**

- Understands the concept of "more" in reference to food or play
- Uses gestures to request "more"
- Imitates rote counting using some names of numbers

**Some Strategies for Caregivers:**

- Count "out loud" objects in child's environment
- Demonstrate, explain, and engage child in activities that show "more" versus "less"
- Sing songs and read books with numbers and counting
- Provide number/numeral materials in child's environment (e.g., magnetic numerals)

### 18 to 36 months

**Some Indicators for Children:**

- Counts to at least five from memory (e.g., recites, "one, two, three...")
- Imitates counting rhymes or songs (e.g., "Three Little Monkeys")
- Recognizes some quantities (e.g., sees 2 blocks and says "two")
- Identifies quantity and comparisons of quantity (e.g., all, some, none, more, less)

**Some Strategies for Caregivers:**

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

## Number Sense and Operations

Goal: Children demonstrate knowledge of numbers and counting.

### 36 to 60 months

**Some Indicators for Children:**

- Names some numerals
- Recognizes that a single object is "one" regardless of size, shape, or other attributes
- Understands that numbers represent quantity (e.g., gets three apples out of the box)
- Applies numbers and counting concepts to daily life (e.g., counts number of children who have raised their hand)
- Differentiates some letters from numerals
- Recognizes, names, and writes some numerals
- Counts to at least 20 from memory
- Counts at least ten objects in one-to-one correspondence, without assistance
- Uses numbers to predict and make realistic guesses (e.g., "I think there are about 20 marbles in that jar.")
- Tells what number comes before or after a given number up to ten

**Some Strategies for Caregivers:**

- Talk aloud while doing simple math computations (e.g., number of snacks for the number of children)
- Play card or board games with child that use counting
- Provide opportunities for child to count objects during daily routines
- Demonstrate to child that numbers have meaning (e.g., speed limits, temperature)
- Provide a variety of objects for child to handle and manipulate (e.g., buttons, stones, pine cones)

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Counts to at least 31 from memory
- Understands that the last number counted represents the total quantity of objects
- Uses math manipulatives, games, toys, and coins in daily activities
- Uses basic numbers and counting operations (e.g., "I gave Sammy one of my blocks. Now he has two blocks.")
- Tells what number comes before or after a given number to 20, with assistance
- Explains the difference between addition and subtraction, with assistance

**Some Strategies for Caregivers:**

- Estimate how many objects you have or will see and then count out loud
- Pose math questions to child that apply to daily life (e.g., "How many days until your birthday?")
- Model writing simple math equations
- Provide opportunities for child to use numbers and counting (e.g., play grocery store, engage child in recording inventories of canned goods)

## Measurement

Goal: Children demonstrate knowledge of size, volume, height, weight, and length.

### Birth to 18 months

**Some Indicators for Children:**

- Plays with toys and objects with different sizes and shapes
- Orders a few objects by size, with assistance

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Uses size words, such as "many," "big," and "little," appropriately
- Fills and empties containers (e.g., with sand or water)
- Compares the size of various every day objects (e.g., puts different people's shoes side by side to see which is longest)
- Identifies things that are big or small, heavy or light, and tall or short, with assistance
- Looks at two objects and identifies which one is bigger or smaller
- Explores measuring tools (e.g., measuring cup, ruler)
- Nests up to five cups

**Some Strategies for Caregivers:**

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

## Measurement

Goal: Children demonstrate knowledge of size, volume, height, weight, and length.

### 36 to 60 months

**Some Indicators for Children:**

- Uses activities that explore and develop vocabulary for length and weight
- Uses measuring tools in play activities (e.g., measuring tape, measuring cups)
- Estimates size (e.g., "I'm as tall as the yellow bookshelf.")
- Labels objects using size words

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Measures sand or water using a variety of containers
- Measures ingredients for a cooking project, with guidance
- Uses some conventional vocabulary of measurement (e.g., inch, cup, pound), though may not have exact understanding of meaning
- Estimates how many steps it will take to walk across the room
- Matches objects correctly (e.g., bolts to nuts, jars to lids, greeting cards to envelopes)

**Some Strategies for Caregivers:**

- Demonstrate, explain, and engage child in activities that measure with common measuring tools
- Play measuring games with child (e.g., "Which is heavier?" "Which is longer?")

## Properties of Ordering

Goal: Children identify and label shapes.

### Birth to 18 months

**Some Indicators for Children:**

- Plays with shape toys, though often does not match correctly (e.g., the round beanbag goes in the round hole; the square beanbag goes in the square hole)

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Matches simple two-dimensional shapes in form boards and puzzles (e.g., circles, squares, triangles)
- Identifies two geometric shapes (e.g., circle, square)
- Creates and copies simple shapes made by others

**Some Strategies for Caregivers:**

- Use shape words in daily life (e.g., "Let's cut the cornbread into squares.")
- Identify the features of shapes when child plays with them
- Provide opportunities for child to look for shapes during daily activities (e.g., "Where do you see circles?")
- Provide play and art materials that have different shapes (e.g., circles, squares, triangles)
- Demonstrate, explain, and engage child in activities that identify culturally specific patterning in artwork or objects used in the environment

## Properties of Ordering

Goal: Children identify and label shapes.

### 36 to 60 months

**Some Indicators for Children:**

- Identifies and labels different kinds of two-dimensional shapes (e.g., circle, rectangle, triangle)
- Compares shape and size of objects
- Creates, builds, or draws shapes
- Recognizes non-geometrical shapes in nature (e.g., clouds or other things that are not circles, squares, triangles)
- Orders shapes from smallest to largest (e.g., orders various circle sizes)

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Describes familiar geometric and non-geometric shapes in environment, with assistance
- Puts together and takes apart shapes to make other shapes (e.g., uses two triangles to make a rectangle)

**Some Strategies for Caregivers:**

- Provide opportunities for child to create art projects that use shapes (e.g., "You can draw a house by putting a triangle on top of a square.")
- Play games that challenge child to describe and identify shapes
- Provide materials in shapes that can be used to represent or recreate murals or other art forms in the community

## Properties of Ordering

Goal: Children sort, classify, and organize objects.

### Birth to 18 months

**Some Indicators for Children:**

- Groups a few objects by color, shape, or size, with assistance

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Collects items that have common characteristics (e.g., red blocks, shells, leaves)
- Arranges objects in lines (e.g., makes a row of blocks)
- Sorts objects by one characteristic (e.g., color)
- Recognizes objects arranged in series (e.g., small, medium, large)
- Identifies categories of objects (e.g., dogs, cats, and cows are all animals), with assistance

**Some Strategies for Caregivers:**

- Demonstrate and explain simple patterns using children, objects, or a flannel board
- Provide different materials and objects of the same shape and color (e.g., blocks, crayons)
- Provide opportunities for child to notice patterns in nature (e.g., types of leaves)
- Make color, shape, and sound patterns and encourage child to participate with you
- Play matching games with child, incorporating familiar patterns from child's cultural background, neighborhood, and community (e.g., artwork, murals, clothing, utensils)

## Properties of Ordering

Goal: Children sort, classify, and organize objects.

### 36 to 60 months

**Some Indicators for Children:**

- Orders several objects on the basis of one characteristic through trial and error (e.g., puts 4 blocks in a row from smallest to largest)
- Creates own patterns with a variety of materials
- Classifies everyday objects that go together (e.g., shoe/sock, pencil/paper, comb/brush)

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Sorts objects into categories, classifying and comparing according to a characteristic (e.g., size, color)
- Completes a given pattern
- Creates and describes a simple pattern
- Describes how and why objects are arranged or sorted the way they are

**Some Strategies for Caregivers:**

- Provide opportunities for child to create own patterns
- Provide opportunities for child to arrange collections into groupings using different rules that you make up together

## Scientific Thinking

Goal: Children collect information through observation and manipulation.

### Birth to 18 months

**Some Indicators for Children:**

- Turns head toward sounds or voices
- Gathers information through the senses (e.g., mouthing, grasping, reaching)
- Uses more than one sense at one time (e.g., uses sight, touch, taste, and hearing by examining and shaking a toy)
- Observes objects in the environment for a brief period of time
- Uses another object or person as a tool (e.g., expresses the desire to be picked up to reach something, uses block to push buttons on a toy)

**Some Strategies for Caregivers:**

- Follow child's lead as he/she explores the environment
- Provide opportunities for safe observation and exploration (e.g., padded surfaces)
- Show child self in the mirror
- Demonstrate and explain how things can be manipulated to make them different and/or more useful
- Provide objects that invite exploration with multiple senses (e.g., rattle with bright colors and different textures)

### 18 to 36 months

**Some Indicators for Children:**

- Uses all five senses to examine different objects with attention to detail
- Observes and manipulates objects to identify similarities or differences
- Observes and examines natural phenomena through senses (e.g., notices different types of insects)

**Some Strategies for Caregivers:**

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

## Scientific Thinking

Goal: Children collect information through observation and manipulation.

### 36 to 60 months

**Some Indicators for Children:**

- Identifies and distinguishes between senses (e.g., tastes, sounds, textures)
- Uses non-standard tools (e.g., blocks, paper tubes) to explore the environment
- Uses standard tools (e.g., magnets, magnifying glass) to explore the environment
- Participates in experiments provided by adults and describes observations (e.g., mixing vinegar and baking soda)

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Seeks information through observation, exploration, and conversations
- Uses simple tools and equipment to extend the senses and gather data
- Identifies, describes, and compares properties of objects
- Recognizes charts and graphs as a way to collect, organize, record, and describe information

**Some Strategies for Caregivers:**

- Help child develop records of observations (e.g., drawings, objects, photos) from walks in the neighborhood
- Encourage child to draw pictures of observations

## Scientific Thinking

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

### Birth to 18 months

**Some Indicators for Children:**

- Actively uses one or more sense to explore environment (e.g., touch, sight, taste, smell, hearing)
- Expresses a sense of wonder about the natural world
- Investigates new phenomena (e.g., reaches out to touch rain)
- Tries new activities, motions, experiences
- Progresses from trial and error to solving problems more systematically, with assistance

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Asks simple questions about the natural world (e.g., "Where did the rainbow go?")
- Observes and/or manipulates objects and events to answer simple questions about the natural world
- Demonstrates ability to think before engaging in an activity
- Makes guesses about what might happen based on past experience

**Some Strategies for Caregivers:**

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

## Scientific Thinking

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

### 36 to 60 months

**Some Indicators for Children:**

- Asks questions and finds answers through active exploration
- Records information from an experience (e.g., drawing, storytelling, writing, photographing)
- Makes predictions and develops generalizations based on past experiences
- Uses vocabulary that shows recognition of scientific principles to explain why things happen (e.g., uses words such as sink, float, melt, freeze)

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Collects information about objects and events in the natural world
- Communicates information learned from exploration of the natural world
- Makes reasonable explanations, without assistance
- Describes and discusses predictions, explanations, and generalizations based on past experiences

**Some Strategies for Caregivers:**

- Provide opportunities for child to engage in experiments with everyday items (e.g., water and flour)
- Engage child in "if – then" questions (e.g., "If I keep pouring water into this cup, what will happen?")
- Provide opportunities for child to think about scientific processes (e.g., "How can we find out what kind of insects live in this dirt?")

## Scientific Knowledge

Goal: Children observe and describe characteristics of living things.

### Birth to 18 months

**Some Indicators for Children:**

- Notices plants, animals, and other people in the environment
- Explores characteristics of certain living things (e.g., picks up an earthworm, tries to catch ants)

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Explores and investigates physical properties of living and non-living things
- Demonstrates understanding of how things grow and change
- Comments on what it takes to make things grow (e.g., "That plant needs water.")

**Some Strategies for Caregivers:**

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

## Scientific Knowledge

Goal: Children observe and describe characteristics of living things.

### 36 to 60 months

**Some Indicators for Children:**

- Identifies things as living or non-living based on their characteristics (e.g., breathes, moves, grows)
- Describes characteristics of plants, animals, and people (e.g., "That tree grew really tall!")
- Notices similarities, differences, and categories of plants and animals
- Demonstrates understanding of changes in the appearance, behavior, and habitats of living things (e.g., plants, spider webs)
- Asks questions about growth and change in plants and animals

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Observes and describes characteristics, basic needs, and simple life cycles of living things
- Describes simple relationships between animals, plants, and the environment (e.g., "Fish live in water." "Some animals eat plants.")
- Takes care of familiar plants and animals (e.g., waters houseplants, feeds pet fish)

**Some Strategies for Caregivers:**

- Provide opportunities for child to think about how things live, grow, change, and die
- Read stories to child about growth and change of living things
- Have child tell a story or draw a picture about an animal that changes
- Plant seeds with child, nurture them together, and monitor the changes

## Scientific Knowledge

Goal: Children observe and describe characteristics of the earth.

### Birth to 18 months

**Some Indicators for Children:**

- Observes sun and clouds
- Enjoys outdoor play
- Enjoys playing with water, sand, and mud

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Asks questions about the earth
- Identifies weather (e.g., sun, rain, snow)
- Identifies or labels earth's materials (e.g., water, rocks, dirt, leaves)
- Demonstrates curiosity about the natural environment by asking "why" questions (e.g., "Why is the grass green?")

**Some Strategies for Caregivers:**

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

## Scientific Knowledge

Goal: Children observe and describe characteristics of the earth.

### 36 to 60 months

**Some Indicators for Children:**

- Investigates properties of rocks, dirt, and water
- Recognizes and provides simple descriptions of the states of matter (e.g., Water is wet.")
- Makes simple observations of the characteristics and movement of sun, moon, stars, and clouds
- Discusses changes in the weather and seasons, using common weather-related vocabulary (e.g., rainy, sunny, windy)

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Identifies and distinguishes between landscapes (e.g., mountains/hills; rivers/lakes)
- Identifies changes that occur in nature over time
- Describes, draws, or writes about environmental changes (e.g., erosion, tides, earthquakes)
- Shows an emerging ability to "read" the weather (e.g., if cloudy, predicts that it might rain)

**Some Strategies for Caregivers:**

- Guide child's efforts to identify, record, and describe changes in weather
- Explore properties of the earth with child as found in his/her daily environment (e.g., dig in the soil, explore puddles)

## History

Goal: Children differentiate between events that happen in the past, present, and future.

### Birth to 18 months

**Some Indicators for Children:**

- Shows anticipation for regularly scheduled daily activities
- Recognizes the beginning and end of an event (e.g., claps at the end of a song)
- Recalls information about the immediate past (e.g., after eating, says "All done!")

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Anticipates recurring events in typical routines ("After I eat lunch, I will hear a story.")
- Connects new experiences to past experiences
- Experiments with general terms related to the elements of time (e.g., "Today we are going to Grandma's.")
- Makes predictions about what may occur

**Some Strategies for Caregivers:**

- Use pictures to talk with child about what will happen in the future and has happened in the past
- Tell stories from the past, indicating awareness of time by beginning, "A long time ago..."
- Talk with child to recall what happened yesterday or last night
- Show child pictures and tell stories about the way something or someone looked in the past compared to now
- Spend time with elderly relatives

## History

Goal: Children differentiate between events that happen in the past, present, and future.

### 36 to 60 months

**Some Indicators for Children:**

- Retells a simple story or event in roughly sequential order
- Uses time-related words and concepts (e.g., first/last, morning/night, yesterday/today), though not always accurately
- Gives simple accounts of what happened that day
- Establishes causal patterns between past, present, and future events, with asistance
- Uses phrases that suggest awareness of the past (e.g., "When I was a baby...")

**Some Strategies for Caregivers:**

- Provide child with opportunities to play with time keeping materials (e.g., clocks, watches, timers, calendars)
- Demonstrate, explain, and provide activities for child about what will happen in the future and what has happened in the past ("What did you have for lunch today?")
- Provide opportunities for child to interact with family members about family and community history
- Count down days to an event with concrete materials (e.g., remove a link on paper chain each day)

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Retells a more complex story or event in somewhat sequential order
- Begins to use the vocabulary for days of the week and names of the months
- Describes events or objects from his/her personal or family history
- Begins to understand that people in the past lived differently than people do today
- Uses the future tense to discuss plans
- Recognizes that other children have different past experiences from own

**Some Strategies for Caregivers:**

- Provide opportunities for child to draw or write about a memory from a family or community event
- Read books with child that have historical content
- Examine evidence of change over time in meaningful ways to child (e.g., photographs of him/herself)
- Help child make a scrapbook of his/her life
- Help child organize an event honoring elders, including simple interviews of elders

## Geography

Goal: Children demonstrate awareness of location and spatial relationships.

### Birth to 18 months

**Some Indicators for Children:**

- Explores environment in the presence of caregiver
- Explores spatial relationships (e.g., attempts to fit own body in boxes or tunnels)
- Develops awareness of own body and how much space it takes up

**Some Strategies for Caregivers:**

- Provide a safe "child-proof" environment (e.g., cover electrical outlets, keep poisons and chokable items out of child's reach)
- Provide many opportunities for child to explore the environment
- Explain what child sees and finds in the environment
- Provide child opportunities to experience different physical positions (e.g., floor time, carrying time)

### 18 to 36 months

**Some Indicators for Children:**

- Distinguishes between near and far
- Experiments with physical relationships (e.g., on/under, inside/outside)
- Shows interest in investigating geography tools (e.g., map, compass, globe)

**Some Strategies for Caregivers:**

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

## Geography

Goal: Children demonstrate awareness of location and spatial relationships.

### 36 to 60 months

**Some Indicators for Children:**

- Uses words to indicate direction, position, and size, not always accurately
- Creates representations of locations and space during play (e.g., builds steep mountain road in sandbox)
- Names street, neighborhood, city or town where he/she lives
- Understands physical relationships (e.g., on/under, inside/outside)

**Some Strategies for Caregivers:**

- Play games with child that incorporate using and responding to position words (e.g., left, right, first, last, big, little, top, bottom)
- When traveling, use directional terms (e.g., "We will turn left at the next street.")
- Take walking trips around the neighborhood, making note of geographic features and landmarks
- Incorporate pictures or murals of mountains or other landmarks in child's life (e.g., use laminating paper to secure pictures onto blocks for block play)

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Talks about location using appropriate vocabulary (e.g., near/far, over/under, next to)
- Describes some concepts of distance or space (e.g., knows it's far to Grandpa's house)
- Recognizes that real places can be represented symbolically

**Some Strategies for Caregivers:**

- Provide opportunities for child to create representations of his/her immediate environment (e.g., home, classroom, neighborhood)
- Draw simple maps and directions that can be followed around the home or yard to find objects

## Geography

Goal: Children demonstrate knowledge of the relationship between people, places, and regions.

### Birth to 18 months

**Some Indicators for Children:**

- Recognizes some familiar places (e.g., home, store, grandparent's house)
- Knows where favorite toys or foods are stored in own home

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Distinguishes different environments by the people or signs that are a part of that environment (e.g., see pictures of fish and says "They live in water.")
- Recognizes own house when approaching
- Recognizes familiar buildings (e.g., school, restaurant, library)

**Some Strategies for Caregivers:**

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

## Geography

Goal: Children demonstrate knowledge of the relationship between people, places, and regions.

### 36 to 60 months

**Some Indicators for Children:**

- Matches objects to their usual geographic locations (e.g., stove in the kitchen, bed in the bedroom, tree in the park)
- Develops awareness of some characteristics of own geographic region (e.g., "It rains/snows here a lot.")
- Recognizes where he/she is while traveling in familiar areas, most of the time
- Recognizes that roads have signs or names and houses and apartments have numbers to help identify locations

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Describes some physical characteristics (e.g., bodies of water, mountains, weather) and some of the social characteristics of the corresponding communities (e.g., types of shelter, clothing, food, jobs)
- Helps to navigate on journeys (e.g., "After you pass the big red barn, then my house is next." or "I live by the bus stop.")
- Understands that there are different places that people live

**Some Strategies for Caregivers:**

- Provide opportunities for child to make drawings, build with blocks, and create models of real places
- Help child make drawings or models of his/her neighborhood, house, or school
- Provide opportunities for child to explore other places that people live (e.g., books, magazines, documentary films)

## Economics

Goal: Children demonstrate awareness of economic concepts.

### Birth to 18 months

**Some Indicators for Children:**

- Depends on others to provide for wants and needs

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Recognizes relationship between supply and demand (e.g., understands that cannot have another cracker because they are all gone)
- Recognizes and uses objects for barter or trade during play, with assistance

**Some Strategies for Caregivers:**

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

## Economics

Goal: Children demonstrate awareness of economic concepts.

### 36 to 60 months

**Some Indicators for Children:**

- Demonstrates awareness of money being needed to purchase goods and services
- Plays store or restaurant with play or real money, receipts, credit cards, telephones
- Demonstrates understanding that coins of different sizes and colors have different names
- Talks about what wants to be when he/she grows up
- Demonstrates understanding of sharing and interdependence

**Some Strategies for Caregivers:**

- Provide play opportunities for child to purchase things in dramatic play (e.g., grocery store, bank, post office, shoe store)
- Involve child when using real currency and coins in every day situations
- Demonstrate, explain, and provide activities about how all people need food, shelter, and clothing
- Demonstrate, explain, and provide activities about how things can be used as a substitute for money (e.g., checks, coupons, credit/debit cards)
- Help child cooperate and share with others, demonstrating the value of interdependence

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Realizes that making one choice means that you may not be able to do something else
- Recognizes that people rely on others for goods and services
- Understands the concept of saving resources for use in the future
- Accurately names some coins and money bills (e.g., penny, nickel, dollar bill)
- Recognizes that some things are owned by people and other things are collective goods

**Some Strategies for Caregivers:**

- Provide opportunities for child to make "trades" (e.g., trading two crayons for a marker during art time)
- Discuss why people save money and provide a piggy bank or savings account for child
- Model sound family budgeting, saving, and spending practices, explain how these family decisions are made
- Demonstrate and explain that there are some things that no one owns (e.g., sunshine, air, ocean)

## Ecology

Goal: Children demonstrate awareness of the relationship between humans and the environment.

### Birth to 18 months

**Some Indicators for Children:**

- Expresses interest in nature (e.g., flowers, a breeze, snow)
- Recognizes trash as trash
- Knows where the trash receptacle and recycle bin, if available, are in own home or learning setting

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Helps with home and class routines that keep the house/classroom clean
- Discards trash in appropriate receptacle
- Recognizes and responds to characteristics of the environment (e.g., exclaims out loud when sees bird or a very tall tree)
- Uses natural objects for play (e.g., makes mud pies, makes a house out of sticks, uses leaves for a pillow)

**Some Strategies for Caregivers:**

- Demonstrate, explain, and engage child in activities about the environment and what people can do to protect it
- Make taking care of the indoor and outdoor environment a normal part of the daily routine
- Use recycled materials to create props for play
- Carry a plastic bag on walks with child so you can safely pick up litter
- Collect and use natural materials for play

## Ecology

Goal: Children demonstrate awareness of the relationship between humans and the environment.

### 36 to 60 months

**Some Indicators for Children:**

- Shows awareness of environment by noticing features of own home and other familiar places (e.g., recounts how water flowed over the road on the way to store)
- Recognizes things that do not belong in the environment (e.g., litter)
- Participates in protecting equipment and materials from weather or other natural phenomena
- Helps to sort cans, bottles, and paper into the proper recycling containers, where available

**Some Strategies for Caregivers:**

- Provide opportunities for child to keep a room or space clean and tidy
- Demonstrate, explain, and provide opportunities for child to see how re-using and recycling empty containers and papers helps the environment
- Discuss what it would be like if everyone threw their garbage on the ground instead of taking it to a trash receptacle
- Read or tell ecology-related stories set in various cultural communities

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Recognizes, with adult support and guidance, how people can take care of or damage the earth
- Exhibits simple concepts of conservation (e.g., uses paper judiciously, does not waste water)
- Shows interest in understanding how animals gather and store food, sleep, and live

**Some Strategies for Caregivers:**

- Take child on a visit to an outdoor recreation area (e.g., local pond or park) and talk about what is found, what belongs there, what has been left by people, and what to do about that behavior
- Let child choose a regular chore to help clean up his/her immediate environment
- Demonstrate and explain what happens when cans, paper products, and plastic are thrown in trash bins

## Technology

Goal: Children use technology appropriately.

### Birth to 18 months

**Some Indicators for Children:**

- Enjoys listening to music from a CD player or radio
- Shows interest in technology (e.g., turns toward ringing telephone)
- Enjoys using play technology objects (e.g., wind-up toy)
- Turns a light switch on and off

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Plays with battery-operated toys and learning objects, with assistance
- Operates a simple tape or CD player to listen to a recorded story, with assistance
- Makes mechanical toys work, if labeled safe for children under 3

**Some Strategies for Caregivers:**

- Demonstrate, explain, and provide opportunities for child to use phone skills (e.g., "Hello," "goodbye," words instead of gestures)
- Limit child's television/video/computer time to no more than 1 to 2 hours per day of quality children's programming
- Provide opportunities for child to listen to story tapes and music from own and other cultural backgrounds
- Ensure that all technology-based resources child is exposed to (e.g., television programming, computer software) reflect and affirm diverse cultures, languages, and ethnic heritages
- Eliminate all technology-based resources (e.g., television programming, computer software) that contain violence
- Demonstrate, explain, and provide opportunities for child to see how assistive-technology helps people (e.g., motorized wheelchairs, communication devices, standers)

## Technology

Goal: Children use technology appropriately.

### 36 to 60 months

**Some Indicators for Children:**

- Communicates with family members or other familiar people using telephone or other communicative device, with assistance
- Identifies some materials as natural or as human-made and explains how he/she knows the difference
- Describes stories, images, or sounds experienced with technology (e.g., music on CD player, program on television, story heard on tape)
- Uses accurate vocabulary to identify technology (e.g., camera, computer, printer, television)

**Some Strategies for Caregivers:**

- Demonstrate, explain, and provide opportunities for child to feel and use a variety of natural materials (e.g., wood, cotton, fur, wool, stone, leather) and human-made materials (e.g., plastic, Styrofoam, paper) to learn their characteristics and capabilities
- Invent and construct simple objects or structures that can be used to assist in a task, using common tools and materials in a safe manner (e.g., a stick of wood with playdough on the tip to use to pick up pieces of paper without stooping over)
- Actively participate with child when watching television or using the computer
- Monitor and limit the quantity and quality of child's computer use

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Identifies ways in which technology helps people accomplish specific tasks (e.g., "The wheelchair helps Cedric get from one place to another." "E-mail lets you communicate with your friend who lives far away.")
- Identifies alternate ways of doing things with and without technology (e.g., can use hands or dishwasher to clean dishes; can travel by foot or by car)
- Considers, with adult guidance, what it must have been like to live without technology in an earlier time
- Uses computer for simple 'point and click' operations on child-appropriate Web sites or software

**Some Strategies for Caregivers:**

- Provide opportunities for child to think about and discuss the use of technology in daily life
- Model using technology constructively and responsibly in daily living (e.g., use the computer to check the weather forecast)

# Domain 4 Cognition and General Knowledge
## Family, Community, and Culture

### Family
Goal: Children demonstrate awareness of family characteristics and functions.

### Birth to 18 months

**Some Indicators for Children:**

- Kicks legs and squeals when familiar adult appears
- Initiates contact with caregivers
- Shows affection (e.g., hugs and kisses) to familiar adults
- Develops and maintains trusting relationships with primary caregiver
- Addresses at least two family members by name
- Recognizes immediate family members in photographs

**Some Strategies for Caregivers:**

- Involve child in family traditions, rituals, and activities
- Help child identify and name family members and their relationships and roles
- Spend warm, nurturing time with child
- Provide opportunities for child to spend time together with family
- Create a baby-proof family album that child can explore

### 18 to 36 months

**Some Indicators for Children:**

- Recognizes family members by voice
- Knows own first and last name
- Recognizes roles within own home (e.g., "Daddy cooks supper and mommy washes the dishes.")
- Pretends to nurture a doll by feeding and talking to it
- Gives names to toys and dolls that reflect family and circle of friends
- Identifies boys and girls

**Some Strategies for Caregivers:**

- Provide opportunities for family members to talk with child about family history and culture
- Provide props and dress-up clothes for child to play different family roles (both male and female)
- Read aloud books that show people in a variety of roles
- Display photos of child and his/her family at child's eye level

## Family

Goal: Children demonstrate awareness of family characteristics and functions.

### 36 to 60 months

**Some Indicators for Children:**

- Describes family members and begins to understand simple relationships to one another (e.g., "Marika is my sister.")
- Talks about grandparents or other family members and discusses how they look different from children
- Identifies self as a member of a specific family and cultural group
- Adopts the roles of different family members during dramatic play
- Tells stories about family routines
- Draws a family portrait

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Recognizes extended family members (e.g., cousins, aunts, uncles)
- Talks about how other children have different family compositions than own

**Some Strategies for Caregivers:**

- Provide opportunities for child to participate in family functions
- Provide opportunities for child to make friends with children who have different family compositions (e.g., children whose grandparents live with them)
- Help child to understand relationship between family members and their roles
- Take child to visit extended family

## Community

Goal: Children demonstrate awareness of their community, human interdependence, and social roles.

### Birth to 18 months

**Some Indicators for Children:**

- Begins to watch other children
- Reaches out to touch other children or grabs their toys
- Recognizes the names of other children
- Shows recognition of the family members of other children
- Begins to participates in simple parallel play with other children

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Identifies the possessions of other children
- Shows interest in peers by including them in play, referring to them by name
- Recognizes that different people have different roles and jobs in the community
- Functions as a member of various communities (e.g., classroom, neighborhood, faith-based community)
- Shows interest in community workers (e.g., garbage collector, mail carrier, doctor)
- Participates in family routines

**Some Strategies for Caregivers:**

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

## Community

Goal: Children demonstrate awareness of their community, human interdependence, and social roles.

### 36 to 60 months

**Some Indicators for Children:**

- Identifies people by characteristics other than name, when asked
- Names a parent's job (e.g., nurse, plumber, farmer), but may not know what parent actually does at the job
- Recognizes some community workers and increases awareness of their jobs
- Pretends to be different community workers during play (e.g., grocery store clerk, construction worker, doctor, shoe salesperson)
- Recognizes that people have different communities (e.g., family, neighborhood, school, faith-based community, job)

**Some Strategies for Caregivers:**

- Take child on field trips to observe community workers
- As you go through the day, list with child all of the people you see doing jobs that help others
- Use group time (e.g., family dinner, circle time) to discuss the idea of community and interdependence
- Provide opportunities for child to express knowledge of social roles through creative art and drama
- Play song games (e.g., Matarile) to explore community helper roles
- Demonstrate, explain, and provide opportunities for child to help others, appreciating others' needs and perspectives

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Recognizes others' capabilities in specific areas (e.g., "That woman is good at fixing cars.")
- Identifies some types of jobs and some of the tools used to perform those jobs
- Demonstrates an understanding of social behavior and personal responsibility as a member of a group (e.g., "If you put away the toys, then I'll clean up the art table.")

**Some Strategies for Caregivers:**

- Take child on a neighborhood walk and have child draw a picture of his/her neighborhood
- Demonstrate, explain, and provide opportunities for child to observe how people in a community work together
- Provide play opportunities for child to take on different social roles (e.g., salesperson, mail carrier, police officer, physical therapist)
- Make a book, poster, or mural about people in the community and the jobs they do
- Support in-depth projects for child to explore his/her immediate community (e.g., field trips, simple interviews with community helpers)

## Community

Goal: Children demonstrate civic responsibility.

### Birth to 18 months

**Some Indicators for Children:**

- Follows simple directions
- Tries out roles and relationships through imitation (e.g., smiles at self in mirror, plays peek-a-boo)
- Requests assistance when needed
- Looks to caregivers for assistance and guidance

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Tries out roles and relationships through pretend play (e.g., smiles at self in mirror, plays peek-a-boo)
- Recognizes that there may be different rules in different places (e.g., school rules may be different from those at home) and follows appropriate set of rules, with assistance
- Participates actively as a member of the family or classroom community (e.g., helping during clean-up time)
- Helps adult with simple chores

**Some Strategies for Caregivers:**

- Discuss how each person, including adults, can share in classroom responsibilities (e.g., cleaning up play areas together)
- Give child options rather than commands
- Provide opportunities for child to make choices
- Demonstrate, explain, and provide opportunities for child to experience interdependent behavior (e.g., attend civic events and community projects)
- Promote linguistic, cultural, and other forms of respect

## Community

Goal: Children demonstrate civic responsibility.

### 36 to 60 months

**Some Indicators for Children:**

- Shows awareness of group rules (e.g., waits before painting because the easels are full)
- Helps to make rules for free choice play (e.g., "Only 4 people at the sand table.")
- Follows rules while playing games and reminds others of the rules
- Responds to another child's needs by sometimes giving and sharing
- Notices if another child is missing an essential article to participate in the group (e.g., other child does not have crayons to draw with)
- Invites other children to join groups or other activities

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Exhibits positive citizenship behaviors by sharing, taking turns, following rules, and taking responsibility for classroom jobs
- Participates in democratic group processes as a way of making choices (e.g., voting or discussion)
- Demonstrates awareness for the reasons for rules and laws
- Exhibits personal responsibility, choice, and leadership in the context of self-help skills and duties/roles that benefit the family or class
- Participates in community events that promote interdependence, with assistance

**Some Strategies for Caregivers:**

- Discuss with child how rules/standards protect everyone's rights and help to ensure that everybody is safe
- Provide opportunities for child to actively participate in interdependent events (e.g., community volunteer projects)
- Have child help organize clothes or household items to donate to community organizations
- Demonstrate and explain what could happen when child is not considerate of others

## Culture

Goal: Children demonstrate awareness and appreciation of their own and others' cultures.

### Birth to 18 months

**Some Indicators for Children:**

- Recognizes simple differences between people (e.g., shows curiosity about someone who wears glasses or has skin color other than own)
- Interacts with other children who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs

**Some Strategies for Caregivers:**

- Clarify with child's family what is the child's cultural membership
- Immerse child in his/her own culture
- Share stories, songs, and poems about child's own and other cultures
- Model caring and kindness for all people and treat others with respect and fairness
- Provide opportunities for child to interact with many children
- Establish family traditions, rituals, and activities

### 18 to 36 months

**Some Indicators for Children:**

- Enjoys poems, stories, and songs about a variety of people and cultures
- Displays knowledge of basic concepts of own heritage and background (e.g., shows pictures or objects from home)
- Asks simple questions about other children and adults (e.g., "Where is Simon?")

**Some Strategies for Caregivers:**

- Provide food, music, art materials, books, photos, and dramatic play props that reflect child's own family and culture
- Provide opportunities for child to interact with children of other cultures
- Display images reflective of child's own cultural heritage and physical appearance
- Talk about child's unique qualities and those qualities that are similar to other children
- Provide accurate and compassionate answers to help child develop a sense of appreciation for the differences of others

## Culture

Goal: Children demonstrate awareness and appreciation of their own and others' cultures.

### 36 to 60 months

**Some Indicators for Children:**

- Asks questions about other children's appearance and behavior
- Asks questions about similarities and differences in other people (e.g., language, hair styles, clothing)
- Shows respect for similarities and differences (e.g., does not laugh at somebody who is different)
- Begins to develop awareness, knowledge, and appreciation of own culture
- Recognizes and celebrates similarities and differences between people of different cultures in his/her circle of contact

**Some Strategies for Caregivers:**

- Create charts and pictures, with child's help, showing names of objects in child's home language and in home languages of other children in child's circle of contact
- Introduce and talk with child about other cultures within his/her community (e.g., visit ethnic restaurants or grocery stores, cultural festivals)
- Teach child words in other languages (e.g., "hello" in Spanish is "hola," in Chinese it is "ni hao")
- Choose books, music, activities, and children's shows that celebrate diverse cultures
- Demonstrate, explain, and provide opportunities for child to develop cross-cultural skills

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Talks about, compares, and explores similarities and differences in daily practices across cultures
- Enjoys learning about other children's cultures through conversations, dramatic play, interactions, and items from home
- Develops an understanding of familiar cultural or religious holidays
- Recognizes stereotypes and culturally or linguistically unfair or biased behavior

**Some Strategies for Caregivers:**

- Demonstrate and explain characteristics child has that represent his/her cultural background
- Broaden child's knowledge about children and families in other places and cultures through real-life experiences, books, stories, pictures, and videos
- Listen to music from other parts of the world and discuss its characteristics
- Reinforce the value of child's home language and culture
- Identify and discuss with child culturally or linguistically unfair or biased behaviors; demonstrate and explain anti-bias responses

## Expression and Representation

Goal: Children use creative arts to express and represent what they know, think, believe, or feel.

### Birth to 18 months

**Some Indicators for Children:**

- Gazes at pictures, photographs, and mirror images
- Enjoys repetition
- Experiments with a variety of sound sources (e.g., rattles, bells)
- Exhibits an increased variety of movements to express self using different body parts
- Imitates sounds, facial expressions, and gestures of another person
- Imitates sounds or actions of an animal or object
- Experiments with a variety of art materials (e.g., paint, markers, crayons, pencils)
- Shows preferences for certain colors

**Some Strategies for Caregivers:**

- Actively describe to child what you see
- Imitate and respond appropriately to child's sounds
- Provide opportunities for child to experiment with safe art materials and create simple art projects
- Sing songs to and with child (e.g., while working around the house or waiting for the bus)
- Provide visual and tactile textures for child to see and touch

### 18 to 36 months

**Some Indicators for Children:**

- Uses a variety of materials for tactile experience and exploration (e.g., paint, glue, 3-dimensional materials, musical instruments)
- Engages in the artistic process with enthusiasm
- Explores various ways of moving with or without music
- Explores simple songs using voice and/or instruments
- Engages in pretend play

**Some Strategies for Caregivers:**

- Express a sense of awe and appreciation of art work – those that child creates and those that others create
- Exhibit child's artwork
- View art materials as meaningful and provide a space for their use
- Introduce child to a variety of art materials and allow open-ended exploration
- Provide child with simple musical instruments (e.g., rhythm sticks, drums, tambourine)
- Display local and classic art forms from child's cultural background
- Expose child to a variety of live and recorded music

## Expression and Representation

Goal: Children use creative arts to express and represent what they know, think, believe, or feel.

### 36 to 60 months

**Some Indicators for Children:**

- Participates in group music experiences (e.g., singing, finger plays, chants, musical instruments)
- Remembers the words to an oft-repeated song
- Asks to sing a particular song
- Participates freely in dramatic play activities (e.g., pantomimes movement of familiar things, acts out stories, re-enacts events from his/her own life)
- Tries one type of art many times (e.g., painting at easel several days in a row, using different colors, or covering the whole paper with paint)
- Performs simple elements of drama (e.g., audience, actors, stage)
- Pretends to be on stage and uses a microphone to sing

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Uses music to express thoughts, feelings, and energy
- Expresses his/her feelings and ideas through creative art, drama, and movement
- Uses simple instruments such as rhythm sticks, tambourines, or drums to create rhythm, beat, and patterns
- Shows interest in more complicated instruments (e.g., piano, guitar, marimba)
- Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings
- Develops ability to plan, work both alone and with others, and demonstrate care and persistence in a variety of art projects

**Some Strategies for Caregivers:**

- Display art projects completed by child as well as copies of classic art, if possible
- Take child on trips to museums and community centers to view what other people have created and to share ideas and feelings about art
- Take child to music, dance, and theatre performances
- Encourage child to draw, paint, sing, or move the way he/she feels
- Introduce child to more complex musical instruments (e.g., guitar, piano) and instruments from diverse cultures

## Understanding and Appreciation

Goal: Children demonstrate understanding and appreciation of creative arts.

### Birth to 18 months

**Some Indicators for Children:**

- Shows interest in sounds, tones, voices, music, colors, and shapes
- Enjoys rhythms and songs
- Prefers repetition of familiar songs and rhythmic patterns
- Interacts with others through touch and motion
- Enjoys looking at children's books of dance, music, theatre, and visual arts

**Some Strategies for Caregivers:**

- Expose child to a range of voice sounds (e.g., singing, speaking, humming)
- Expose child to music from a variety of cultures and styles (e.g., jazz, rock, ethnic, classical)
- Show an enjoyment of music and participate in musical activities around child (e.g., sing aloud)
- Sing songs with child
- Take walks with child and explore shapes in the immediate environment
- Comment aloud when you see interesting colors, pictures, or a nice view

### 18 to 36 months

**Some Indicators for Children:**

- Observes and responds to artwork produced by other individuals and/or cultures
- Imitates movement after participating in or watching others perform games or songs
- Exhibits interest when watching musical, dance, or theatre performances by other individuals
- Identifies favorite storybook characters

**Some Strategies for Caregivers:**

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

## Understanding and Appreciation

Goal: Children demonstrate understanding and appreciation of creative arts.

### 36 to 60 months

**Some Indicators for Children:**

- Watches other children dance, then tries to mimic the dance steps
- Listens attentively at a children's concert, play, or puppet show
- Hums or moves to the rhythm of recorded music
- Shares various forms of art found in own environment
- Wonders about or asks questions about works of art, paintings, songs, dance, and theatre

**Some Strategies for Caregivers:**

- Attend and view live musical performances with child
- Provide various forms of dramatic expression (e.g., puppetry, story-telling, dance, plays, pantomime, theater)
- Provide opportunities for child to watch people creating arts and crafts
- Involve child in musical experiences that reflect diverse cultures (e.g., singing, dancing, listening, acting)
- Arrange for long-term art projects (e.g., mural, music, tile) with guest artists from child's own and other cultural backgrounds

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Describes art work and considers potential intentions of the artist
- Appreciates the artistic creations of others, the skill of a dancer, or someone's ability to play a musical instrument, sing, or act
- Exhibits excitement when a picture or sculpture reminds him/her of people, objects, or events in own life
- Comments on the artwork of other children, asking simple questions about methods used and noticing details

**Some Strategies for Caregivers:**

- Take child on field trips to museums, or street fairs and encourage child to identify his/her favorite painting or object and discuss why
- Talk about feelings and opinions after seeing a performance or looking at a piece of art
- Provide opportunities for child to experience art forms and performing groups from own and other cultural backgrounds
- Take child on field trips to dance, musical and theatre events and performances (e.g., community programs, school performances, fairs)

# Domain 5:
## Language, Communication, and Literacy

### I. Introduction

Language, communication, and literacy have been recognized as essential for all individuals to function in all societies. The acquisition of language and literacy skills is a complex process during which, over the course of only a few years, children make great strides in learning the meaning and structure of words, how to use words to convey meaning, and how to understand and use printed materials. In acquiring language, children gain the ability to articulate ideas, share them with others, and respond to the ideas and actions of other people.

### II. Rationale

A child who acquires language has acquired an incredibly complex and powerful system. The ability to communicate effectively – through oral language, the written word, and alternative means (especially for children with speech, language and hearing disabilities) – is essential for a broad range of activities that characterize daily living. Language plays a vital role in the development of cognition, logic, and reasoning skills by providing symbols that represent concepts. Language is also a mediator of social competence. Children need to be able to not only use language as a tool to express their own thoughts, feelings, and ideas to others, but also to receive, understand, and interpret communications from other people.

Children do not acquire language skills out of context. No matter which language is being learned (e.g., English, American Sign Language, Cantonese), the vital role of children's environment cannot be neglected. Language is fundamentally embedded in children's everyday relationships and experiences. Parents, primary caregivers, and teachers play a critical role in facilitating young children's language and literacy development by providing exposure to language and print-rich environments, interactions, and opportunities. External input from the environment, teaching of specific skills, and the rich cultural ways of life promote the acquisition of language and literacy skills.

Because language and literacy competencies are essential for success in school and life, supporting language, communication, and literacy are vital to young children's learning and development.

### III. General Definition

The Washington State Early Learning and Development Benchmarks define language, communication, and literacy skills as separate components – language development, communication, and literacy development – in order to highlight the essential aspects of each. These three components, however, are highly interrelated. For example, the development of certain language skills is essential for early literacy development, just as the ability to communicate early on in life impacts the development of vocabulary skills.

## Language Development

Language development is the acquisition of linguistic forms and procedures – and social rules and customs – for expressing and interpreting thoughts, feelings, and ideas. This knowledge of language has three key aspects – content (vocabulary and meaning), form (grammatical structure or syntax), and use (function). As children learn the sound system, the meaning of words, and the rules of form and grammar, they begin to use language constructively in social situations.

## Communication

Children communicate before mastering symbolic language. Their "communicative competence" is dependent upon a complex set of skills including, but not limited to, awareness of the social conventions of language usage, the ability to listen, to understand, and to follow verbal conversation. Development of communication skills requires an understanding of the social context within which communication occurs, knowledge of the goals of the interaction, and the elements of emotion in communication. Communicative competence is closely interrelated with other domains of development, such as cognitive and social and emotional development.

## Literacy Development

Literacy, as defined in the Washington State Early Learning and Development Benchmarks, encompasses reading, writing, other creative or analytic skills, and comprehension of the environment at large. Emergent literacy, acquired during the early years of life, refers to skills and behaviors that are precursors to conventional forms of reading and writing. These include emergent reading, print awareness, and writing processes.

# IV. Supporting Individual Differences and Diversity

Children learn words and forms of language not simply to express their thoughts, feelings, and ideas; they also learn language to meet personal and social objectives as determined by the community and culture within which they are socialized. It is not surprising then that language, communication, and literacy are closely linked to social and cultural contexts. Because of this, the manner in which children use language to communicate varies widely.

Several million young children in the United States speak a language other than English in their homes. Children benefit cognitively from learning two or more languages. The ability to communicate in more than one language supports children's cognitive flexibility and meta-cognitive awareness. Children learn second languages in two ways – either by acquiring two or more languages at the same time, or by learning a second language after mastering the "home language" (i.e., first language learned and primary language used at home). Children who follow the former path to dual language learning (i.e., simultaneous learning of more than one language) are said to be "bilingual" as a first language. Children who learn two languages from birth operate with two separate language systems and it is typical that they may mix words from the two languages in the same sentence. For children who follow the latter path to dual language learning (i.e., sequential learning of more than one language), it is important that their competence in the home language is supported while they are learning a second language. If their home language is actively supported and valued, children will learn English faster.

The home language of children largely governs how children progress from simple to more complex speech. Because language patterns vary so much and because they greatly affect learning, it is vitally important to take into account children's home language when considering their language and literacy processes and achievements. Given the large number of young children in the state of Washington whose home language is not English, the Benchmarks provide indicators and strategies to support the development of children's home language while helping children acquire beginning proficiency in English.

Children's language, communication, and literacy may be impacted by visual, hearing, neurological, or other disabilities. While it may take some children several months to master various aspects of language, it may take other children several years. Delays in language development may indicate that a child has a hearing loss or developmental delay or disorder. Diagnosis and intervention for language delays are critically important.

## V. Global Strategies

Fundamentally, every child needs nurturing and support in the development of his/her communication, language, and literacy skills. The following strategies should be used for all children from birth to school entry. These sample strategies will help to ensure that every child receives learning experiences that meet his/her needs:

- Immerse children in language- and print-rich environments;
- Build and expand on what children say;
- Provide culturally and linguistically diverse models of communication, which could include voice, touch, gesture, and facial expression;
- Provide special or assistive devices, when necessary, to increase children's level of communication and/or participation;
- Encourage communication and/or participation by using culturally appropriate objects and activities from children's home environments;
- Ensure that the environment is safe from cultural or other forms of bias;
- Actively support and value children's home language by encouraging children to use it at home and across early learning settings; and
- Consistently and regularly encourage development in communication, language, and literacy while being sensitive to the cultural integrity of language and spoken communication.

## Vocabulary

Goal: Children use receptive vocabulary.

### Birth to 18 months

**Some Indicators for Children:**

- Responds to sounds in the environment (e.g., startles or cries if there is an unexpected sound)
- Recognizes familiar voice by turning towards speaker
- Responds appropriately to familiar words (e.g., "Clap," child claps)
- Points to familiar person/s when requested (e.g., "Where is mommy?")
- Points to objects when named (e.g., "Where is your blanket?")
- Has a receptive vocabulary of over fifty words in home language

**Some Strategies for Caregivers:**

- Descibe everyday objects found in the home using correct vocabulary (e.g., bed, door)
- Introduce new words in the context of daily life activities by narrating what child sees, hears, smells, touches, and tastes
- Provide opportunities for child to point to familiar objects and actions for which he/she knows the names
- Play labeling games with child (e.g., "Where is your nose?")
- Sing songs and play rhyming games with child
- Provide child with language-rich environment through conversation and books

### 18 to 36 months

**Some Indicators for Children:**

- Demonstrates understanding of familiar words by responding appropriately
- Identifies at least three body parts, when requested
- Identifies some people, objects, and actions by name
- Responds to directions that include verbs (e.g., run, jump, reach, open)

**Some Strategies for Caregivers:**

- Use as diverse of a vocabulary as possible when talking with child
- Name new materials and objects when introducing them to child
- When in a new environment make up games like "What do you see?" and label aloud what you see around you (e.g., animals in the environment, name them aloud)
- Read daily with child and explain new vocabulary
- Provide child with word books

## Vocabulary

Goal: Children use receptive vocabulary.

### 36 to 60 months

**Some Indicators for Children:**

- Responds appropriately to a request (e.g., "Bring me the green towel.")
- Has a receptive vocabulary of several hundred words in home language
- Distinguishes between real and made-up words

**Some Strategies for Caregivers:**

- Use increasingly complex words, in context, and explain their meaning when talking with child
- Provide opportunities for child to listen for new words in the environment and identify them when heard
- Play "placing games" with child to show understanding of prepositions (e.g., "Put the ball under/on top of/beside the table.")
- Converse naturally with child about what he/she is doing, listening to, and seeing

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Demonstrates understanding of an increasing number of technical and specialized words (e.g., pediatrician is a child's doctor)
- Understands synonyms (words that mean the same thing) and some antonyms (words that mean the opposite thing)

**Some Strategies for Caregivers:**

- Engage child in hands-on learning that builds upon conceptual understanding of words
- Positively acknowledge child when he/she demonstrates understanding of new words
- Build and expand on what child says by using more complex vocabulary
- If you choose to watch television, select quality children's programs for not more than1 to 2 hours per day, and explain to child the meaning of the vocabulary used

## Vocabulary

Goal: Children use expressive vocabulary.

### Birth to 18 months

**Some Indicators for Children:**

- Makes sounds or gestures that let others know that he/she is experiencing pleasure or pain or to express needs (e.g., coos and squeals when content)
- Babbles using many sounds (e.g., two-lip sounds: "p," "b," and, "m")
- Uses consistent sound combinations to indicate specific object or person (e.g., "da-da" for daddy)
- Combines words and gestures (e.g., waves when saying good-bye)
- Uses eight to ten understandable words (e.g., "daddy," "bottle," "up")

**Some Strategies for Caregivers:**

- Recognize and appreciate child's efforts to use new words
- Recognize that a child with certain learning disabilities might take longer to learn new words because he/she might find it harder to make sense of the meaning of sounds
- Expand upon child's attempts to use words (e.g. child says "baba," you say, "Yes, here is the bottle." or "Your bottle is empty.")
- Expose child to language by talking and reading with him/her

### 18 to 36 months

**Some Indicators for Children:**

- Uses new vocabulary in everyday experiences
- Demonstrates use of an expressive vocabulary of more than one hundred words, in home language
- Uses mostly two- and some three- syllable words
- Asks others to label unfamiliar objects
- Uses adjectives in speech (e.g., "red ball")
- Imitates simple two-word phrase/sentence

**Some Strategies for Caregivers:**

- Engage in rich and meaningful conversation about child's real life in child's home language
- For an English Language Learner (ELL), learn and use key words in child's home language
- Provide opportunities for child to experiment with new words by providing a sentence starter and asking child to complete the sentence
- Explain meanings of words to child during conversations
- Provide opportunities for child to distinguish between real and nonsense words in home language

## Vocabulary

Goal: Children use expressive vocabulary.

### 36 to 60 months

**Some Indicators for Children:**

- Uses new vocabulary in spontaneous speech
- Asks the meaning of unfamiliar words and then experiments with using them
- Uses words to further describe actions or adjectives (e.g. "running fast" or "playing well")
- Uses multiple words to explain ideas (e.g., when talking about primary caregiver says "mother/father" and/or "parent")
- Uses words to express emotions (e.g., happy, sad, tired, scared)

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Expresses most feelings and emotions
- Names some non-present objects using appropriate words
- Defines words, with assistance (e.g., "Dog is an animal with four legs.")

**Some Strategies for Caregivers:**

- Play word games with child that encourage the use of new words
- Engage child in making up rhymes
- Ask questions that encourage child to use abstract vocabulary (e.g., "What would this look like if...?")
- Demonstrate, explain and provide opportunities for child to understand how a word with the same sound can mean two different things (e.g., here and hear)
- Describe and explain the benefits of learning two or more languages and compare words and concepts between the languages with child
- Model rich vocabulary in context (e.g., when pointing to object instead of saying "thing," name the object)

## Grammar and Syntax

Goal: Children demonstrate progression in grammar and syntax.

### Birth to 18 months

**Some Indicators for Children:**

- Uses single word speech (e.g., one word to communicate message; child says "up" when wanting to be carried by adult)
- Uses some pronouns (e.g., mine)
- Uses short telegraphic sentences (e.g., "Me go." or "There mama.")

**Some Strategies for Caregivers:**

- Acknowledge child's efforts when he/she uses words to communicate
- Speak in simple sentences when communicating with child
- Use language in daily routines, talk with child, associate words with actions (e.g., "First, we wash our hands; then we dry them; next, we open the refrigerator; then we take out the milk; next, we pour it in a glass.")
- Make conversations enjoyable and fun for child
- Use finger plays, lullabies, and songs from child's home and other languages

### 18 to 36 months

**Some Indicators for Children:**

- Uses three to four-word sentences with noun and verb
- Describes a self-made drawing
- Uses simple questions in speech, but may not use correct grammar
- Uses plural forms for nouns, sometimes
- Uses negatives (e.g., "I don't want it.")
- Uses adjectives in phrases (e.g., big bag, green bear)

**Some Strategies for Caregivers:**

- Speak in complete sentences using correct grammar
- Engage child in conversations that require more than a single word response
- Read books from child's home language and in other languages, if possible
- When asking child questions, make sure to wait long enough for child to answer, as some children need more time to understand questions and put together words
- Recognize that English language learners may mix words from different languages in the same sentence; repeat what child said using all the words in the same language

## Grammar and Syntax

Goal: Children demonstrate progression in grammar and syntax.

### 36 to 60 months

**Some Indicators for Children:**

- Talks in sentences with five to six words to describe people, places, events
- Uses more complex grammar and parts of speech
- Describes a task, project, and/or event sequentially in three or more sentences
- Asks questions for information/clarification
- Uses prepositions in everyday language, sometimes needing assistance (e.g., at, in, under)

**Some Strategies for Caregivers:**

- Provide child with opportunities to answer questions in complete sentences
- Engage child in meaningful conversations during daily routines
- Using a picture book, ask child to tell his/her own story
- Set aside a regular time during daily routine to engage child in meaningful conversation (if child is bilingual, in both languages separately at different times of the day)
- Let child know that you recognize all languages as a valid means of communication
- When reading with child, point out how text progresses from word to sentence to paragraphs

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Demonstrates beginning skills in using sentences in a logical sequence
- Uses sentences, in home language, that show an emergence of grammatical correctness with subject/verb agreement
- Begins to use verb-tense appropriately with regular verbs, usually
- Begins to notice when simple sentences do not make sense, with assistance

**Some Strategies for Caregivers:**

- Use mealtimes as an occasion to encourage child to talk about the events of the day and things of interest
- Model correct grammar in your response when child experiments with grammar
- Provide opportunities for child to figure out and say correct phrase, through a game like, "Which is correct?" (e.g., "Which is correct: the bird blue big flew the nest around or, the big blue bird flew around the nest?")
- Respond to child's stories and descriptions of events
- Show value for regional variations of language, compare similarities and differences between languages, including academic school English

## Comprehension

Goal: Children demonstrate comprehension and meaning in language.

### Birth to 18 months

**Some Indicators for Children:**

- Turns to look at familiar object when it is named
- Imitates adult actions that go along with simple songs and rhymes (e.g., "Row, row, row your boat," "Pinpon," "La Bo")
- Follows single-step directions (e.g., "Please bring me the ball.")

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Follows two-step directions with complex sentence structures (noun + verb + adverb; e.g., "Put dishes away quickly" "Put dishes in the cupboard.")
- Answers simple questions
- Asks questions that demonstrate knowledge of events or phenomena (e.g., "Why did the boy run away?" "How did the water turn blue?")

**Some Strategies for Caregivers:**

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

## Comprehension

Goal: Children demonstrate comprehension and meaning in language.

### 36 to 60 months

**Some Indicators for Children:**

- Follows directions that involve a two- or three-step sequence of actions, which may not be related (e.g., "Please pick up your toys and then get your shoes.")
- Responds to questions with verbal answers or gestures
- Extends/expands the thought or idea expressed by another
- Engages in conversation that develops a thought or idea (e.g., tells about a past event)

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Follows two-part and three-part directions unfamiliar to the daily routine
- Uses and understands complex sentences
- Plays with language (e.g., jokes, riddles)
- Begins to represent a storyline though drawing, acting, or singing, with assistance
- Retells simple stories in sequence

**Some Strategies for Caregivers:**

- Demonstrate, explain and provide opportunities for child to play word games (e.g., making puns, asking riddles)
- Provide opportunities for child to listen to stories and time for discussion and interaction
- Use a game or song to help child learn to repeat multi-step directions by acting out the directions
- Have child act out or role play a story or legend to show comprehension; "interview" child afterward from his/her character's perspective

## Expressive/Oral Language

Goal: Children use language for a variety of purposes.

### Birth to 18 months

**Some Indicators for Children:**

- Vocalizes to get attention
- Uses a variety of inflections and sounds to express intent (e.g., coos to express happiness)
- Enjoys listening to oral stories
- Uses single words to express thoughts and ideas (e.g., when child sees the sun, he/she says "sun")

**Some Strategies for Caregivers:**

- Respond to child's vocalizations
- Tell stories to child
- Describe events to child or comment about what is happening
- Provide opportunities for child to contribute with single words as you make up a story
- Talk and interact with child throughout the day
- Ask wh-questions (e.g., why, what, where)
- Immerse child in a language-rich environment

### 18 to 36 months

**Some Indicators for Children:**

- Recounts an event, with assistance
- Begins to recall parts of a previously heard story
- Requests to hear familiar stories
- Begins to follow the sequence of events in an orally narrated story
- Uses a tape or CD player to listen to a recorded story, with assistance

**Some Strategies for Caregivers:**

- Tell child stories about his/her family, community and culture
- Incorporate songs, rhymes into stories you tell, so child can participate in story-telling
- Ask open-ended and wh-questions of child that will encourage him/her to describe an event or occurrence
- Set aside time daily to engage in storytelling, singing, and talking with child
- Discuss and explain the importance of child's home language

## Expressive/Oral Language

Goal: Children use language for a variety of purposes.

### 36 to 60 months

**Some Indicators for Children:**

- Recounts some details of a recent event
- Tells a short make-believe story, with assistance
- Uses oral language to communicate a message
- Participates in conversations about a variety of topics
- Mimics animal sounds

**Some Strategies for Caregivers:**

- Tell child stories from diverse cultures
- Engage child in conversations that lend themselves to expressing different ideas (e.g., explanatory talk, conversations about science)
- Talk about daily events with child
- Provide opportunities for child to create make-believe stories and write them down as child tells the story out loud
- Provide opportunities for child to hear stories from traditional storytellers
- Model conversations with other adults and children

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Describes the details of a recent event or occurrence
- Tells stories with descriptions of characters and events
- Uses oral language to express emotions and thoughts
- Enjoys listening to stories from diverse cultures
- Enjoys making up stories
- Tells jokes to elicit others' laughter
- Creates made-up words

**Some Strategies for Caregivers:**

- Make time daily to engage chid in different types of conversation (e.g., talking about daily events, re-telling or constructing multi-sequence stories )
- When telling stories from different cultures, respond when child indicates interest
- Provide opportunities for child to observe (or talk with person who runs) meetings or gatherings where translation equipment is used
- Provide child with opportunities to talk about use of technology in daily life

## Listening

Goal: Children demonstrate an understanding of language by listening.

### Birth to 18 months

**Some Indicators for Children:**

- Turns to locate source of a sound
- Shows preference for human voices to other sounds (e.g., animal sounds)
- Orients to speaker in response to speaker's words
- Pays attention to what the speaker is looking at or pointing to
- Vocalizes or gestures in response to another person's voice or gesture

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Enjoys finger plays (e.g., songs and games that use hands)
- Responds to action words by performing the action
- Responds by looking when directed toward a certain object
- Attempts to locate objects when they are discussed by others
- Listens to short and simple stories

**Some Strategies for Caregivers:**

- Use puppets and/or other props when reading or telling stories
- Provide opportunities for child to listen to recorded stories and nursery rhymes
- Include songs and stories from child's home language in group activities
- Assist child to speak on the telephone and encourage child to listen to the person on the other end

## Listening

Goal: Children demonstrate an understanding of language by listening.

### 36 to 60 months

**Some Indicators for Children:**

- Selects specific details in a story and repeats them
- Listens to others in a group discussion for a short period
- Responds to questions with appropriate answers
- Gains information through listening

**Some Strategies for Caregivers:**

- Provide child with pictures or other materials to stimulate talking and discussion
- Increase the length and complexity of books you read and stories you tell child
- Talk with child about pictures and accompanying stories in books, magazines, and catalogs
- Play games with child that require listening and understanding (e.g., Simon Says, Red light Green light)
- Provide ELL (or any second language learner) with many opportunities to participate in and understand a second language without translation (e.g., use gestures, props, demonstration so he/she can understand without translation)

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Attends to book reading/story telling for at least five minutes
- Listens to others and responds in group conversations and discussions
- Notices different tones and cadences (e.g., adult speaking in a clipped/terse manner or speaking in a friendly tone)
- Enjoys listening to stories from different sources (e.g., in person, on the radio)

**Some Strategies for Caregivers:**

- Provide opportunities for child to be heard, to promote listening skills during group conversations (e.g., child must listen when other children speak)
- Create times when children in groups come together to listen to information
- Listen to an audio story or a story on the radio with child and help him/her to interpret the story (e.g., through words, art forms, dance, acting)

## Oral and Written Communication

Goal: Children communicate effectively.

### Birth to 18 months

**Some Indicators for Children:**

- Vocalizes/uses words and gestures to solicit attention
- Communicates needs through facial expression, words, or actions (e.g., points to desired object)
- Changes volume and pitch to convey meaning
- Imitates words (e.g., simple greetings)

**Some Strategies for Caregivers:**

- Interpret and give meaning to what child says (e.g., "You are saying 'baba'. Do you want some water?")
- Repeat child's sounds
- Use different types of voice with child
- "Tune in" to the different ways child attempts to communicate by responding
- Recognize that child with certain physical disabilities, such as a cleft palate, might need more assistance in overcoming communication difficulties

### 18 to 36 months

**Some Indicators for Children:**

- Changes intonation and tone to communicate meaning
- Uses non-verbal gestures and body language to express needs and feelings (e.g., gives spontaneous hug)
- Addresses listener appropriately to get attention (e.g., when speaking to another child, uses child's name)
- Uses jargon with regular words in conversation
- Uses descriptors to describe a thing or event (e.g., "big toy," "fun ride")
- Uses sound effects in play
- Dictates a story for adult to write out
- Draws simple pictures or scribbles word-like marks to communicate a message or an idea

**Some Strategies for Caregivers:**

- Listen to child and give him/her time to respond
- Model effective communication skills, such as speaking clearly
- Provide opportunities for child with communication difficulties to use non-verbal ways to express self so he/she feels that attempts to communicate are valued
- Respond with the correct pronunciation when child mispronounces a word
- Provide opportunities for child to communicate with other children

## Oral and Written Communication

Goal: Children communicate effectively.

### 36 to 60 months

**Some Indicators for Children:**

- Speaks clearly enough to be understood by most listeners
- States point of view, likes/dislikes, and opinions using words, signs or picture boards
- Uses multiple word sentence/s to communicate needs, ideas, actions, and/or feelings
- Relays a simple message (e.g., from grandparent to parent)
- Repeats words or ideas to be sure information is communicated
- Uses pre-writing in play with other children when pretending to communicate
- Begins to draw representational figures

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Initiates conversation by making statements or asking questions
- Expresses an idea in more than one way
- Adjusts communication style to listener (e.g., when talking to a younger child uses simple words)
- Uses character voices when retelling a story or event
- Understands the concept of writing to communicate information or messages (e.g., attempts to write a short phrase or greeting)
- Draws pictures with objects and people to communicate an idea or event, with assistance

**Some Strategies for Caregivers:**

- Engage child in conversation about a child-selected photograph or object
- Provide opportunities for child to speak publicly for a small group and acknowledge him/her in the effort
- Reduce a complicated story to seven or eight action sentences and act out movements with child (especially in support of English language learner)

## Conventions of Social Communication

Goal: Children understand and use the conventions of social communication.

### Birth to 18 months

**Some Indicators for Children:**

- Responds to speaker when name is called, sometimes
- Uses non-verbal gestures for social conventions of greeting (e.g., waves "bye")
- Participates in a one-on-one conversation by making sounds or using words, sometimes

**Some Strategies for Caregivers:**

- Use everyday routines, such as meal times, to role-play social language conventions (e.g., not interrupting the other speaker)
- Play games that involve turn-taking
- Provide child with opportunities to "talk" to other children and adults, with guidance
- Demonstrate, explain and provide opportunities for child to use a play or make-believe telephone
- Take turns talking with child, even before he/she use real words

### 18 to 36 months

**Some Indicators for Children:**

- Pays attention to speaker for at least a portion of a conversation
- Begins to demonstrate turn-taking in conversation
- Makes a related comment (e.g., adult says, "Here is your water," child says "Cup" or "Water cup")
- Makes a formal request or response (e.g., "May I," "Please," "Thank you")
- Follows non-verbal directions (e.g., signal for come here)

**Some Strategies for Caregivers:**

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

## Conventions of Social Communication

Goal: Children understand and use the conventions of social communication.

### 36 to 60 months

**Some Indicators for Children:**

- Pays attention to speaker during conversation
- Takes turns during group conversations/ discussions, usually
- Recognizes rising and falling intonations and what they mean (e.g., difference between a "wh" question and a statement)
- Begins to demonstrate understanding of non-verbal cues (e.g., facial expressions for pride, displeasure, encouragement)
- Bilingual child adjusts his/her language and communication form according to person with whom he/she is speaking

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Uses language appropriately with different audiences (e.g., uses different words with peers and adults), most of the time
- Uses language appropriately depending upon the purpose (e.g. to tell stories, get information, ask for help), most of the time
- Adjusts intonation and volume in a variety of settings (e.g., whispers when a baby is sleeping)

**Some Strategies for Caregivers:**

- Engage child in play and conversations that help him/her practice appropriate social conventions (e.g., pretend to go to the grocery store or post office)
- Provide opportunities for child to engage in conversations in a variety of situations (e.g., at the playground with peers, at the post office with the postal worker)

## Reading

Goal: Children demonstrate phonological awareness.

### Birth to 18 months

**Some Indicators for Children:**

- Shows beginning sound awareness by reacting differentially to different sounds
- Imitates vocalizations and sounds
- Vocalizes familiar words when read to
- Recites last word of familiar rhymes, with assistance

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Recites phrases from familiar rhymes
- Completes a familiar rhyme by providing the last word
- Participates in rhyming games and songs with other children
- Imitates tempo and speed of sound (e.g., clapping hands fast and clapping hands slowly, speaking fast and speaking slowly)

**Some Strategies for Caregivers:**

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

## Reading

Goal: Children demonstrate phonological awareness.

### 36 to 60 months

**Some Indicators for Children:**

- Participates in and creates songs, rhymes, and games that play with sounds of language (e.g., claps out sounds or rhythms of language)
- Identifies initial sound of words, with assistance (e.g., book begins with the /b/ sound)
- Makes three or more letter-sound correspondences (e.g., identifies that "david," "day," and "dog" all begin with "d")
- Finds objects in a picture with the same beginning sound, with assistance
- Differentiates between similar- sounding words (e.g., three and tree)

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Matches picture with articulated initial letter sound (e.g., matches the picture of a dog with the sound /d/)
- Begins to recognize vowel sounds, with assistance
- Begins to blend individual letter sounds to make a new word, with assistance (e.g., "/b/ /a/ /l/... what's the word? Ball")
- Recognizes which segment of a word is left off when spoken aloud , with assistance, (e.g., "picture," and can recognize the /p/ is left off when "icture" is said)
- When given a word ("man") and a new beginning sound (/f/), creates the familiar word ("fan")
- Divides words into syllables, with assistance
- Begins to create and invent words by substituting one sound for another (e.g., bandaid/dambaid)

**Some Strategies for Caregivers:**

- Speak clearly to child
- Demonstrate, explain and provide opportunities for child to pronounce words correctly, enunciating each part of word clearly
- Focus on parts of the word when presenting new words to child
- Play listening games with child where he/she blends the onset (the first part of a syllable) and rime (the ending part) into one word (e.g., r....an, m...an. Then change it to r...ice, r....oad)

## Reading

Goal: Children demonstrate awareness of the alphabetic principle.

### Birth to 18 months

**Some Indicators for Children:**

- Shows increasing awareness of sounds of spoken words by focusing on the speaker
- Imitates sounds when looking at words in a book
- Points to words in a book

**Some Strategies for Caregivers:**

- Write out child's name sounding out each letter
- Sing alphabet songs with child
- Point to words while reading with child
- Read alphabet books with child

### 18 to 36 months

**Some Indicators for Children:**

- Uses symbols or pictures to represent oral language
- Recites a song with the letters of the alphabet, with assistance (e.g., an alphabet song or recitation)
- Begins to understand that print represents words (e.g., pretends to read text)

**Some Strategies for Caregivers:**

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

## Reading

Goal: Children demonstrate awareness of the alphabetic principle.

### 36 to 60 months

**Some Indicators for Children:**

- Recites all letters of the alphabet
- Knows that alphabet letters are a special category of symbols/pictures that can be individually named
- Associates the names of letters with their shapes
- Correctly identifies ten or more letters of the alphabet

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Demonstrates understanding that letters have a name and a sound
- Makes most letter/sound matches
- Identifies a letter for a given letter name, for most letters

**Some Strategies for Caregivers:**

- Play simple word games
- During daily routines (e.g., trip to the grocery store) point out the letters in the environment and ask child to identify them
- Identify frequently used words in print and have child point to words and repeat (e.g., to, I, me)

## Reading

Goal: Children demonstrate awareness of print concepts.

### Birth to 18 months

**Some Indicators for Children:**

- Explores physical features of books (e.g., chews on cloth books)
- Pays attention to pictures in books
- Shows increasing ability to handle books, without assistance
- Knows how to turn pages
- Uses interactive books, with assistance
- Attempts to position pictures in book right side up

**Some Strategies for Caregivers:**

- Read with child daily
- Model holding a book correctly and turning pages
- Read with child one-on-one, so that child observes and handles books often
- Provide child with board, cloth and plastic books that can be manipulated and explored with assistance
- Explore a variety of printed materials with child (e.g., photo albums, magazines, song books)
- Acknowledge when child is using printed matter appropriately

### 18 to 36 months

**Some Indicators for Children:**

- Knows the right side up of a book
- Turns pages, usually a single page at a time

**Some Strategies for Caregivers:**

- When reading with child, incorporate looking at the cover, reading the title and author's name
- Occasionally run finger along text while reading with child to demonstrate text progression
- Demonstrate text progression by using colored dots (e.g., green dots where the print begins and red dots where it ends)
- Demonstrate top to bottom progression by using paint or markers to draw lines from top to bottom on newsprint

## Reading

Goal: Children demonstrate awareness of print concepts.

### 36 to 60 months

**Some Indicators for Children:**

- Knows first and last page of a book
- Identifies some individual letters in text
- Shows understanding that letters make up words
- Identifies words that look similar and different, with assistance
- Begins to understand that print progresses from left to right (for exceptions, e.g., see Arabic text)
- Recognizes some signs and symbols in the environment (e.g., "STOP")

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Demonstrates how to follow text in proper order on a written page while reading or following along (e.g., for English, left to right and top to bottom)
- Recognizes difference between letters and numerals
- Identifies letters in first name
- Points to the title of a book, when asked
- Reads familiar sight words (e. g., names on cereal boxes)
- Reads own first name and those of some peers
- Reads some environmental print (e.g., bus)
- Recognizes when something is written in his/her home language

**Some Strategies for Caregivers:**

- Demonstrate, explain, and provide opportunites for child to use books, introducing the parts of a book (e.g., title page, front and back covers)
- Use child-made books to identify parts of the book
- Acknowledge child when he/she uses printed matter appropriately (e.g., looks at the cover page to find out the author's name)

## Reading

Goal: Children demonstrate comprehension of printed material.

### Birth to 18 months

**Some Indicators for Children:**

- Points or makes sounds when looking at picture books
- Points to familiar pictures, characters, and objects in books
- Identifies familiar people and objects in photographs
- Focuses attention on simple picture books

**Some Strategies for Caregivers:**

- Introduce books from diverse cultures
- Read books with a predictable story line and sequence of events with child
- Point to pictures as you read and encourage child to do so as well
- Make books with pictures from child's life, cultural background and home language
- Label environment in two or more languages differentiated by color (e.g., Labels in Spanish are in blue and in English are in red)

### 18 to 36 months

**Some Indicators for Children:**

- Uses words for pictures
- Uses pictures to describe actions (e.g., picture of person running, child says "run")
- Recites familiar words in a book when read to
- Recalls specific characters or actions from familiar stories
- Produces a multiple-word response to printed materials
- Anticipates what comes next in known stories, with assistance (e.g., anticipates the next animal in an animal concept book)

**Some Strategies for Caregivers:**

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

## Reading

Goal: Children demonstrate comprehension of printed material.

### 36 to 60 months

**Some Indicators for Children:**

- Uses pictures to predict a story
- Recognizes own name when spelled out in letters
- Recites some words in familiar books from memory
- Fills in the blanks/missing information in a familiar story
- Identifies major characters in story
- Begins to understand the sequence of a story (e.g., beginning, middle, end)
- Makes up an ending for a story
- Pretends to read a familiar book

**Some Strategies for Caregivers:**

- Show the cover of a book and ask child to predict what happens in the story
- After reading a story, provide opportunities for child to act out the story like a play
- When reading with child, change roles; have child become the storyteller and "read" to you
- After child listens to story have him/her draw his/her favorite part of the story
- Engage with child in retelling a recently read or listened to story
- Assist child in illustrating verses from popular children's songs

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Knows that print conveys meaning
- Compares stories with real life
- Uses pictures to infer or predict meaning in text read aloud and/or shared with others
- Uses strategies such as questioning or predicting to comprehend printed material
- Recalls a story with some level of detail pertaining to the characters and setting

**Some Strategies for Caregivers:**

- Read part of the story in a book and ask child to predict how the story ends
- Use simple stories to help child understand cause and effect (e.g., "Why did Humpty-Dumpty break into pieces?")
- After reading text, allow time for discussion and evaluation
- Try to read/look up answers to questions (e.g., for question "What should child wear today?" read the weather forecast in a printed form to find an answer)

## Reading

Goal: Children demonstrate awareness that written materials can be used for a variety of purposes.

### Birth to 18 months

**Some Indicators for Children:**

- Enjoys books about daily routines (e.g., eating, toileting)
- Purposefully uses pop-up and interactive books

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Enjoys books about different things (e.g., books about animals, occupations)
- Responds to emotional expressions in a book (e.g., points to a happy face)
- Recognizes print in the neighborhood, community, and environment (e.g., stop-signs, store signs)

**Some Strategies for Caregivers:**

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

## Reading

Goal: Children demonstrate awareness that written materials can be used for a variety of purposes.

### 36 to 60 months

**Some Indicators for Children:**

- Identifies a variety of printed materials (e.g., books, newspapers, cereal boxes)
- Imitates common reading activities appropriately in play (e.g., pretends to use directions while putting something together)
- Uses signs in the environment for information (e.g., in a tall building, points to the elevator button)

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Uses picture clues for information (e.g., attempts to predict weather by looking at picture of clouds and rain in newspaper or on television news)
- Recognizes function of common labels in the environment (e.g., restroom sign)
- Uses a simple cookbook, map, or similar printed material, with assistance

**Some Strategies for Caregivers:**

- Engage child in writing letters and cards to friends or family
- Talk about weather-related icons with child
- Identify and talk about different cultures and traditions represented in stories and books from different regions of the world
- Using a family recipe, cook and follow directions to demonstrate how useful and fun these written materials can be
- Promote family participation in literacy-related activities in both English and child's home language (e.g., ask parents to read their favorite book to child)

## Reading

Goal: Children demonstrate appreciation and enjoyment of reading.

### Birth to 18 months

**Some Indicators for Children:**

- Explores books (e.g., fingers through pages)
- Enjoys touching and carrying books
- Brings book to adult to read
- Shows preference for certain books
- Focuses attention for short periods of time when looking at books
- Shows pleasure when read to (e.g., smiles, vocalizes)

**Some Strategies for Caregivers:**

- Read with child daily in a relaxed and fun manner (e.g., sitting on your lap)
- Provide opportunities for child to observe adult reading daily
- Display interesting books
- Provide a variety of multicultural books in child's environments
- Create a book about child's daily life with photos of his/her significant people

### 18 to 36 months

**Some Indicators for Children:**

- Asks to be read to
- Requests favorite book to be read repeatedly
- Looks at books, magazines, and other printed matter, without assistance
- Looks through books and other printed matter as though reading
- Memorizes phrases from favorite books
- Makes comments on book
- Uses books during play
- Selects books and magazines when asked to select favorite objects/toys

**Some Strategies for Caregivers:**

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

## Reading

Goal: Children demonstrate appreciation and enjoyment of reading.

### 36 to 60 months

**Some Indicators for Children:**

- Expresses the title of a favorite book
- Gives opinion on books in terms of sections liked and enjoyed
- Enjoys a variety of genres (e.g., poetry, folk/fairy tales, concept books, magazines)

**Some Strategies for Caregivers:**

- Demonstrate that books provide information (e.g., look at phone book before dialing a phone)
- Ask child his/her opinion of books, parts of stories, and characters
- Use books to enhance other activities (e.g., if child is making a castle, find books about castles)
- Provide child with opportunities to have "quiet time" daily to spend with books
- Make attractive books available that represent child's lived experiences, cultural background, and home language
- For English language learner (or other second language learners), facilitate child's ability to understand the book without translation by acting out the book, re-telling the story in action sentences with movements, and using props

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Enjoys "how-to" books, non-fiction, and reference books
- Shares and talks about books with peers
- Looks for books of interest
- Shows interest in learning to read and makes attempts at 'reading' favorite books aloud
- Sits through entire picture book read aloud without disrupting
- Has a favorite author/illustrator or series of books by same author

**Some Strategies for Caregivers:**

- Take child to the local library and ask him/her to select books to check out
- Provide opportunities for child to listen to books on tape (for bilingual children in both languages)
- Provide child with books that build upon his/her interests
- Demonstrate to child how to extend knowledge, learn more, and enjoy the same information from a book that he/she obtains from a favorite educational television program

## Writing

Goal: Children demonstrate alphabet knowledge.

### Birth to 18 months

**Some Indicators for Children:**

- Focuses on marks on paper
- Makes marks on paper
- Points to words in a book
- Imitates other person's words, drawings, or scribbles by making own marks or scribbles

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Notices both words and pictures on a page
- Labels pictures using scribble writing
- Uses symbols or pictures as representation of oral language
- Demonstrates an understanding that we hear and see words by pointing randomly to text while it is being read out loud (e.g., a spoken word is also represented in print)

**Some Strategies for Caregivers:**

- Draw attention to signs and symbols in the environment, (e.g., stop sign, Chinese writing on a Chinese restaurant sign)
- Provide alphabet puzzles for child to manipulate and play with
- Read alphabet books with child, including books from different cultures
- Provide opportunities for child to manipulate magnetic letters, naming the letters or using them to spell out simple words
- Positively acknowledge child's attempts at writing (e.g., display writing in visible locations)
- When reading with child, point out the letters and words as you read

## Writing

Goal: Children demonstrate alphabet knowledge.

### 36 to 60 months

**Some Indicators for Children:**

- Knows the difference between printed letters and drawings
- Attempts to copy one or more letters of the alphabet
- Labels pictures using letter-like marks
- Knows that alphabet letters are a special category of graphics that can be individually named
- Identifies letters to match the said-aloud letter name
- Works at writing own name
- Shows awareness of the difference between own writing and conventional print
- Shows awareness of two different writing systems (especially appropriate for ELL)

**Some Strategies for Caregivers:**

- Use the letters of the alphabet as they come up in real life situations
- Call attention to names of children that begin with the same alphabet letter
- Print an uppercase letter on one shape and matching lowercase letter on another of the same shape. Show child how to match the shapes, thereby matching the letters
- Provide opportunities for child to write own name
- Create games for child to pretend to be the letters of the alphabet and call out alphabet names

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Recognizes several upper case and lower case letters
- Prints some alphabet letters for given letter names
- Writes some upper case and lower case letters, without assistance
- Writes first names of others or some simple words
- Writes some simple words on paper after adult segments words into individual sounds out loud (e.g. /c/ /l/ /a/ /p/ = clap)

**Some Strategies for Caregivers:**

- Model appropriate upper case and lower case letters while writing
- Adapt the game "I spy" to help child locate upper case and lower case letters
- Provide opportunities for child to practice writing letters of the alphabet (e.g., ask child to help in making signs, or addressing an envelope)
- Provide opportunities for child to write letters
- Have child make own letter dictionaries, with assistance
- Assist child in recognizing common but irregularly spelled words (e.g., of)

## Writing

Goal: Children use writing skills and demonstrate knowledge of writing conventions.

### Birth to 18 months

**Some Indicators for Children:**

- Makes imprints on paper using finger paints
- Experiments with grasp when using a variety of writing tools (e.g., crayon, paint brush)
- Grasps marker or crayon with his/her fist and makes marks on paper without regard to location
- Scribbles on a page spontaneously
- Makes strokes on paper with paint brush
- Picks up small writing tools (e.g., thin crayons) using finger and thumb (pincer) grasp but possibly without control or pressure on paper

**Some Strategies for Caregivers:**

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

### 18 to 36 months

**Some Indicators for Children:**

- Scribbles and makes marks on paper purposefully
- Names scribbles (e.g., tells others what scribbles mean)
- Draws horizontal and vertical lines
- Uses a variety of writing tools (e.g., pencil, marker, paint brush)
- Paints using whole arm to make strokes
- Adjusts body position to enable writing/drawing on paper
- Pretends to write on paper, without regard to location or direction

**Some Strategies for Caregivers:**

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

## Writing

Goal: Children use writing skills and demonstrate knowledge of writing conventions.

### 36 to 60 months

**Some Indicators for Children:**

- Writes some letters or numerals
- Prints or copies first name
- Attempts to copy words from print
- Draws basic geometric shapes (e.g., circle, triangle)
- Uses pretend writing activities during play to show print conventions in home language
- Adjusts paper position when writing

**Some Strategies for Caregivers:**

- Provide paper and writing tools (and/or if you choose to use one, access to a computer) for child to use for specific purposes (e.g., create greeting cards)
- Positively acknowledge child's attempts to write
- Ask child to "sign" artwork, cards, and letters
- Point out the shapes of individual letters to help child learn letters
- Write down child's dictations and read back exactly what he/she said (for English language learner, in both languages)
- Provide opportunities to talk about what child notices about two different writing systems (especially appropriate for English language learner)

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Uses multiple writing tools (e.g., paint, crayons, pencils, and/or pens) to create a picture
- Adjusts grasp to size of writing tool
- Shows beginning knowledge of punctuation marks (e.g., period at the end of a sentence)

**Some Strategies for Caregivers:**

- Provide opportunities for child to develop projects that involve writing (e.g., producing a newspaper, recording events on a family/field trip)
- Create an accessible writing area for child with a smooth writing surface, writing tools, and paper
- Engage child in dictation projects so he/she learns that spoken words can be written (e.g., child dictates a simple story and 'scribe' writes it down)

## Writing

Goal: Children use writing for a variety of purposes.

### Birth to 18 months

**Some Indicators for Children:**

- Makes marks on paper and shows to others
- Makes marks with fingers (e.g., in food)

**Some Strategies for Caregivers:**

- Draw and label pictures while talking with child about an activity or idea
- Model uses of writing to child (e.g., making grocery lists, writing letters)
- Provide different materials for child to explore sensory use of materials and development of motor skills and writing (e.g., finger paints, shaving cream)
- Make greeting cards with child's hand prints

### 18 to 36 months

**Some Indicators for Children:**

- Uses scribbles and pictures to make lists, letters, and stories
- Recognizes some environmental print/symbols (e.g., a stop sign)
- Asks adult to label pictures that he/she has drawn
- Makes cards to give peers and significant adults, with assisance

**Some Strategies for Caregivers:**

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

## Writing

Goal: Children use writing for a variety of purposes.

### 36 to 60 months

**Some Indicators for Children:**

- Uses letter-like symbols to make lists, letters, and stories
- Copies some environmental print/symbols
- Uses letter-like symbols to express an idea
- Talks aloud about creative ideas and stories and asks adult to write them out
- Asks adult to write out rhymes to make a simple poem

**Some Strategies for Caregivers:**

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

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Imitates common writing activities in play (e.g., letters, cards, newpaper)
- Writes simple expressions in greeting cards and letters (e.g., Hi; Hola)
- Demonstrates beginning of creative writing by using inventive spelling and/or pictures to express an idea or story

**Some Strategies for Caregivers:**

- Provide opportunities for child to write letters and make greeting cards for relatives and friends
- Make a storybook with child that includes both pictures and words
- Assist child in making labels for different sets of objects (e.g., cooking utensils, shoes)

# Domain 5 Language, Communication, and Literacy
## English Language Learners*

## Dual Language Acquisition

Goal: Children demonstrate competency in home language while acquiring beginning proficiency in English.

### Birth to 18 months

**Some Indicators for Children:**

- Responds to familiar words in home language (e.g. "clap" -the child claps) and attends to sounds in English (e.g., "clap" -looks towards speaker)
- Uses eight to ten understandable words in home language and may not possess any words in the English vocabulary
- Communicates needs through single-word speech in home language and through facial expression or actions (e.g., points to object desired) if attempting to communicate in English

**Some Strategies for Caregivers:**

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

* Notes: 1) This goal statement only applies to children whose home language is not English. 2) Language in this goal statement only refers to the "spoken word" or oral language and communication. It does not refer to the "written word" – reading, writing or other literacy skills.

### 18 to 36 months

**Some Indicators for Children:**

- Follows simple verbal direction in home language and attempts to make sense of a direction given in English when accompanied by a non-verbal gesture (e.g., signal for come here)
- Often uses sounds from home language when speaking in English (e.g., Spanish "v "may be pronounced like "b" so Spanish speaking child might say "bery" for "very")
- Has a larger vocabulary in home language and is beginning to acquire an English vocabulary
- Recalls words from simple songs in home language and recognizes words from songs in English
- Asks simple questions in home language; uses gestures or single words to ask questions in English
- Inserts words from home language while speaking in English, sometimes

**Some Strategies for Caregivers:**

- Read books with child in home language with supplemental reading in English
- Create a supportive environment for learning the home language while also exposing child to English
- Speak English in ways that help ELL understand (e.g., simple sentences, repetition, use of gestures)
- Provide an environment of acceptance that supports and respects the home language by bringing the home language to settings (other than home) where child may spend part of the day
- Have print materials available in both the home language and English

## Dual Language Acquisition

Goal: Children demonstrate competency in home language while acquiring beginning proficiency in English.

### 36 to 60 months

**Some Indicators for Children:**

- Demonstrates understanding that there are languages other than the home language (e.g., identifies sentence spoken in home language in comparison to one spoken in English)
- Relies on non-verbal cues to communicate in English, but does not rely on non-verbal cues to communicate in home language
- Focuses on the meaning of words rather than grammar in acquiring spoken English language competency
- Follows linguistic rules of home language and constructs own rules for English
- Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate
- Bilingual children adjust language and communication form used according to person with whom he/she is speaking

**Some Strategies for Caregivers:**

- Help child develop reasoning skills through use of home language
- Devise strategies that build a home-school collaboration to reinforce home language competency and promote learning English
- Sing songs that incorporate words from two languages (e.g., Pollito-Chicken, Galina-Hen)
- Identify and explain patterns in errors of spoken English to help child acquire language competency (Note: do not correct child but guide child by example)
- Model positive vocabulary learning strategies (e.g., reading cues from the context)

### 60 months to Kindergarten Entry

**Some Indicators for Children:**

- Follows multi-step directions in home language and single-step directions in English
- Demonstrates understanding of words used in home language that are different from English
- Makes consistent grammatical errors in English (e.g., mans for men)
- Re-tells a simple story told in the home language but may only be able to re-tell a few words from a story told in English
- Begins to understand that non-family adults and peers may not understand home language
- Chooses the language (home or English) and/or non-verbal gestures to communicate according to audience, purpose, and setting

**Some Strategies for Caregivers:**

- Provide opportunities for child to acquire competency in home language and English
- Provide opportunities for child to practice communicating in English through natural and meaningful conversation
- Provide opportunities for child to share words from home language with other children
- Be supportive in situations of stress, exhaustion, or emotional strain when child uses "interlanguage" (i.e., neither the home language nor English but 3rd language system based on both languages)
- Develop a plan for child's continued use of the home language and acquisition of English

# Alignment Chart:
## Linkages to Other Educational Standards

This alignment chart specifies how the goal statements in the Washington State Early Learning and Development Benchmarks link to and align with other educational standards used in Washington State. Given the multiple public programs that provide early childhood care and education, this alignment chart shows how the Benchmarks complement standards used by specific programs (e.g., Head Start, Early Head Start). In addition, the alignment chart shows that these Benchmarks are useful not only as a stand-alone set of expectations for young children, but also as precursors to more complex and detailed forms of learning and behavior that are expected in the K-12 education system. Specifically, the alignment chart shows linkages between the Benchmarks goal statements and:

- Program Performance Measures for Head Start Programs Serving Infants and Toddlers. These are referred to as Early Head Start in the alignment chart.
- Head Start Child Outcomes Framework Domain Elements. These are referred to as Head Start in the alignment chart.
- Office of the Superintendent of Public Instruction (OSPI) Essential Academic Learning Requirements (EALRs) Components. These are referred to as OSPI in the alignment chart.

It is important to note that the alignment does not represent a developmental continuum; rather it presents a framework for illustrating how the Benchmarks connect with other educational standards. As such, this chart is designed to be particularly useful to educators in Head Start, Early Head Start, and OSPI settings as they incorporate the Benchmarks into their programs.

### Domain I: Physical Well-being, Health, and Motor Development

**Motor Development**

| | | |
|---|---|---|
| **Gross Motor Skills** | | |
| 1 | Children demonstrate strength and coordination of large muscles. | • Early Head Start: Children demonstrate improved physical health and development.<br>• Head Start: Physical Health & Development – Gross Motor Skills<br>• OSPI Health & Fitness: 1.1, Develop fundamental and complex movement skills, as developmentally appropriate. |
| **Fine Motor Skills** | | |
| 2 | Children demonstrate strength and coordination of small muscles. | • Early Head Start: Children demonstrate improved physical health and development.<br>• Head Start: Physical Health & Development – Fine Motor Skills<br>• OSPI Health & Fitness: 1.1, Develop fundamental and complex movement skills, as developmentally appropriate. |
| **Sensorimotor Skills** | | |
| 3 | Children use their senses (sight, hearing, smell, taste, and touch) to guide motions. | • Early Head Start: Children demonstrate improved physical health and development.<br>• Head Start: Physical Health & Development – Fine Motor Skills |

**Physical Development**

| | | |
|---|---|---|
| **Physical Fitness** | | |
| 4 | Children demonstrate the stamina and energy to participate in daily activities. | • Early Head Start: Children demonstrate improved physical health and development.<br>• Head Start: Physical Health & Development – Health Status & Practices<br>• OSPI Health & Fitness: 1.1, Develop fundamental and complex movement skills, as developmentally appropriate. |

| | | |
|---|---|---|
| | 5 Children readily engage in a variety of physical activities. | • Early Head Start: Children demonstrate improved physical health and development.<br>• Head Start: Physical Health & Development – Health Status & Practices<br>• OSPI Health & Fitness: 1.1, Develop fundamental and complex movement skills, as developmentally appropriate. |
| **Health and Personal Care** | | |
| **Daily Living Skills** | | |
| | 6 Children practice basic personal care routines. | • Early Head Start: Children demonstrate improved physical health and development.<br>• Head Start: Physical Health & Development – Health Status & Practices |
| | 7 Children demonstrate personal health and hygiene skills. | • Early Head Start: Children demonstrate improved physical health and development.<br>• Head Start: Physical Health & Development – Health Status & Practices<br>• OSPI Health & Fitness: 2.3, Acquire skills to live safely and reduce health risks. |
| **Nutrition** | | |
| | 8 Children eat nutritious foods. | • Early Head Start: Children demonstrate improved physical health and development.<br>• Head Start: Physical Health & Development – Health Status & Practices<br>• OSPI: Health & Fitness 1.4 Understand the relationship of nutrition and food nutrients to physical performance and body composition. |
| **Safety** | | |
| **Safe Practices** | | |
| | 9 Children demonstrate knowledge about and avoid harmful objects and situations. | • Early Head Start: Children demonstrate improved physical health and development.<br>• Head Start: Physical Health & Development – Health Status & Practices<br>• OSPI Health & Fitness: 1.2, Safely participates in a variety of physical activities. |
| **Rules and Regulation** | | |
| | 10 Children demonstrate awareness and understanding of safety rules. | • Early Head Start: Children demonstrate improved physical health and development.<br>• Head Start: Physical Health & Development – Health Status & Practices |

## Domain II: Social and Emotional Development

| | | |
|---|---|---|
| **Social Development** | | |
| **Interactions with Adults** | | |
| | 11 Children trust and interact easily with familiar adults. | • Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being.<br>• Head Start: Social & Emotional Development – Social Relationships |
| | 12 Children seek assistance from adults when needed. | • Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being.<br>• Head Start: Social & Emotional Development – Social Relationships<br>• OSPI Health & Fitness: 3.3, Use social skills to promote health and safety in a variety of situations. |
| **Interactions with Peers** | | |
| | 13 Children develop friendships with peers. | • Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being.<br>• Head Start: Social & Emotional Development – Cooperation , Social Relationships |

| | |
|---|---|
| **14** Children cooperate with peers. | • Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being.<br>• Head Start: Social & Emotional Development – Cooperation , Social Relationships<br>• OSPI Social Studies – Skills: 2.1, Understand and use interpersonal and group process skills required by citizens in a democratic society.<br>• OSPI Health & Fitness: 3.3, Use social skills to promote health and safety in a variety of situations.<br>• OSPI Communication: 2.3, Uses interpersonal skills and strategies to work collaboratively, solve problems, and perform a task. 3.1, Work cooperatively as a member of a group. |
| **15** Children demonstrate positive negotiation skills. | • Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being.<br>• Head Start: Social & Emotional Development – Cooperation<br>• OSPI Health & Fitness: 3.3, Use social skills to promote health and safety in a variety of situations.<br>• OSPI Communication: 2.3, Uses interpersonal skills and strategies to work collaboratively, solve problems, and perform a task. 3.1, Work cooperatively as a member of a group. |
| **Adaptive Social Behavior** | |
| **16** Children demonstrate awareness of behavior and its effects. | • Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being.<br>• Head Start: Social & Emotional Development – Self Control, Social Relationships, and Cooperation |
| **17** Children participate positively in group activities. | • Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being.<br>• Head Start: Social & Emotional Development – Cooperation<br>• OSPI Health & Fitness: 3.3, Use social skills to promote health and safety in a variety of situations.<br>• OSPI Communication: 2.3, Uses interpersonal skills and strategies to work collaboratively, solve problems, and perform a task. 3.1, Work cooperatively as a member of a group. |
| **18** Children adapt to diverse settings. | • Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being.<br>• Head Start: Social & Emotional Development – Self Control, Social Relationships, and Cooperation<br>• OSPI Health & Fitness: 3.3, Use social skills to promote health and safety in a variety of situations. |
| **19** Children demonstrate empathy for others and the natural world. | • Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being.<br>• Head Start: Social & Emotional Development – Social Relationships<br>• OSPI Health & Fitness: 3.3, Use social skills to promote health and safety in a variety of situations. |
| **Appreciating Diversity** | |
| **20** Children recongnize, appreciate, and respect similarities and differences in people | • Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being.<br>• Head Start: Social & Emotional Development – Knowledge of Families and Communities<br>• Head Start: Social & Emotional Development – Knowledge of Families and Communities |

## Emotioal Development

### Self-Concept

| | |
|---|---|
| **21** Children perceive themselves as unique individuals. | • Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being.<br>• Head Start: Social &Emotional Development – Self Concept |
| **22** Children demonstrate awareness of their abilities, characteristics, and preferences. | • Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being.<br>• Head Start: Social &Emotional Development – Self Concept<br>• OSPI Health & Fitness: 3.3, Use social skills to promote health and safety in a variety of situations. |

### Self-Efficacy

| | |
|---|---|
| **23** Children demonstrate belief in their abilities. | • Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being.<br>• Head Start: Social &Emotional Development – Self Concept<br>• OSPI Health & Fitness: 3.3 Use social skills to promote health and safety in a variety of situations. |

### Self-Control

| | |
|---|---|
| **24** Children understand and follow rules and routines. | • Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being.<br>• Head Start: Social &Emotional Development – Self Control<br>• OSPI Health & Fitness: 1.2, Safely participates in a variety of physical activities. |
| **25** Children regulate their feelings and impulses. | • Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being.<br>• Head Start: Social & Emotional Development – Self Control<br>• OSPI Health & Fitness: 3.4, Understand how emotions influence decision making. |

### Emotional Expression

| | |
|---|---|
| **26** Children express appropriately a range of emotions. | • Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being.<br>• Head Start: Social &Emotional Development – Self Control<br>• OSPI Health & Fitness: 3.4, Understand how emotions influence decision making. |

# Domain III: Approaches Toward Learning

## Learning Approaches

### Curiosity and Interest

| | |
|---|---|
| **27** Children are curious about and interested in learning new things and having new experiences. | • Early Head Start: Children demonstrate improved positive approaches toward learning, including improved attention skills.<br>• Head Start: Approaches to Learning – Initiative & Curiosity<br>• OSPI Reading: 3.1, Read to learn new information.<br>• OSPI Science: 2.1 Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry. |

### Initiative

| | |
|---|---|
| **28** Children demonstrate initiative. | • Early Head Start: Children demonstrate improved positive approaches toward learning, including improved attention skills.<br>• Head Start: Approaches to Learning – Initiative & Curiosity |

### Persistence and Attentiveness

| | |
|---|---|
| **29** Children sustain attention to tasks and persist when facing challenges. | • Early Head Start: Children demonstrate improved positive approaches toward learning, including improved attention skills.<br>• Head Start: Approaches to Learning – Engagement & Persistence<br>• OSPI Science: 2.1, Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry. 3.1, Designing Solutions: Apply knowledge and skills of science and technology to design solutions to human problems or meet challenges. |

### Creativity and Inventiveness

| | |
|---|---|
| **30** Children approach daily activities with creativity and inventiveness. | • Early Head Start: Children demonstrate improved positive approaches toward learning, including improved attention skills.<br>• Head Start: Approaches to Learning – Initiative & Curiosity<br>• OSPI Science: 2.1, Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry. |

### Reflection and Interpretation

| | |
|---|---|
| **31** Children learn from their experiences. | • Early Head Start: Children demonstrate improved positive approaches toward learning, including improved attention skills.<br>• Head Start: Approaches to Learning – Reasoning and Problem Solving<br>• OSPI Writing: 3.1, Develops ideas and organizes writing. 4.2, Seeks and offers feedback. 4.3, Sets goals for improvement<br>• OSPI Science: 2.1, Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry. 3.1, Designing Solutions: Apply knowledge and skills of science and technology to design solutions to human problems or meet challenges. |

## Domain IV: Cognition and General Knowledge

### Logic and Reasoning

#### Causation

| | |
|---|---|
| **32** Children demonstrate awareness of cause and effect. | • Early Head Start: Children demonstrate improved general cognition skills.<br>• Head Start: Science – Scientific Knowledge, Scientific Skills and Methods<br>• OSPI Science: 2.2, Nature of Science: Understand the nature of scientific inquiry. |

#### Critical and Analytic Thinking

| | |
|---|---|
| **33** Children compare, contrast, examine, and evaluate experiences, tasks, and events. | • Early Head Start: Children demonstrate improved general cognitive skills.<br>• Head Start: Approaches to Learning – Reasoning & Problem Solving<br>• OSPI Reading: 2.3, Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. 2.4,Think critically and analyze authors' use of language, style, purpose, and perspective in informational and literary text.<br>• OSPI Writing: 4.1, Analyzes effectiveness of written work. 4.2, Seeks and offers feedback. 4.3, Sets goals for improvement.<br>• OSPI Mathematics: 3.1, Analyze information. 3.3, Verify results.<br>• OSPI Science: 2.2, Nature of Science: Understand the nature of scientific inquiry. 3.1, Designing Solutions: Apply knowledge and skills of science and technology to design solutions to human problems or meet challenges. |
| **34** Children use past knowledge to build new knowledge. | • Early Head Start: Children demonstrate improved general cognitive skills.<br>• Head Start: Approaches to Learning – Reasoning & Problem Solving<br>• OSPI Mathematics: 3.2, Make predictions, inference, conjectures, and draw conclusions. 5.2, Relate mathematical concepts to other disciplines. 5.3, Relate mathematical concepts to real-world situations.<br>• OSPI Science: 2.2, Nature of Science: Understand the nature of scientific inquiry. 3.1, Designing Solutions: Apply knowledge and skills of science and technology to design solutions to human problems or meet challenges. |

#### Problem Solving

| | |
|---|---|
| **35** Children find multiple solutions to questions, tasks, problems, and challenges. | • Early Head Start: Children demonstrate improved general cognitive skills.<br>• Head Start: Approaches to Learning – Reasoning & Problem Solving<br>• OSPI Social Studies – Skills: 3.1 Understand and apply critical thinking and problem solving skills to make informed and reasoned decisions.<br>• OSPI Mathematics: 2.1, Understand problems. 2.2, Apply strategies to construct solutions.<br>• OSPI Science: 3.1 Designing Solutions: Apply knowledge and skills of science and technology to design solutions to human problems or meet challenges. |

### Representational Thought

| | |
|---|---|
| **36** Children use symbols to represent objects. | • Early Head Start: Children demonstrate improved general cognitive skills.<br>• Head Start: Approaches to Learning – Reasoning & Problem Solving<br>• OSPI Mathematics: 1.5, Understand and apply procedures from algebraic sense. 5.1, Relate concepts and procedures within mathematics. |
| **37** Children distinguish between fantasy and reality. | • Early Head Start: Children demonstrate improved general cognitive skills.<br>• Head Start: Approaches to Learning – Reasoning & Problem Solving |

## Mathematics and Numeracy

### Number Sense and Operations

| | |
|---|---|
| **38** Children demonstrate knowledge of numbers and counting. | • Early Head Start: Children demonstrate improved general cognitive skills.<br>• Head Start: Mathematics – Number & Operations<br>• OSPI Mathematics: 1.1, Understand and apply concepts and procedures from number sense. 5.1, Relate concepts and procedures within mathematics. |

### Measurement

| | |
|---|---|
| **39** Children demonstrate knowledge of size, volume, height, weight, and length. | • Early Head Start: Children demonstrate improved general cognitive skills.<br>• Head Start: Mathematics – Patterns & Measurement<br>• OSPI Mathematics: 1.2, Understand and apply concepts from measurement. |

### Properties of Ordering

| | |
|---|---|
| **40** Children identify and label shapes. | • Early Head Start: Children demonstrate improved general cognitive skills.<br>• Head Start: Mathematics – Geometry & Spatial Sense<br>• OSPI Mathematics: 1.3, Understand and apply concepts from geometric sense. |
| **41** Children sort, classify, and organize objects. | • Early Head Start: Children demonstrate improved general cognitive skills.<br>• Head Start: Mathematics – Patterns & Measurement<br>• OSPI Mathematics: 1.3, Understand and apply concepts from geometric sense. 1.4, Understand and apply concepts and procedures from probability and statistics. 1.5, Understand and apply concepts and procedures from algebraic sense. 5.3, Relate mathematical concepts and procedures to real-world situations.<br>• OSPI Science: 1.1, Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things. |

## Science

### Scientific Thinking

| | |
|---|---|
| **42** Children collect information through observation and manipulation. | • Early Head Start: Children demonstrate improved general cognitive skills.<br>• Head Start: Science – Scientific Skills & Methods<br>• OSPI Mathematics: 4.1, Gather information.<br>• OSPI Science: 2.2, Nature of Science: Understand the nature of scientific inquiry. |
| **43** Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations. | • Early Head Start: Children demonstrate improved general cognitive skills.<br>• Head Start: Science – Scientific Skills & Methods<br>• OSPI Mathematics: 3.2, Make predictions, inference, conjecture, and draw conclusions. 3.3, Verify results. 4.2, Organizes, represents, and share information.<br>• OSPI Science: 2.1, Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry. |

### Scientific Knowledge

| | |
|---|---|
| **44** Children observe and describe characteristics of living things. | • Early Head Start: Children demonstrate improved general cognitive skills.<br>• Head Start: Science – Scientific Knowledge<br>• OSPI Science: 1.1, Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things. |
| **45** Children observe and describe characteristics of the earth. | • Early Head Start: Children demonstrate improved general cognitive skills.<br>• Head Start: Science – Scientific Knowledge<br>• OSPI Science: 1.1, Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things. |

## Social Studies

### History

| | |
|---|---|
| **46** Children differentiate between events that happen in the past, present, and future. | • Early Head Start: Children demonstrate improved general cognitive skills.<br>• Head Start: Science – Scientific Knowledge<br>• OSPI Social Studies – History: 1.2, Understand events, trends, individuals, and movements shaping United States, world, and Washington State history |

### Geography

| | |
|---|---|
| **47** Children demonstrate awareness of location and spatial relationships. | • Early Head Start: Children demonstrate improved general cognitive skills.<br>• Head Start: Mathematics – Geometry and Spatial Sense<br>• OSPI Social Studies – Geography: 1.2, Recognize spatial patterns on Earth's surface and understand the processes that create these patterns. |
| **48** Children demonstrate knowledge of the relationship between people, places, and regions. | • Early Head Start: Children demonstrate improved general cognitive skills.<br>• Head Start: Social & Emotional Development – Knowledge of Families & Communities<br>• OSPI Social Studies – Geography: 2.2 Describe the patterns humans make on places and regions. |

### Economics

| | |
|---|---|
| **49** Children demonstrate awareness of economic concepts. | • Early Head Start: Children demonstrate improved general cognitive skills.<br>• Head Start: Social & Emotional Development – Knowledge of Families & Communities<br>• OSPI Social Studies – Economics: 1.1, Understand that the condition of scarcity requires people to choose among alternatives and bear the consequences of that choice. |

### Ecology

| | |
|---|---|
| **50** Children demonstrate awareness of the relationship between humans and the environment. | • Early Head Start: Children demonstrate improved general cognitive skills.<br>• Head Start: Science – Scientific Knowledge<br>• OSPI Social Studies – Geography: 3.1, Identify and examine people's interaction with and impact on the environment |

### Technology

| | |
|---|---|
| **51** Children use technology appropriately. | • Early Head Start: Children demonstrate improved general cognitive skills.<br>• OSPI Science: 3.2, Science, Technology and Society: Analyze how science and technology are human endeavors, interrelated to each other, society, the workplace, and the environment. |

## Family, Community, and Culture

### Family

| | |
|---|---|
| **52** Children demonstrate awareness of family characteristics and functions. | • Early Head Start: Children demonstrate improved general cognitive skills; Children demonstrate improved social behavior, emotional regulation, and emotional well-being.<br>• Head Start: Social & Emotional Development – Knowledge of Families & Communities |

### Community

| | |
|---|---|
| **53** Children demonstrate awareness of their community, human interdependence, and social roles. | • Early Head Start: Children demonstrate improved general cognitive skills; Children demonstrate improved social behavior, emotional regulation, and emotional well-being.<br>• Head Start: Social & Emotional Development – Knowledge of Families & Communities<br>• OSPI Social Studies – Civics: 1.3, Examine representative government and citizen participation |
| **54** Children demonstrate civic responsibility. | • Early Head Start: Children demonstrate improved general cognitive skills; Children demonstrate improved social behavior, emotional regulation, and emotional well-being.<br>• Head Start: Social & Emotional Development – Knowledge of Families & Communities, Cooperation<br>• OSPI Social Studies – Civics: 4.1 Understand individual rights and their accompanying responsibilities, including problem-solving and decision-making at the local, state, national, and international level. |

### Culture

| | |
|---|---|
| **55** Children demonstrate awareness and appreciation of their own and others' cultures. | • Early Head Start: Children demonstrate improved general cognitive skills; Children demonstrate improved social behavior, emotional regulation, and emotional well-being.<br>• Head Start: Social & Emotional Development – Knowledge of Families & Communities<br>• OSPI Reading: 3.4, Read for literary/ narrative experience in a variety of genres.<br>• OSPI Communication: 2.1, Uses skills and strategies to constructively communicate interculturally.<br>• OSPI Social Studies – History: 1.3, Examine the influence of culture on United States, world, and Washington State history. |

## Creative Arts

### Expression and Representation

| | |
|---|---|
| **56** Children use creative arts to express and represent what they know, think, believe, or feel. | • Early Head Start: Children demonstrate improved general cognitive skills.<br>• Head Start: Creative Arts – Music, Art, Movement, Dramatic Play<br>• OSPI The Arts: 1.2, Develops arts skills and techniques. 3.1, Uses the arts to express and present ideas and feelings. 3.2, Uses the arts to communicate for a specific purpose. 3.3, Develops personal aesthetic criteria to communicate artistic choices. |

### Understanding and Appreciation

| | |
|---|---|
| **57** Children demonstrate understanding and appreciation of creative arts. | • Early Head Start: Children demonstrate improved general cognitive skills.<br>• Head Start: Creative Arts – Music, Art, Movement<br>• OSPI The Arts: 4.4 Understands that the arts shape and reflect culture and history. |

# Domain V: Language, Communication, and Literacy

## Language

### Vocabulary

| | |
|---|---|
| **58** Children use receptive vocabulary. | • Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills.<br>• Head Start: Language Development – Listening & Understanding<br>• OSPI Communication: 1.1, Uses listening and observation strategies and skills to focus attention and process information. |
| **59** Children use expressive vocabulary. | • Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills.<br>• Head Start: Language Development – Speaking & Communicating<br>• OSPI Communication: 2.1 Uses skills and strategies to constructively communicate interculturally, 2.2 Uses language to interact effectively and responsibly, 2.3 Uses interpersonal skills and strategies to work collaboratively, solve problems, and perform a task.<br>• OSPI Reading: 1.3, Build vocabulary through wide reading. |

### Grammar and Syntax

| | |
|---|---|
| **60** Children demonstrate progression in grammar and syntax. | • Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills.<br>• Head Start: Language Development – Speaking & Communicating<br>• OSPI Communication: 2.2, Uses language to interact effectively and responsibly.<br>• OSPI Writing: 1.3, Revises to improve text. 1.4, Edits text. |

### Comprehension

| | |
|---|---|
| **61** Children demonstrate comprehension and meaning in language. | • Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills.<br>• Head Start: Language Development – Listening & Understanding, Speaking & Communicating<br>• OSPI Communication: 2.1, Uses skills and strategies to constructively communicate interculturally. 2.2, Uses language to interact effectively and responsibly. 2.3, Uses interpersonal skills and strategies to work collaboratively, solve problems, and perform a task. |

| | | |
|---|---|---|
| **Expressive/ Oral Language** | | |
| **62** | Children use language for a variety of purposes | • Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills.<br>• Head Start: Language Development – Listening & Understanding, Speaking & Communicating<br>• OSPI Communication: 2.1, Uses skills and strategies to constructively communicate interculturally. 2.2, Uses language to interact effectively and responsibly. 2.3, Uses interpersonal skills and strategies to work collaboratively, solve problems, and perform a task. 3.1, Uses knowledge of topic/theme, audience, and purpose in planning presentations. 3.2, Uses media and other resources to support presentations. 3.3, Uses effective delivery. |
| **Communication** | | |
| **Listening** | | |
| **63** | Children demonstrate an understanding of language by listening. | • Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills.<br>• Head Start: Language Development – Listening & Understanding<br>• OSPI Communication: 1.1 Uses listening and observation strategies and skills to focus attention and process information. |
| **Oral and Written Communication** | | |
| **64** | Children are able to communicate effectively. | • Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills.<br>• Head Start: Language Development – Speaking & Communicating; Literacy – Early Writing<br>• OSPI Communication: 2.1, Uses skills and strategies to constructively communicate interculturally. 2.2, Uses language to interact effectively and responsibly. 2.3, Uses interpersonal skills and strategies to work collaboratively, solve problems, and perform a task. 3.1, Uses knowledge of topic/theme, audience, and purpose in planning presentations. 3.2, Uses media and other resources to support presentations. 3.3, Uses effective delivery.<br>• OSPI Writing: 2.1, Writes for different audiences. 2.2, Writes for different purposes. 2.3, Writes in a variety of forms/genres. |
| **Conventions of Social Communication** | | |
| **65** | Children understand and use the conventions of social communication. | • Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills.<br>• Head Start: Language Development – Listening & Understanding, Speaking & Communicating<br>• OSPI Communication: 1.1, Uses listening and observation strategies and skills to focus attention and process information. 2.1, Uses skills and strategies to constructively communicate interculturally. 2.2, Uses language to interact effectively and responsibly. 2.3, Uses interpersonal skills and strategies to work collaboratively, solve problems, and perform a task. 3.1, Uses knowledge of topic/theme, audience, and purpose in planning presentations. 3.2, Uses media and other resources to support presentations. 3.3, Uses effective delivery. |
| **Literacy** | | |
| **Reading** | | |
| **66** | Children demonstrate phonological awareness. | • Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills.<br>• Head Start: Literacy – Phonological Awareness<br>• OSPI Reading: 1.1, Use word recognition skills and strategies to read and comprehend text. 1.4, Apply word recognition skills and strategies to read fluently. 4.2, Develop interests and share reading experiences. |
| **67** | Children demonstrate knowledge of the alphabetic principal | • Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills.<br>• Head Start: Literacy – Print Awareness Concepts<br>• OSPI Reading: 1.1, Use word recognition skills and strategies to read and comprehend text |

| | | |
|---|---|---|
| **68** | Children demonstrate awareness of print concepts. | • Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills.<br>• Head Start: Literacy – Print Awareness & Concepts<br>• OSPI Reading: 1.1, Use word recognition skills and strategies to read and comprehend text. 1.4, Apply word recognition skills and strategies to read fluently. |
| **69** | Children demonstrate comprehension of printed material. | • Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills.<br>• Head Start: Literacy – Book Knowledge & Appreciation, Print Awareness & Concepts<br>• OSPI Reading: 1.1, Use word recognition skills and strategies to read and comprehend text. 1.2, Use vocabulary (word meaning) strategies to comprehend text. 2.1, Demonstrate evidence of reading comprehension. 2.2, Understand and apply knowledge of text components to comprehend text. 2.3, Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. 2.4, Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text. 3.1, Read to learn new information. 3.2, Read to perform a task. 3.4, Read for literary/narrative experience in a variety of genres. |
| **70** | Children demonstrate awareness that written materials can be used for a variety of purposes. | • Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills.<br>• Head Start: Literacy – Print Awareness & Concepts<br>• OSPI Reading: 3.1, Read to learn new information. 3.2, Read to perform a task. 3.4, Read for literary/narrative experience in a variety of genres. |
| **71** | Children demonstrate appreciation and enjoyment of reading. | • Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills.<br>• Head Start: Literacy – Book Knowledge & Appreciation<br>• OSPI Reading: 3.1, Read to learn new information. 3.2, Read to perform a task. 3., Read for literary/narrative experience in a variety of genres. 4.2, Develop interests and share reading experiences. |
| **Writing** | | |
| **72** | Children demonstrate alphabet knowledge. | • Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills.<br>• Head Start: Literacy – Alphabet Knowledge<br>• OSPI Writing: 1.1, Prewrites to generate ideas. 1.2, Composes a draft. 1.3, Revises to improve text. 1.4, Edits text. 1.5, Publishes text to share with audience. |
| **73** | Children use writing skills and demonstrate knowledge of writing conventions. | • Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills.<br>• Head Start: Literacy – Early Writing<br>• OSPI Writing: 1.1, Prewrites to generate ideas. 1.2, Composes a draft. 1.3, Revises to improve text. 1.4, Edits text. 1.5, Publishes text to share with audience. 3.1, Develops ideas and organizes writing. 3.2, Uses appropriate style. 3.3, Knows and applies appropriate grade-level writing conventions. |
| **74** | Children use writing for a variety of purposes. | • Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills.<br>• Head Start: Literacy – Early Writing<br>• OSPI Writing: 1.1, Prewrites to generate ideas. 1.2, Composes a draft. 1.3, Revises to improve text. 1.4, Edits text. 1.5, Publishes text to share with audience. 2.1, Writes for different audiences. 2.2, Writes for different purposes. 2.3, Writes in a variety of forms/genres.<br>• OSPI Social Studies – Skills: 1.1, Create a product that demonstrates understanding of information & responds to central questions; present product to a meaningful audience. |

## English Language Learners

### Dual Language Acquisition

| | | |
|---|---|---|
| 75 | Children demonstrate competency in home language while acquiring beginning proficiency in English | • Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills.<br>• Head Start: Language Development – Listening & Understanding, Speaking & Communicating |

# Glossary

There are many different terms used across the United States to define and describe aspects and components of early learning and development benchmarks. Given the variation in terminology used, definitions of the terms used in the Washington State Early Learning and Development Benchmarks are provided below. These definitions specify how the terms are used in the present document and are derived from existing state-level early childhood standards documents; reports by federal agencies; guidelines issued by professional organizations; encyclopedias, dictionaries, and child development texts (for a detailed listing please see the reference section).

**Adaptive Social Behavior:** The degree to which individuals modify and adjust their social interactions with others to make them more effective.

**Alphabetic Principle:** The ability to associate sounds with letters and use those sounds to form words. It is the way in which western languages in general use letters to stand for phonemes (i.e., the smallest unit of language that affects meaning), thereby creating an unlimited quantity of words that can be constructed out of the relatively small set of letters.

**Assessment:** A systematic procedure for obtaining information from observation, interviews, portfolios, projects, tests, and other sources that can be used to make judgments about characteristics of children or programs.

**Behaviorist Theory:** A theory of human development holding that all that children become is shaped by the environment. B.F. Skinner was a prominent behaviorist thinker.

**Benchmarks:** Clear, specific descriptions of knowledge or skills that can be supported through observations, descriptions, and documentations of a child's behavior and by samples of a child's work, often used in connection with more broadly stated content standards (i.e., what a child should know and be able to do in a specific content area at a particular level).

**Caregiver:** A parent, guardian, teacher or consistent significant adult who is responsible for providing direct care, teaching, and nurturance to one or more children.

**Child Development:** A field of study that seeks to account for the growth and development in children's abilities and capacities by both describing the changes in the observed behavior and functioning and investigating the processes that underlie these changes.

**Cognitive-Developmental Theory:** A theory of human development holding that knowledge is actively constructed by the child, and that active problem-solving, social interaction, and language are necessary for learning.

**Culture:** The unique collection of beliefs, practices, traditions, valued competencies, world views, and histories that characterize a particular group of people.

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

**Diversity:** Refers to differences and/or heterogeneity of human qualities (e.g., age, ethnicity, educational background, learning styles, abilities) that are present in individuals, groups, society and institutions.

**Domain:** A broad category or dimension of children's learning and development.

**Domain Component:** A specification of one aspect of learning and development articulated within the sub-domain. Several domain components comprise a sub-domain.

**Early Intervention:** A program aimed at enhancing the development of infants, toddlers, and preschoolers, particularly those with special needs. Early intervention may include education, family support, and nutritional and health services.

**Early Childhood Education and Assistance Program (ECEAP):** A Washington statewide system of comprehensive early childhood education and assistance services to support the healthy development and future success of less advantaged children. The target ECEAP population is four-year old children whose family incomes are at or below 110 percent of the federal poverty level.

**Early Head Start:** A federally-funded demonstration program for pregnant women, children birth to age three and their families that is associated with the nation's Head start program.

**Early Learning Standards:** Statements that describe expectations for the learning and development of young children across domains of development (in this document, early learning standards are also referred to as Benchmarks).

**Ecological Systems Theory:** A theory of human development that holds that the interactions among family, school, neighborhood, society, and the larger culture influence children's learning and behavior. The theory suggests that individual development does not occur in a psychological vacuum, but is affected by larger society.

**Educational Standards:** Also sometimes referred to as Academic Standards are expectations of learning and scholastic achievement in formal educational institutions and settings.

**Empathy:** The capacity to experience the same emotion that someone else is experiencing.

**English Language Learners (ELL):** Children whose home language is not English and who are in the process of learning English.

**Essential Academic Learning Requirements (EALRs):** Washington State's academic standards that describe the specific knowledge and skills in core subject areas that public school students are expected to learn as they progress from Kindergarten through Grade 10. The EALRs define Washington State's expectations for student academic achievement in reading, writing, mathematics, communication, science, arts, social studies, health and fitness.

**Ethnicity/ Ethnic Group:** A group of people who share a common culture – i.e., same beliefs, practices, traditions, valued competencies, world views, and histories.

**Expressive Vocabulary:** Vocalizing, speaking, or indicating through sign language not just knowledge and understanding of a word but also expressing or using a word.

**Goal Statements:** A statement that expresses a specific expectation of what children should know and be able to do across all domains of development.

**Grade Level Expectations (GLEs):** The grade-by-grade expectations of what students should know and be able to do. GLEs build on the EALR indicators that were created for grades 4, 7 and 10. GLEs were designed to represent specific learning standards for students in grades K-10.

**Head Start:** A comprehensive child development program, funded by the federal government and administered by local organizations, that serves low-income preschool-aged children and their families with the overall goal of increasing school readiness and improving development and learning outcomes.

**Head Start Outcomes Framework:** The early learning standards that guide Head Start pedagogy and curriculum.

**Home Language:** The language a person acquires first in life or identifies with as a member of an ethnic group. It is sometimes referred to as the first, native, or primary language of a child.

**Indicator:** An observable behavior or skill that demonstrates advancement toward an intended goal. Often, several indicators are used to gauge progress toward attaining a single goal.

**Individual Education Plan (IEP):** A written education plan for a school-aged child with disabilities developed by a team of professionals (teachers, therapists, etc.) and the child's parents. IEP's are based on a multidisciplinary evaluation of the child and describe how the child is presently doing, what the child's learning needs are, and what services the child will need. They are reviewed and updated yearly. IEP's are required by the Individuals with Disabilities Education Act (IDEA). For children ages birth through 2 years, an IFSP is written.

**Individual Family Service Plan (IFSP):** A document that guides the early intervention process for children with disabilities and their families. The IFSP is the means for the implementation of effective early intervention in accordance with Part C of the Individuals with Disabilities Education Act (IDEA). It contains information about the services necessary to facilitate a child's development and enhance the family's capacity to facilitate the child's development. Through the IFSP process, family members and service providers work as a team to plan, implement, and evaluate services tailored to the family's unique concerns, priorities, and resources.

**Maturationist Theory:** A theory of human development holding that all that children become is predetermined by genetics. From this perspective, development is simply the unfolding of traits inherited from ancestors.

**Medical Home:** An approach to providing comprehensive primary health care that is accessible, continuous, comprehensive, family centered, coordinated, compassionate, and culturally effective.

**Multicultural:** The broad term used to refer to several cultures. It also relates to a social or educational approach that encourages interest in many cultures.

**Phonological Awareness:** Phonology is the system of sounds inherent to a language. Phonological awareness is knowledge of the basic units of sound and how they affect the meaning of words.

**Physical Activity:** Any bodily movement produced by skeletal muscles that results in expending energy. For young children, a more common way to describe physical activity is the term "movement."

**Play:** Spontaneous and joyful activity performed for its intrinsic reward and concerned more often with means than with ends. Children of all cultures play; games vary according to cultural traditions and socialization practices.

**Print Concepts:** Concepts that indicate a child's knowledge of the principles and rules that govern text (and to some extent pictures) in a particular language.

**Print Rich:** An environment in which reading and writing are used for a wide variety of authentic, everyday purposes.

**Program Standards:** Widely accepted expectations for the characteristics or quality of early childhood settings in homes, centers, and schools.

**Psychoanalytic Theory:** A theory of human development concerned with the formation of personality. Psychoanalysts believe that development is characterized by tensions between instinctual urges and the demands of the outside world, and that resolution of those tensions is needed to become a healthy adult.

**Receptive Vocabulary:** Understanding words without necessarily being able to speak or express them. Receptive vocabulary precedes expressive vocabulary.

**Race/Racial Group:** A distinct population of humans distinguished in some way from other humans. The most widely observed races are those based on skin color, facial features, ancestry, and genetics. The U.S. Census Bureau racial classification includes, Whites, Black or African-American, American-Indian or Alaskan Native, Asian, and Native Hawaiian and Other Pacific Islander.

**Research:** The systematic collection, aggregation, and interpretation of data based on a sound theoretical framework. It includes studies that: (a) collect data in a consistent manner, using a reliable protocol; (b) aggregate data according to established procedures and (c) analyze data objectively. Research must be valid and replicable and may include large-scale or small-scale, published or unpublished, multi-or unidisciplinary, qualitative, quantitative, or critical analyses.

**Self-Concept:** An individual's perception of his or her traits, habits, abilities, motives, social roles. Self-concept is separate from self-esteem in that it does not have a valence (positive or negative), rather it varies on a continuum of incomplete to complete.

**Self-Efficacy:** An individual's belief about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave and can enhance accomplishments and personal well-being.

**Socialization:** The process by which adults within a family or community pass on to children the values, traditions, role expectations, and competencies of the culture.

**Sociocultural Theory:** A theory of human development asserting that social interaction and language are most important for learning. According to this theory, peers, parents, teachers, and others in society scaffold children's development by asking questions, arguing, giving hints, or in other ways guiding problem-solving. Lev Vygotsky was the prominent sociocultural thinker.

**Socioeconomic Status (SES):** A measure of a family's overall economic and social status. The most common way to assess SES is to examine the level of education, income, place of residence, and occupation of primary wage earners.

**Special Needs:** This refers to the needs of children with social, emotional, communication, intellectual, or physical delays or disabilities. The term special is borrowed from the field of special education. This terminology should not be confused with cultural needs.

**Strategies:** Suggested learning activities that can be used by caregivers at home or in an early care and education setting to help children develop toward desired indicators and goals.

**Sub-Domain:** A general facet of learning and development within a domain. Several sub-domains make up a domain.

**Syntax:** An aspect of grammar that specifies how words are combined into phrases, clauses, and sentences.

**Telegraphic speech:** Two-word utterances that include only the words that are essential to convey the speaker's intent.

**Temperament:** An individual's typical manner of responding to the environment, including his/her activity level, emotional intensity, and attention span.

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