



Washington State

Early Learning and Development Benchmarks



Review Draft

November 2004

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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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Washington State Early Learning and Development Benchmarks

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 - Children demonstrate alphabet knowledge.
 - Children use of writing skills and demonstrate knowledge of writing conventions.
 - Children use writing for a variety of purposes.

Washington State
Early Learning and Development Benchmarks
Review Draft
November 2004

The Washington State Early Learning and Development Benchmarks are presented for review. This document begins with Part I – Introduction and then proceeds to Part II – Benchmarks, presented as 73 goals for children’s early learning and development.

PART I - INTRODUCTION

This introductory section provides: (A) the background and rationale for the work; (B) statements clarifying what the benchmarks are and what they are not; (C) their intended purposes; and (D) their domains. The introduction also provides critical information on addressing diversity (E). The process used in developing the Washington Benchmarks is presented (F) as are the Guiding Principles that have framed the Washington process and product (G).

A. Background and Rationale

Without doubt, the early years mark the most extraordinary period of growth for young children. Indeed, the years from birth to age five are characterized by the most rapid development of one’s lifetime. Infants who begin life totally dependent on adults somehow, seemingly miraculously, turn into independent children who are able to walk, and talk, and write, and ask meaningful questions. Indeed, the early years have been called the magic years (Fraiberg, 1968). While this rapid change once seemed mysterious, today we know much more about how babies grow and develop. Adults contribute greatly to children’s growth, and adults can and do make a difference in children’s development and learning.

Clearly, parents 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, friends, pediatricians, and teachers. And while parents have the primary responsibility for nurturing and educating children prior to kindergarten entry, many look to family and community resources for support during these critical early years. Throughout Washington State,

communities provide programs to 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.

Given the importance of the early years and given the many people who play a part in young children's development, it is wise to articulate expectations for what children should know and be able to do. These expectations, often called early learning standards or benchmarks, provide essential information for those who love, care for, and educate young children.

B. What the Benchmarks Are and What They Are Not

These Washington State Early Learning and Development Benchmarks are designed to support all who care about the growth and development of young children from birth to the beginning of formal schooling, whether the children are in their own homes, others' homes, in child care centers, Head Start programs, or private or public preschools. The Benchmarks provide a set of early learning standards that specify 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.

Broadly defined, the Benchmarks are a set of statements that reflect expectations for children's performance and behavior. They can be used by parents and families as a way to better understand what they can expect to see as their children develop. The document also provides some simple play and learning activities that adults can use to enhance children's development. Teachers can use the Benchmarks as a learning continuum that will help ease children's transition from one stage of development to the next. By specifying the skills and competencies all children can attain on their path to success in school and in life, the Benchmarks also 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. In other words, the Benchmarks are a set of statements that inform various audiences about expectations for children's behavior. As such, they represent our hopes for young children.

Among the many contributions of the Benchmarks, they solidify important principles of child development, notably that young children are individuals, that we value the uniqueness of each and every child, and that we expect that all young children can achieve high

standards. No child is left out or left behind. The Benchmarks also 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. Finally, the Benchmarks can contribute to the formation of an integrated system of early learning and development, where all who care about young children are working toward the same goals.

It is important to state what the Benchmarks are not. They are not an exhaustive guide to child development and should not be seen as a developmental checklist. Rather, they focus on one important aspect of development: early learning. As such, while Benchmarks cannot substitute for curricula, they can provide the basis for many curricula. Indeed, teachers can adapt the Benchmarks to any curriculum they see fit. Moreover, while the Benchmarks in their present state cannot be used as the basis for teacher credentialing, they can inform the content of teacher education programs. Finally, the Benchmarks are not designed to be used as an assessment tool to collect statewide information. If an assessment system is desired, the Benchmarks can become the basis, but not a substitute, for a technically developed reliable and valid assessment.

C. *Purpose and Goals of the Benchmarks*

In summary, Washington’s Benchmarks are intended to:

- Promote reasonable expectations and practical strategies for parents and others 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) and Grade Level Expectations (GLEs).

D. *Five Domains of Development*

Because children learn and develop by experiencing the world as a whole, the Washington Benchmarks cover five major domains of development, each of which is aligned with children’s learning, K-12. The domains are:

- **Physical Well-Being, Health, and Motor Development.** This domain encompasses children’s physical 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, towards becoming involved in learning and acquiring knowledge.
- **Cognition and General Knowledge.** This domain includes children’s ability to understand and think about relationships in 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, and their knowledge of agreed-upon social conventions such as numbers and colors.
- **Language, Literacy, and Communication.** This domain encompasses children’s understanding and use of language, emerging reading and writing skills, and ability to communicate effectively.

E. Addressing Diversity

In the Washington State Early Learning and Development Benchmarks, diversity is broadly defined and includes – but is not limited to – economic, cultural, racial/ethnic, gender, socio-physical, and regional diversity. While recognizing that most children develop along similar paths and will benefit from common standards, the Benchmarks also acknowledge and account for the tremendous variation that exists among and between young children. To that end, the goal statements herein are intended for *all* children, but the *indicators* and *strategies* incorporate modifications for diverse children. 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 timeframe specified; some children may be far more advanced in one domain or another. In addition, children with special learning needs may accomplish the indicators in a time span that is different from that indicated in the Benchmarks. Gifted children, for example, may achieve some of the indicators earlier than the age specified; children with learning needs may achieve them at a different rate. In all cases, the timelines offered are guidelines to inform, but not to straight-jacket, children’s natural course of development.

The role of caring adults and caring communities is also acknowledged in the Benchmarks. Not only are adult strategies that enhance children’s development and learning provided, but dissemination efforts will assure parents and teachers that the Benchmarks must be used in a manner in which the child does not experience any sense of failure and in a manner that accommodates different approaches toward learning. The intention is that parents and other caregivers will focus on teaching the *function* of the benchmark or 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, many children may demonstrate this by speaking their name aloud while other children may use sign language or other gestures to identify themselves.

It is important to note that throughout the creation of the Washington Benchmarks, special attention was focused on building upon the rich cultural heritage and knowledge of all children and families in Washington State. This document has been reviewed for its attentiveness to cultural sensitivity. In addition, every effort has been made to address the unique learning needs of children with disabilities and children whose home language is not English.

F. Process for Developing the Washington Benchmarks

The Benchmarks that follow are based on extensive reviews of existing documents and research, and upon important work already completed in Washington State. Specifically, the content of the benchmarks has been informed by the latest research on early child development; international, national, and state level early learning standards documents; reports by federal agencies; guidelines issued by professional organizations; and quality childrearing texts written by leaders in the field.

The process involved approximately forty key stakeholders who formed an Early Learning and Development Benchmarks Advisory Panel that partnered with the authors on the development and review of the Benchmarks. Representing many constituencies, the Advisory Panel was composed of individuals who are all knowledgeable about early childhood education. In addition, a broader group of stakeholders reviewed the initial drafts 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 district preschools, higher education professionals, professional organizations, research community representatives, state agency program administrators, child care licensors and other program monitors, ESDs, public/private school representatives, advocates, private foundations, parents, parent groups, and grant-making groups. The Benchmarks are posted on the internet and feedback is being solicited from the general public.

The development process was guided by a Core Team with 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), with support from the National Center for Children and Families, Teachers College, Columbia University (NCCF).

G. Guiding Principles

The first task of the Advisory Committee was the development of a set of principles that would guide the (1) **content** of the Benchmarks; (2) **development** of the Benchmarks; and (3) **implementation and use** of the Benchmarks.

- ***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 Framework outcomes will be considered; however, the Early Learning and Development Benchmarks should have their own independent value aside from alignment with existing educational benchmarks.

- ***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.

- ***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.

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.

PART II – THE BENCHMARKS

The following pages contain the Benchmarks. As noted above, the Benchmarks are presented in five domains: [1] Physical Well-Being, Health, and Motor Development; [2] Social

and Emotional Development; [3] Approaches Toward Learning; [4] Cognition and General Knowledge; and [5] Language, Literacy, and Communication. A *Domain* is defined as a dimension of learning and development. Each domain is broken into sub-domains; sub-domains are characterized by a number of goal statements. Each goal, or over-arching statement of expectation, is presented on two pages, and characterizes a broad 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 is accompanied by a set of indicators for each of the four levels of development. The indicators describe expected observable behaviors of children. There are several indicators at each level that demonstrate progress toward the attainment of a particular goal. Each age-related set of indicators is accompanied by strategies, which are activities that adults can do to foster children's accomplishment of the indicators at home or in an early care and education setting. The goals are also linked to and aligned with standards that appear in other documents used in Washington State.

There are some important items that the reader might wish to keep in mind while reviewing the document:

- **Domain Differences:** 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.
- **Indicator Overlap:** Some indicators have been placed in two or more domains. Usually, the authors elected to place an indicator in the domain that most closely resembles the major intent. In the few cases where an item appears in more than one domain, different elements of the indicator are emphasized in the strategies.
- **Semantics:** The word "child" is used throughout the document to indicate gender neutrality. For grammatical accuracy, we have used the terms his/her, and he/she where necessary. The term "caregiver" refers to parents, teachers, close family members and other primary adults in the child's life.
- **Additional Sections:** The final document will include additional sections not presented in this draft. The final document will include a glossary, references, and linkages to other important learning guidelines in Washington, including Early Head Start, Head Start, the ECEAP/ Puget Sound standards, and Washington State's Grade Level Expectations.

Domain I: 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, motor development, and physical well-being. 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 fairly 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. Third, children develop motor skills involving their entire body first and then progress to skills using specific body parts. Children’s physical development is closely linked with their 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).

II. RATIONALE

Good physical health gives children energy, stamina, and endurance to participate actively in a variety of experiences crucial to the learning process. Conversely, children with significant physical or developmental problems are often forced to accommodate to dependence or special arrangements. Physical symptoms or medical appointments associated with poor health status may also increase children’s absenteeism from school, further exacerbating the challenges faced by *all* children as they learn.

Despite the existence of the mostly predictable stages noted above, the development of young children's physical and motor skills is highly individualized and often uneven. Indeed, many children with health problems are able to do well while other children with excellent health do not progress as rapidly in their development. In addition, physical well-being, health, and motor development are dramatically influenced by a number of social and environmental factors, including children's prenatal and perinatal contexts, environmental risks (e.g., lead, pesticides, inadequate or unhealthy water supplies, and violent crime), and health care access and utilization.

Despite these variations, physical well-being, health, and motor development are central to children's entire learning experience.

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 walk, run, jump, hop, skip, and climb. Fine motor skills involve precision and manual dexterity; examples include cutting with scissors or fastening buttons. Sensorimotor skills require the ability to use the senses (sight, hearing, touch, taste, smell) to guide motions; one of the key aspects of sensorimotor development is eye-hand coordination. Taken together, these skills provide a foundation for functional performance in a range of age-appropriate activities.

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. Stamina, energy, strength, and flexibility are major elements of physical 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 bathing, dressing, and dental hygiene. Also included in health and personal care is support and encouragement for children to make healthy choices regarding food and nutrition.

Safety

Safety is a critical aspect of physical well-being and includes children being protected from exposure to harmful substances and situations as well as learning to avoid harmful objects and situations. 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. ADDRESSING THE DIVERSITY OF YOUNG CHILDREN

Physical and motor development includes 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 prescribed progression, individual physical and motor development occurs at varying and uneven rates. Growth spurts in physical development influence children's ability to master certain gross and fine motor skills. If, during these periods, children are not exposed to the stimulation they need and/or do not receive adequate nutrition, their rate of mastering some skills may slow.

It is important to recognize that children fall into a variety of risk categories in terms of their physical ability and health status. At the same time, because motor development varies

widely among individuals, cultures, and contexts, inappropriate and premature labeling of children must be avoided.

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, family and environmental characteristics, and socioeconomic status.

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

- Ensure that children receive regular and routine medical and dental check-ups and immunizations;
- Provide children lots of opportunities to play actively;
- Assure that materials in indoor and outdoor environments are easily accessible to all children (height, size, location);
- Use verbal, visual, and physical cues to help children know what to do;
- When appropriate, assign a similar-aged role model to a child to model actions and help with materials/equipment;
- 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;
- Provide safe environments, indoors and outdoors, for children;
- Learn and use words from children's primary language for personal care; and
- Seek advice from medical experts when concerned about children's physical health, development, and well-being.

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Domain I: Physical Health, Well-Being, and Motor Development

Sub-Domain: Motor Development

Gross Motor Skills

Goal: Children demonstrate strength and coordination of large muscles.

Birth to 18 months

Some Indicators for Children:

- Gains voluntary control of arm and leg movements
- Rolls over
- Lifts head and chest while on tummy
- Pounds on things with hands
- Reaches for feet and brings them to mouth
- Gradually sits with support, then sits without support
- Creeps and 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
- Pushes or pulls open doors

Some Strategies for Caregivers:

- Encourage child to move freely during waking hours
- Place a variety of safe objects within reach for child to reach for and move toward
- Provide a range of objects to be pulled, squeezed, and held
- Play games and sing songs 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
- Walks up and down stairs, forward, with assistance
- 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 a straight line

Some Strategies for Caregivers:

- Encourage 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)
- Encourage child to try different body positions (e.g., bending, twisting)

Domain I: Physical Health, Well-Being, and Motor Development

Sub-Domain: Motor Development

Gross Motor Skills
Goal: Children demonstrate strength and coordination of large muscles.

36 to 60 months

Some Indicators for Children:

- Runs around obstacles and corners
- Walks up and down stairs, alternating feet, without assistance
- Climbs on play equipment
- Throws and catches large balls
- 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

Some Strategies for Caregivers:

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

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

Some Strategies for Caregivers:

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

Domain I: Physical Health, Well-Being, and Motor Development
Sub-Domain: Motor Development

Fine Motor Skills
Goal: Children demonstrate strength and coordination of small muscles.

Birth to 18 months

Some Indicators for Children:

- Grasps and plays with objects
- Consistently reaches for toys, objects, and bottles with both hands
- Transfers small objects from hand to hand
- Empties objects from containers
- Turns pages of books, often turning multiple pages at the same time

Some Strategies for Caregivers:

- Encourage child to reach for objects
- Provide opportunities for child to grasp and hold a variety of objects
- Play hand games with child
- Supervise child when using small objects to prevent choking
- Give child finger foods to eat
- Encourage child to pick up small, raisin-size objects, with supervision
- Provide and encourage child to play with bath toys (e.g., scooping and pouring)

18 to 36 months

Some Indicators for Children:

- Experiments using small objects and materials (e.g., Pop-It beads, blocks)
- Uses one hand consistently in most activities
- Turns book pages one page at a 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 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 and large pencils
- Provide experiences that support the use of hands in many different positions (e.g., painting at an upright easel)
- Encourage activities that promote moving fingers individually (e.g., finger plays, typing on a toy keyboard)
- Model uses of writing and drawing in everyday life

Domain I: Physical Health, Well-Being, and Motor Development
Sub-Domain: Motor Development

Fine Motor Skills

Goal: Children demonstrate strength and coordination of small muscles.

36 to 60 months

Some Indicators for Children:

- 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 across a piece of paper with blunt scissors
- Manipulates small objects with ease (e.g., strings beads, fits small objects into holes)
- Buckles own car seat or booster seat, with assistance
- 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 capital letters or numbers

Some Strategies for Caregivers:

- Provide activities that strengthen hand grasp (e.g., molding play dough, squeezing water out of sponges, using a hand held hole punch)
- Encourage participation in activities that utilize pincer grasp of thumb/forefinger (e.g., gluing small pieces of paper, peeling/sticking stickers, picking up small objects with fingers)
- Provide toys with strings, buttons, etc. to encourage child to practice tying, buttoning, etc.

60 months to Kindergarten Entry

Some Indicators for Children:

- Removes and replaces container lids
- Tears tape off a dispenser without letting the tape get stuck to itself
- Makes paper objects (e.g., airplanes)
- Ties knots and shoe laces, with some assistance
- Prints some letters in own name

Some Strategies for Caregivers:

- Ask child to do chores involving small motor skills (e.g., setting the table, peeling vegetables)
- Play card games in which child must hold, pick up, and turn over cards (e.g., "Old Maid," "Go Fish")
- Give child daily opportunities to play with art supplies that encourage use of fine motor skills (e.g., scissors, glue, stickers, etc.)

Domain I: Physical Health, Well-Being, and Motor Development

Sub-Domain: Motor Development

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
- Transfers and manipulates objects with hands
- Coordinates eye and hand movements (e.g., holds container with one hand and uses other hand to put objects into 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 the 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

18 to 36 months

Some Indicators for Children:

- Tastes many objects and materials
- Performs basic creative movements, with adult guidance or alone (e.g., dances to music or rhythm)
- Requests foods that require more chewing
- Demonstrates body spatial awareness in relationship to stationary objects (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
- Throws a ball overhand at least 4 feet
- Shows interest in tactile materials (e.g., sand, water, fur)

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 about what child is doing
- Model movements and invite child to participate (e.g., dance together)

Domain I: Physical Health, Well-Being, and Motor Development

Sub-Domain: Motor Development

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)
- Integrates an understanding of a variety of concepts in conjunction with movement (e.g., imitates an animal through movement, sounds, dress, and dramatization)
- Catches a bounced ball
- Enjoys pushing objects, climbing ladders, swinging on a swing, and sliding

Some Strategies for Caregivers:

- Play word games that use the body (e.g., “Simon Says,” “Follow the Leader,” or “Charades”)
- Set up an obstacle course of chairs, sticks, boxes and give directions such as “go over the box, under the chair, beside the stick”
- Provide opportunities for safe rough and tumble play both inside and outside
- Give child opportunities to run up and down hills and curvy surfaces

60 months to Kindergarten Entry

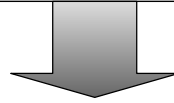
Some Indicators for Children:

- 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)

Some Strategies for Caregivers:

- Provide play opportunities that involve a ball and/or bat
- Provide safe and supervised opportunities for child to try walking around large objects blindfolded

Domain I: 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.



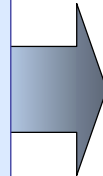
Birth to 18 months

Some Indicators for Children:

- Moves arms and legs easily
- Creeps, crawls, then walks as a primary way to move around
- Pushes and/or pulls age-appropriate toys
- Sustains physical activity for at least three to five minutes
- Moves with ease from one place to another

Some Strategies for Caregivers:

- Provide adequate tummy time on floor for infant to explore
- Provide time daily for child to play both inside and outside
- Support and encourage child's attempts to roll over, sit, crawl, then walk
- Model daily physical activities (e.g., walking, running, lifting)



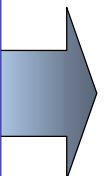
18 to 36 months

Some Indicators for Children:

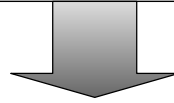
- Participates in activities that require physical movement
- Walks up a flight of steps without assistance
- Participates actively in games, outdoor play, and other forms of exercise
- Runs spontaneously across the room or yard

Some Strategies for Caregivers:

- Provide a safe and inviting play area that encourages movement, balance, and climbing
- Play a variety of activity-based games with child (e.g., chase or a simple and safe obstacle course)
- Walk with child to explore the environment



Domain I: 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.



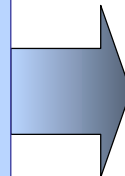
36 to 60 months

Some Indicators for Children:

- Pedals tricycle or any other three-wheeled vehicle for more than five to ten feet
- Carries light objects or backpack for a short distance
- Repetitively practices new skills

Some Strategies for Caregivers:

- Use words and actions to encourage child to practice different skills
- Provide a variety of daily opportunities for child to engage in physical activities
- 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

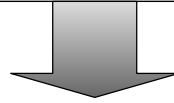
Some Indicators for Children:

- Engages in physical activities for at least 30 to 45 minutes each day
- Runs 50 to 75 yards without stopping
- Climbs a flight of at least ten stairs without stopping

Some Strategies for Caregivers:

- Give child the opportunity to engage in daily physical activities (e.g., carrying light groceries, sweeping the floor)
- Encourage child to reach new physical goals (e.g., hopping on one foot repeatedly, jumping over small boxes)

Domain I: Physical Health, Well-Being, and Motor Development
Sub-Domain: Physical Development



Physical Fitness
Goal: Children engage in a variety of physical activities.



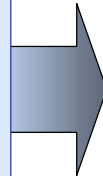
Birth to 18 months

Some Indicators for Children:

- Attempts new gross and fine motor activities, often with assistance
- Initiates active play
- 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
- Play with child daily
- Share child's excitement about and enjoyment of physical activities



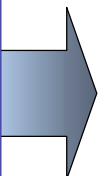
18 to 36 months

Some Indicators for Children:

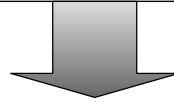
- Participates in activities that require physical movement
- Walks up a flight of steps without assistance
- Participates actively in games, outdoor play, and other forms of exercise
- Runs spontaneously across the room or yard

Some Strategies for Caregivers:

- Provide a safe and inviting play area that encourages movement, balance, and climbing
- Play a variety of activity-based games with child (e.g., chase or a simple and safe obstacle course)
- Walk with child to explore the environment



Domain I: Physical Health, Well-Being, and Motor Development
Sub-Domain: Physical Development



Physical Fitness
Goal: Children engage in a variety of physical activities.



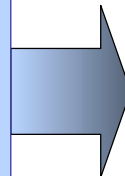
36 to 60 months

Some Indicators for Children:

- Participates in different physical activities (e.g., walking, climbing, throwing) with enthusiasm
- Masters certain activities
- 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)
- 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)
- Engage child in different kinds of physical activities (e.g., throwing balls, climbing playground equipment, helping with chores)



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 participate in physical activities (e.g., walking, dancing, active play) for at least 30 minutes every day
- Participate in regular physical activities with child (e.g., swimming, walking, skating, hiking, playing ball)

Domain I: Physical Health, Well-Being, and Motor Development
Sub-Domain: Health and Personal Care

Daily Living Skills

Goal: Children practice basic personal care routines.

Birth to 18 months

Some Indicators for Children:

- Indicates anticipation of feeding on seeing bottle, breast, or food
- Assists adult with holding bottle, later grasps a cup, then eats with fingers
- Removes loose clothing (e.g., socks, hats, mittens)
- Cooperates 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)
- Encourage older babies to feed self, selecting appropriate foods
- Provide child-size eating utensils and cups with lids

18 to 36 months

Some Indicators for Children:

- Feeds self with spoon
- Demonstrates interest in changing clothes when wet or muddy
- Participates in putting on shoes and socks
- Dresses and undresses completely, with assistance
- Removes front-opening coat, sweater, or shirt, without assistance
- Puts on “pull-up” garments with elastic waistbands, without assistance
- Uses personal care objects correctly and regularly, sometimes with assistance (e.g., drinks from cup, brushes hair)

Some Strategies for Caregivers:

- Encourage and assist child to participate daily in self-care (e.g., choose clothes to wear, get dressed)
- Encourage child to be responsible for personal belongings (e.g., hang up own jacket)
- Provide easy on/off clothing to allow child chance to practice self-care

Domain I: Physical Health, Well-Being, and Motor Development
Sub-Domain: Health and Personal Care

Daily Living Skills

Goal: Children practice basic personal care routines.

36 to 60 months

Some Indicators for Children:

- Feeds self with fork and spoon
- 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
- Sorts clothes for the laundry, with assistance
- Decides, with few prompts, when to carry out self-help tasks (e.g., to wash hands when dirty and before meals)

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 be independent in taking care of personal needs such as zipping and unzipping coat

60 months to Kindergarten Entry

Some Indicators for Children:

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

Some Strategies for Caregivers:

- Talk with child about positive self-care routines
- Provide opportunities for child to practice self-care
- Encourage child to verbalize short- and long-term consequences of self-care

Domain I: Physical Health, Well-Being, and Motor Development
Sub-Domain: Health and Personal Care

Daily Living Skills

Goal: Children demonstrate personal health and hygiene skills.

Birth to 18 months

Some Indicators for Children:

- Tolerates caregiver to wipe nose
- Indicates wet or soiled diaper by pointing, vocalizing, or pulling at diaper when prompted
- Washes and dries hands, with caregiver assistance

Some Strategies for Caregivers:

- Establish 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)

18 to 36 months

Some Indicators for Children:

- Uses tissue to wipe nose, with assistance
- Shows interest in toilet training and uses 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)

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)

Domain I: Physical Health, Well-Being, and Motor Development
Sub-Domain: Health and Personal Care

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
- Takes care of own toileting needs
- Washes and dries hands before eating and after toileting, without assistance
- Brushes teeth, with assistance
- Identifies health products (e.g., shampoo, toothpaste, soap)
- Covers mouth when coughing

Some Strategies for Caregivers:

- Allow child to select own color toothbrush
- Make a place for child's personal grooming items
- Allow child enough time to be independent in taking care of own hygiene

60 months to Kindergarten Entry

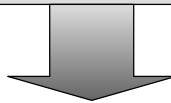
Some Indicators for Children:

- Washes and dries hands without getting clothes wet
- Brushes teeth and 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
- Have a set of clean clothes always ready for child to change into, if needed

Domain I: Physical Health, Well-Being, and Motor Development
Sub-Domain: Health and Personal Care



Nutrition
Goal: Children demonstrate knowledge of and make nutritious food choices.



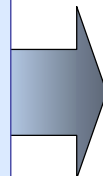
Birth to 18 months

Some Indicators for Children:

- Regulates the speed and intensity with which he/she eats
- Tries new foods when offered them
- Explores food with fingers

Some Strategies for Caregivers:

- Plan feeding times that take account of the individual cultural and feeding needs of child
- Follow child's cues for when he/she is full or hungry
- Treat mealtimes as an opportunity to help child enjoy food and become independent in feeding
- Model nutritious eating habits
- Offer child a wide variety of nutritious foods and snacks, including foods from many cultures



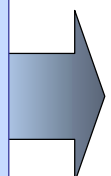
18 to 36 months

Some Indicators for Children:

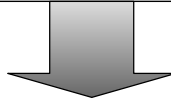
- Begins to recognize and eat a variety of nutritious foods
- Tries new foods when offered them
- Distinguishes between nutritious and non-nutritious foods

Some Strategies for Caregivers:

- Prepare and provide a variety of nutritious snacks and meals from different 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



Domain I: Physical Health, Well-Being, and Motor Development
Sub-Domain: Health and Personal Care



Nutrition
Goal: Children demonstrate knowledge of and make nutritious food choices.



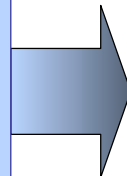
36 to 60 months

Some Indicators for Children:

- Tries new foods by self
- Participates in preparing nutritious snacks
- Predicts which foods are better for the body than others
- Passes food at the table and takes appropriate-sized portions

Some Strategies for Caregivers:

- Engage child in shopping for nutritious food (e.g., have child help pick out fruit)
- Talk with child about where foods come from, their qualities and textures, and their cultural context
- 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



60 months to Kindergarten Entry

Some Indicators for Children:

- Explains the primary function of certain foods (e.g., milk helps build strong bones)
- Creates a shopping list for nutritious snacks, with assistance

Some Strategies for Caregivers:

- Engage child in the preparation, serving, and eating of nutritious foods
- Talk with child about why certain foods are served and not others (e.g., why vegetables with dinner, why whole-grain bread)

Domain I: Physical Health, Well-Being, and Motor Development
Sub-Domain: Safety

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

Some Strategies for Caregivers:

- Take responsibility for keeping harmful objects and substances out of the reach of child (e.g., keep choking hazards out of child's reach)
- 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; cold and too cold to touch safely
- Become familiar with the risk factors and signs of child abuse and neglect

18 to 36 months

Some Indicators for Children:

- Avoids dangers (e.g., hot stoves, sharp knives) by not touching them
- Recognizes potentially harmful objects and substances (e.g., cleaning solvents, weapons, matches)
- Willingly holds caregiver's hand when walking in public places
- Recognizes danger and poison symbols and avoids the related objects or areas

Some Strategies for Caregivers:

- Identify poison symbols in classroom and at home
- Talk with child about harmful objects and substances
- Provide puppets, role-play materials and songs/rhymes that help child focus on who and what can be trusted
- Encourage child to tell an adult if he/she's afraid or sees something that is not safe
- Provide continual reminders about safety rules (e.g., "you should always hold my hand when we walk in a parking lot")
- Introduce child to safety personnel and places (e.g., firefighters and fire stations; doctors and hospitals)

Domain I: Physical Health, Well-Being, and Motor Development

Sub-Domain: Safety

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 always crosses with adult assistance
- Does not touch or take medicine without adult assistance but knows that medicine can be good when used properly
- Distinguishes between safe and unsafe uses of implements (e.g., knife, scissors)

Some Strategies for Caregivers:

- 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
- Talk with child about harmful situations and alternative strategies for dealing with them

60 months to Kindergarten Entry

Some Indicators for Children:

- Does not accept rides, food, or money from strangers
- Understands the difference between “safe touch” and “unsafe touch”
- Understands that some practices may be personally dangerous (e.g., smoking, drinking alcohol, playing with matches, touching another person’s blood)

Some Strategies for Caregivers:

- Participate with child in community health and safety programs (e.g., dentist, doctor, veterinarian, fire fighter, police officer)
- Provide role-playing situations for child to practice personal safety

Domain I: Physical Health, Well-Being, and Motor Development
Sub-Domain: Safety

Rules and Regulation
Goal: Children demonstrate awareness and understanding of safety rules.

Birth to 18 months

Some Indicators for Children:

- Is easily distracted from unsafe behavior with verbal limits, physical prompts, or signal from adult (e.g., stops unsafe activity when told “no”)
- Displays recognition of the rules, though may not always follow them

Some Strategies for Caregivers:

- Ensure that child uses age- and weight-appropriate car safety seat when riding in vehicles
- Model appropriate use safety equipment (e.g., always wear a seatbelt, bike helmet)

18 to 36 months

Some Indicators for Children:

- Understands and anticipates the consequences of not following rules
- Identifies safety signs posted around the classroom and home
- 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 things that are dangerous
- Talk with child about the importance of wearing helmets while riding a bicycle
- Use teachable moments to talk with child about pedestrian/traffic safety
- Comment positively when child behaves safely

Domain I: Physical Health, Well-Being, and Motor Development
Sub-Domain: Safety

Rules and Regulation
Goal: Children demonstrate awareness and understanding of safety rules.

36 to 60 months

Some Indicators for Children:

60 months to Kindergarten Entry

Some Indicators for Children:

- Understands why fire drills are important
- Explains how to get help in emergency situations (e.g., calling 911, finding a policeman or responsible adult)
- Consistently follows safety rules
- 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:

- Take neighborhood walks with child and pretend to be detectives looking for potential dangers
- Talk about traffic safety rules as you travel in motor vehicles and public transportation

Domain II: Social and Emotional Development

I. INTRODUCTION

By nature, human beings are social creatures. Throughout all phases of life, people interact with others. Important social behaviors and interactions, as well as the related emotional states and internal processes, are captured in the social and emotional development domain. The domain includes the characteristics and skills that are necessary for children to form constructive social relationships and develop positive self images.

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

II. RATIONALE

Social and emotional development are significantly associated with children’s overall success in school and in life. In addition, intervention efforts have been effective in improving and enhancing children’s social and emotional development. For these reasons, this domain of development is an important component of Washington State’s Early Learning and Development Benchmarks.

During the early years, children primarily interact with their parents, 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 stability and allowing children to make the most of learning. Successful social and emotional development requires secure relationships that nurture the child’s acquisition of self-efficacy and the ability to function as a member of a group. With guidance, children develop skills to cooperate,

negotiate, lead and follow, be a friend, and deal with their feelings in a socially acceptable manner.

III. GENERAL DEFINITION

There is growing consensus on the conceptual definition of social and emotional development. There is also widespread agreement on its characteristics and relevance for meaningful interpersonal interactions, relationships, and learning.

Emotional Development

Children’s ability to recognize, express, and respond to their own – and others’ – emotions provides them with important social skills. Central to the understanding of emotional development is the construct of self-concept, consisting of traits, habits, abilities, motives, and social roles that contribute to how children perceive themselves. Self-concept is different than self-esteem in that it does not have a positive or negative association, but is regarded as complete or incomplete. 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 is central to feelings of self-confidence and positive emotions that children bring to their learning tasks at home and at school.

Emotional development also includes the acquisition of self-control and the ability to regulate impulses and follow rules and routines. Self-control enables young children to function successfully and independently in both personal and social contexts. Children’s ability to 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).

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. Children's ability to establish relationships with their peers also influences how children view themselves and the world. As children develop 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. Social relationships are formed and maintained when children 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 for themselves, others, and the natural world.

IV. ADDRESSING THE DIVERSITY OF YOUNG 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, culture, and community shape the feelings, knowledge, and expectations that influence social and emotional development. 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, young children's experiences that are too narrow, too prescriptive, or lack an understanding of children's culture and context fail to foster successful social and emotional development.

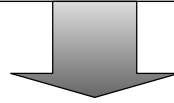
Children who have disabilities, developmental delays, or who are at risk for developmental delays require special attention to promote their social and emotional development. In particular, some children with special needs face particular challenges in developing successful peer relationships. Research has found that 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.

V. GLOBAL STRATEGIES

Because children's socialization is directly linked to the contexts, cultures, and relationships in which they grow up, caregivers play a significant role in facilitating positive social and emotional development. Caregivers can best meet the diverse needs of young children with approaches that foster pro-social behaviors for *all* children. The following strategies should be used for *all* children from birth to school entry to encourage their social and emotional development. These strategies help to ensure that *every* child receives a differentiated learning experience that meets his/her unique needs:

- Always be sensitive, responsive, and emotionally available to children;
- Select toys and materials that represent children and their families and encourage social exchanges between children;
- Encourage pride in family culture;
- Provide ongoing opportunities for children to interact successfully with peers;
- Monitor children's behavior to avert conflict and provide opportunities that will ensure successful interactions;
- Attribute children's failure to situations and not to character flaws;
- Build on what children know and can do well;
- Teach problem-solving skills; and
- Promote acceptance of all children, regardless of differences.

Domain II: Social and Emotional Development
Sub-Domain: Emotional Development



Self-Concept
Goal: Children perceive themselves as separate from others.



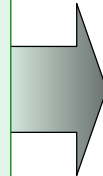
Birth to 18 months

Some Indicators for Children:

- Explores own body (e.g., observes hands, reaches for toes)
- 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., feeds self)

Some Strategies for Caregivers:

- 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
- Give child time to find ways to soothe self
- Give child time to remain engaged in activities



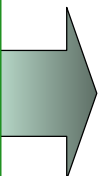
18 to 36 months

Some Indicators for Children:

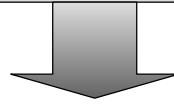
- Tests limits and strives for independence
- Recognizes and calls attention to self when looking in the mirror or at photographs
- Uses own name
- Shows awareness of being seen by others (e.g., exaggerates or repeats behavior when notices someone is watching)
- Occupies self appropriately for brief periods of time (e.g., 10 to 15 minutes)

Some Strategies for Caregivers:

- Give child appropriate and varied choices
- Allow child to test limits safely as he/she strives for independence
- Encourage child to talk about self and others, especially cultural and linguistic characteristics
- At times allow the child to occupy himself/herself without your interaction
- Be aware of cultural differences in valuing independence



Domain II: Social and Emotional Development
Sub-Domain: Emotional Development



Self-Concept
Goal: Children perceive themselves as separate from others.



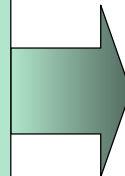
36 to 60 months

Some Indicators for Children:

- Describes self as a whole person involving mind, body, and feelings
- Refers to self by first and last name
- Chooses individual activities (e.g., doing puzzles, painting)
- Expresses self in different roles during pretend play
- Describes family members and understands their relationship to one another

Some Strategies for Caregivers:

- Express enthusiasm about child's accomplishments
- Encourage child to experiment with growing competence and independence by providing child opportunities to make choices or decisions for self
- Help child distinguish people and relationships (e.g., brother, aunt, cousin)



60 months to Kindergarten Entry

Some Indicators for Children:

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

Some Strategies for Caregivers:

- Provide opportunities for child to share information about self in multiple ways (e.g., story-telling, drama, drawing, writing)
- Encourage child to safely exercise independence
- Talk with child about the characteristics he/she has that represent his/her cultural background

Domain II: Social and Emotional Development

Sub-Domain: Emotional Development

Self-Concept

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

Birth to 18 months

Some Indicators for Children:

- Identifies familiar objects (e.g., toys, bottle or cup, blanket)
- Points or moves toward desired objects or people
- Plays with one toy or object more often than others
- Repeats a motion or noise to replicate a result
- Makes choices about what toys to play with
- Responds to requests for action (e.g., clap 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
- Provide child with choices of activities and toys 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 provide encouragement about – child's nonverbal cues that indicate his/her preferences
- Describe child's body parts (e.g., eyes, mouth, ears)

18 to 36 months

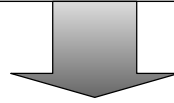
Some Indicators for Children:

- Points to and names some of own body parts
- 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? Do you want to keep it?")

Some Strategies for Caregivers:

- Give child appropriate and varied choices
- Share your enthusiasm about child's abilities and preferences (e.g., "You really like to draw with those crayons, don't you? You are a very good drawer")
- Provide safe environments for active exploration
- Delight with child over accomplishments and explorations
- Talk with child about family traditions
- Invite other families to share their family culture and traditions with child

Domain II: Social and Emotional Development
Sub-Domain: Emotional Development



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



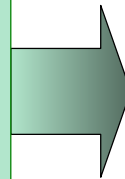
36 to 60 months

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 wide variety of materials and experiences that help child to discover preferences and abilities
- Support child's developing understanding of own characteristics and cultural identity
- Encourage child to make choices



60 months to Kindergarten Entry

Some Indicators for Children:

- Describes self using several physical and behavioral characteristics
- Describes own skills and abilities in certain areas (e.g., I'm a good painter)
- Suggests games and activities that demonstrate preferences and abilities (e.g., sets up a game of catch)

Some Strategies for Caregivers:

- Encourage child to pursue his/her preferences
- Engage child in conversations about his/her preferences and abilities, asking ask "wh" questions (e.g., "What do you like to do? Where do you like to go best?")

Domain II: Social and Emotional Development
Sub-Domain: Emotional Development

Self-Efficacy

Goal: Children demonstrate belief in their abilities and are proud of their accomplishments.

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)
- Explores environment independently, at first with close contact with caregiver and then farther away from caregiver
- 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:

- Stay near child so you can give encouragement as needed
- Provide a safe environment for child to successfully accomplish appropriate activities
- Express enthusiasm for child's accomplishments (e.g., by clapping, smiling, saying "you did it")

18 months 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
- Expresses delight over own success and wants others to appreciate these accomplishments as well
- Acts as though is capable of doing new tasks and activities (e.g., tries to sweep the floor with an adult-sized broom)

Some Strategies for Caregivers:

- Encourage child to engage in new tasks
- Provide materials so that child can experience success
- Provide safe environment for action exploration
- Delight with child over accomplishments and explorations

Domain II: Social and Emotional Development
Sub-Domain: Emotional Development

Self-Efficacy

Goal: Children demonstrate belief in their abilities and are proud of their accomplishments.

36 to 60 months

Some Indicators for Children:

- Expresses delight with mastery of a skill (e.g., says, “Now I can swing myself.”)
- Asks others to view own creations (e.g., says, “Look at my picture.”)
- Demonstrates confidence in own abilities (e.g., “I can climb to the top of the big slide all by myself!”)
- Expresses own ideas and opinions

Some Strategies for Caregivers:

- Encourage child to experiment with growing competence
- Provide ample time for child to play, explore, and experiment
- Invite child to share thoughts and feelings when accomplishing a new task

60 months to Kindergarten Entry

Some Indicators for Children:

- Approaches new tasks and situations enthusiastically
- Expresses delight over a successful project and wants others to like it too
- Joins small groups confident that he/she will be accepted after observing for a short time

Some Strategies for Caregivers:

- Provide child with challenging opportunities that will enhance 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

Domain II: Social and Emotional Development

Sub-Domain: Emotional Development

Self-Control

Goal: Children understand and follow rules and routines.

Birth to 18 months

Some Indicators for Children:

- Develops consistent sleep, wake, and eating cycles
- Engages in some regular behaviors (e.g., sings or babbles self to sleep)
- 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

Some Strategies for Caregivers:

- Be emotionally available and sensitive to child
- Establish routines for eating, sleeping, diapering, other regular activities while being flexible to meet child's needs
- Be consistent in your interactions with child
- Set consistent rules for 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
- Anticipates consequences for not following rules

Some Strategies for Caregivers:

- Establish routines while being flexible to meet child's needs
- Acknowledge appropriate behavior and set limits consistently
- Balance limits with appropriate and varied choices

Domain II: Social and Emotional Development
Sub-Domain: Emotional 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
- Accepts changes in daily schedule
- Predicts what comes next in the day because a schedule has been established

Some Strategies for Caregivers:

- Provide child with schedules and routines
- Prepare child for changes in daily schedule by talking with child
- Display visual cues for rules and routines
- Keep list of rules positive and short and enforce rules consistently

60 months to Kindergarten Entry

Some Indicators for Children:

- Engages in routines independently and completes familiar routines
- Follows rules in different settings (e.g., lowers voice when enters library)
- Applies rules in new situations
- Explains simple classroom or family rules to others

Some Strategies for Caregivers:

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

Domain II: Social and Emotional Development
Sub-Domain: Emotional Development

Self-Control

Goal: Children regulate their feelings and impulses.

Birth to 18 months

Some Indicators for Children:

- Signals own needs with sounds or motions (e.g., being hungry or wanting an object of comfort)
- Comforts self by clutching, sucking, or stroking when tired or stressed (e.g., calms while stroking or holding soft blanket or toy)
- Seeks ways to calm self by communicating need for attention from adults (e.g., holds out arms when tired)

Some Strategies for Caregivers:

- 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
- Regulate your own emotions and impulses, but be comfortable expressing a range of emotions in front of child
- Label your own emotions when interacting with child
- Allow child to express full range of emotions
- Check environment for appropriate levels of noise, temperature, light, etc.

18 to 36 months

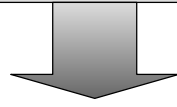
Some Indicators for Children:

- Labels some emotions such as happy or sad
- 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 label child's feelings and behaviors
- Provide words and appropriate responses to guide child's self-control
- Help child explore own ways to regulate emotions
- Intervene sensitively when child is having difficulty regulating impulses

Domain II: Social and Emotional Development
Sub-Domain: Emotional Development



Self-Control
Goal: Children regulate their feelings and impulses.



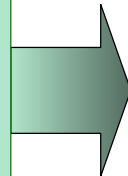
36 to 60 months

Some Indicators for Children:

- Expresses strong emotions constructively
- Expresses ownership of feelings (e.g., “I feel happy today”) and desire to control self with assistance
- Calms self after having strong emotions, with adult 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

Some Strategies for Caregivers:

- Acknowledge child for expressing and regulating intense feelings
- Offer suggestions when child needs assistance regulating emotions
- Discuss upsets when they are over and child has become calm
- Establish a procedure for taking turns and explain that each child will have a turn



60 months to Kindergarten Entry

Some Indicators for Children:

- Comforts self and controls the expression of emotion with adult guidance (e.g., expresses anger or sadness without fights)
- Seeks peaceful resolution to conflict
- Modifies emotions for different environments

Some Strategies for Caregivers:

- Discuss how different ways to express impulses are appropriate in different environments
- 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

Domain II: Social and Emotional Development

Sub-Domain: Emotional Development

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, such as 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 by self

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 and words
- Labels own feelings such as happy or sad
- 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
- Allow child to experience a range of emotions
- Use feeling words to teach child to associate feelings with their proper labels
- Support and comfort child if he/she develops fears
- Model emotions; don't hide them.
- Talk with child about feelings
- Understand that child may need more assistance in discussing and expressing feelings

Domain II: Social and Emotional Development
Sub-Domain: Emotional Development

Emotional Expression

Goal: Children express appropriately a range of emotions.

36 to 60 months

Some Indicators for Children:

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

Some Strategies for Caregivers:

- Provide opportunities for child to understand and discuss own and others' feelings
- Model emotional expression by talking about how you feel
- Discuss how the characters might feel while reading a variety of books with child
- Be aware of cultural and gender differences in expressing feelings, and avoid stereotyping (e.g., boys should not cry)

60 months to Kindergarten Entry

Some Indicators for Children:

- Expresses feelings through play
- Shares own excitement with peers, caregivers, and adults
- Acknowledges sadness about the loss of a life or other difficult situation
- Does not inhibit emotional expression (e.g., cries when feels sad)

Some Strategies for Caregivers:

- Encourage 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 II: Social and Emotional Development

Sub-Domain: Social Development

Interactions with Adults

Goal: Children trust and interact easily with familiar adults.

Birth to 18 months

Some Indicators for Children:

- Quiets easily when comforted
- Prefers primary caregiver over all others
- Establishes and maintains interactions with caregivers
- Imitates familiar adults' gestures and sounds
- Expresses affection for adults through facial expressions
- Uses body movements to initiate social interactions
- Explores environment with guidance and encouragement from caregiver
- 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
- Talk with and sing to child frequently, especially during feeding and diaper changes
- Respond to child's needs for comfort and reassurance
- Respond to child's cues and movements
- Look at books together with child in ways that foster feelings of trust and security
- Give child sense of security when around unfamiliar adults

18 to 36 months

Some Indicators for Children:

- Builds 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
- Talks with adults about recent activities

Some Strategies for Caregivers:

- Consistently and promptly respond to child's emotional and physical needs
- Respond to child's 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
- Give child the opportunity to be around multiple familiar adults

Domain II: Social and Emotional Development

Sub-Domain: Social Development

Interactions with Adults

Goal: Children trust and interact easily with familiar adults.

36 to 60 months

Some Indicators for Children:

- Separates from significant adults without demonstrating a great deal of anxiety
- Approaches adults for assistance around tasks
- Expresses affection for significant adults
- Offers to assist adults
- Carries out actions to please adults at times
- Expresses feelings about adults (e.g., “I love grandma”)

Some Strategies for Caregivers:

- Use positive behavior and words when separating from child
- Encourage child to interact appropriately and be respectful of adults
- Reinforce and acknowledge child’s positive behavior with adults
- Provide opportunities for child to interact with consistent adults other than primary caregiver
- 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 major adults in own life in addition to primary caregivers (e.g., teachers)
- Confides in at least one adult
- Displays courtesy when interacting with adults
- Interacts with adults appropriately (e.g. does not interrupt when adult is speaking)

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
- Explain why it is important to be courteous to adults in a variety of settings and contexts

Domain II: 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., cries to see if caregiver will respond)
- 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
- Show respect for child and everyone in his/her environment
- Provide environment with trustworthy adults
- Stay close to child to be ready to offer support
- Respond to child's needs and reinforce small accomplishments

18 to 36 months

Some Indicators for Children:

- Seeks adult assistance with challenges
- Periodically checks with caregiver for help or reassurance when playing independently or with peers
- Responds positively to adult acknowledgement and guidance
- 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 safety guidelines and requirements

Some Strategies for Caregivers:

- Respond positively to child's questions and calls for assistance
- Set appropriate and consistent limits
- Acknowledge child's appropriate behavior
- Follow child's cues and offer guidance when appropriate
- Share stories with child of experiences with diverse cultures and ethnic populations

Domain II: Social and Emotional Development

Sub-Domain: Social Development

Interactions with Adults

Goal: Children seek assistance from adults when needed.

36 to 60 months

Some Indicators for Children:

- Asks questions of adults frequently to obtain information
- Follows caregivers' guidelines for appropriate behavior in different environments
- Brings problem situations to adults' attention
- Seeks emotional support from caregivers

Some Strategies for Caregivers:

- Establish one-on-one time when child can confide in caregiver on a daily basis (e.g., at bedtime or after dinner)
- Communicate guidelines and expectations clearly
- Acknowledge and show appreciation for child's accomplishments
- Show respect for child's choices and attempts at solving problems ("That was a good choice, but it may not work right now")

60 months to Kindergarten Entry

Some Indicators for Children:

- Recognizes the importance of adults' experience
- Understands when to bring issues to adult attention
- Evaluates guidance from familiar adults
- Asks questions before deviating from rules and routines
- Accepts adults' decisions

Some Strategies for Caregivers:

- Offer child suggestions for overcoming challenges when he/she asks for assistance
- Encourage child to try to solve problems independently
- Allow child to make mistakes and talk with child about how he/she can learn from them
- Answer child's questions about your experience

Domain II: Social and Emotional Development
Sub-Domain: Social Development

Interactions with Peers
Goal: Children develop friendships with peers.

Birth to 18 months

Some Indicators for Children:

- Smiles at caregivers
- Smiles spontaneously at other children
- Shows enjoyment in interactions with other children, as expressed in gestures, facial expressions, and vocalizations
- Tracks the behavior of other children (e.g., follows older siblings around)

Some Strategies for Caregivers:

- Respond positively to child's sounds, cries, and moods with verbal and facial expressions
- Playfully imitate child during interactions
- Label child's feelings
- Provide play opportunities with other children including toys from different cultures

18 to 36 months

Some Indicators for Children:

- Plays comfortably near another child
- Initiates social interactions with peers
- Shows enthusiasm about the company of other children
- Spontaneously shows affection for familiar playmates

Some Strategies for Caregivers:

- Spend time with child playing and interacting in a friendly manner
- Talk with child about feelings
- Provide opportunities for child to play with other children regularly so that the child is familiar with one or more peers
- Provide toys that can be played with by two or more children at one time
- Support child as he/she plays with and discusses imaginary friends

Domain II: Social and Emotional Development
Sub-Domain: Social Development

Interactions with Peers
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 sometimes
- Makes and maintains a friendship with at least one other child

Some Strategies for Caregivers:

- Have meaningful discussions with child
- 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)

60 months to Kindergarten Entry

Some Indicators for Children:

- Gives social support to others
- 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 work 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 projects

Domain II: Social and Emotional Development

Sub-Domain: Social Development

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 interactions 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 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 toys and other things during playful interactions with peers, with assistance

Some Strategies for Caregivers:

- Cooperate with child during play
- Talk with child about cooperation during your playful interactions
- Encourage sharing and taking turns while child interacts with you
- Provide toys that can be played with by two or more children at one time to promote sharing

Domain II: Social and Emotional Development
Sub-Domain: Social Development

Interactions with Peers
Goal: Children cooperate with peers.

36 to 60 months

Some Indicators for Children:

- Plays with other children independently at times
- Cooperates with other children, with assistance
- Shares materials and toys during play, with assistance
- Makes decisions with other children, with assistance

Some Strategies for Caregivers:

- Cooperate with child and others in daily tasks
- Encourage and 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

60 months to Kindergarten Entry

Some Indicators for Children:

- Shares materials and toys with other children
- Sustains interactions by cooperating, helping, and sharing
- Completes simple projects with other children
- Plays different roles with children (e.g., leader, follower)

Some Strategies for Caregivers:

- Discuss how different things can happen when people work together
- Provide opportunities for child to help others (e.g., go to food bank)
- Use timer to help child take turns

Domain II: Social and Emotional Development
Sub-Domain: Social Development

Interactions with Peers
Goal: Children demonstrate positive negotiation skills.

Birth to 18 months

Some Indicators for Children:

- Elicits attention of adults
- Makes needs known
- Accepts adult intervention to negotiate disputes over toys

Some Strategies for Caregivers:

- Respond to child's cues and vocalizations
- 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 share, 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 Joe 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
- Help child choose acceptable options
- State feelings and intentions when interacting with child and others
- Teach child to avoid aggressive behaviors (e.g., biting, hitting)

Domain II: Social and Emotional Development

Sub-Domain: Social Development

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
- Shares, barter, and takes turns with other children
- Uses simple strategies to solve problems appropriately individually or in a group (e.g., seeks assistance from an adult)
- Negotiates with other children to solve a problem, with adult assistance
- States a position with reasons

Some Strategies for Caregivers:

- Give suggestions to child for solving problems (e.g., “if we take turns then everyone gets to play”)
- Point out 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 appropriately
- Be sensitive with child who may need additional assistance with negotiation (e.g., children with language delays)

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 solve problems with other children independently, by negotiation or other socially acceptable means
- Settles a dispute with another child through negotiation, addressing own rights as well as accommodating the other child’s needs (e.g., “I’ll use the paste for these two pieces of paper and then give it to you.”)
- Uses and accepts compromise

Some Strategies for Caregivers:

- Guide child through conflict resolution by modeling appropriate responses
- Talk with child about how he/she handled a challenging situation
- Encourage 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

Domain II: Social and Emotional Development
Sub-Domain: Social Development

Adaptive Social Behavior
Goal: Children demonstrate awareness of behavior and its effects.

Birth to 18 months

Some Indicators for Children:

- Behaves in certain ways to elicit desired responses
- 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
- Make a game of reacting to child’s behavior or actions
- Play turn-taking games with child (e.g., peek-a-boo)

18 to 36 months

Some Indicators for Children:

- Knows playing with certain desirable or forbidden objects will get adults’ attention
- Anticipates consequences of a specific behavior, but may not understand why the behavior warrants the consequence
- Knows that bad behavior will elicit negative consequences from adults

Some Strategies for Caregivers:

- Play games with child that demonstrate behavior and effects (e.g., “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

Domain II: Social and Emotional Development

Sub-Domain: Social Development

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 to have fun playing together
- Shows understanding of the consequences of own actions on others
- Describes how own actions make others feel and behave
- Describes other children's good behaviors
- Shows empathy for hurt child

Some Strategies for Caregivers:

- Encourage child to discuss links in behavior of others (e.g., "When the baby's tired, she cries." "When Auntie is happy, she smiles.")
- Encourage child to take another's perspective, including cultural perspective, during dramatic play
- Have child create "if-then" scenarios (e.g., if I am good, then we will go for a walk)

60 months to Kindergarten Entry

Some Indicators for Children:

- Cooperates with peers to complete a project with little conflict
- Engages in empathetic, caring behavior so others respond positively
- Justifies own response to others' actions (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
- Encourage child to take another's perspective before making decisions

Domain II: Social and Emotional Development
Sub-Domain: Social Development

Adaptive Social Behavior
Goal: Children participate positively in group activities.

Birth to 18 months

Some Indicators for Children:

- Smiles at other children and adults
- Expresses contentment or joy when with other children or when a familiar adult is present
- Participates 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)
- Encourage child and support child to interact with other children

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)
- Joins a group of other children playing
- Follows simple rules of participation in group activities

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

Domain II: Social and Emotional Development
Sub-Domain: Social Development

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
- Participates cooperatively in large and small group activities (e.g., is sometimes a leader and sometimes a follower)
- Notices and comments on who is absent from routine group settings (e.g., “circle time”)
- 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

Some Strategies for Caregivers:

- Promote a sense of community and interdependence within groups
- Provide opportunities for dramatic play that promote group work and an understanding of social roles
- Involve child in establishing a few simple rules
- Provide times when child can participate in group activities (e.g., “circle time”)

60 months to Kindergarten Entry

Some Indicators for Children:

- Follows family routines
- Participates in classroom and group routines (e.g., joins other children feeding the fish or building a fort)
- Easily joins in the middle of an on-going group activity
- Invents and sets up activities that include more than one child
- Shows comfort and ease being part of the audience, as well as an active participant, in group events

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

Domain II: Social and Emotional Development
Sub-Domain: Social Development

Adaptive Social Behavior
Goal: Children adapt to diverse settings.

Birth to 18 months

Some Indicators for Children:

- Observes surroundings actively
- 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 in proximity, having caregivers present.
- Talk with child in advance about upcoming changes in settings
- Provide adequate transition time and forewarnings

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 new settings and environments
- Displays ease and comfort in a variety of places with familiar adults (e.g., home, church, store, car, playground)

Some Strategies for Caregivers:

- Provide child with predictable world by establishing rituals and routines
- Accept that child may be uncomfortable when routines change and comfort him/her
- Provide child with transitional objects and routines to help adapt to changes in settings
- Introduce child to a variety of settings, including diverse cultural settings (e.g., church, mosque, museums)
- Talk with child about how one setting is different from another setting

Domain II: Social and Emotional Development
Sub-Domain: Social Development

Adaptive Social Behavior
Goal: Children adapt to diverse settings.

36 to 60 months

Some Indicators for Children:

- Explores toys 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, school)

Some Strategies for Caregivers:

- Provide child with advance notice and reminders when changes in schedule are planned
- Provide guidance on and model appropriate behavior for different settings
- Involve child in signaling transition and transition activity (i.e. ringing bell, singing particular song)
- Read books about transitions

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 (e.g., “First, we’re going to the park, and then 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 II: Social and Emotional Development

Sub-Domain: Social Development

Adaptive Social Behavior

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

Birth to 18 months

Some Indicators for Children:

- Watches and observes other children
- Smiles when sees a smiling face
- Reacts when someone is crying or upset
- Explores plants, flowers, and other living things with multiple senses
- Shows interest in animals and changes in nature

Some Strategies for Caregivers:

- Respond quickly to child's sounds, cries, and moods in a gentle and reassuring way
- Show empathy for child during stressful situations
- Support and stay with child during times of stress
- Label emotions
- Model empathetic behavior with child, others, and animals
- Provide mirrors and opportunities for child to see faces and emotions
- 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)
- Labels emotions of self and others (e.g., happy, sad)
- Expresses how another child might feel (e.g., "Tanya is sad because her mother is sick.")
- Expresses interest and excitement about animals and other living things

Some Strategies for Caregivers:

- Demonstrate responses to loss, injury, or pain
- Encourage child to develop an understanding of the feelings, ideas, and actions of others
- Legitimate that having feelings is good, and that emotions we feel are natural
- Help child understand and label own 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 different cultures
- Share the wonders of the natural world with child

Domain II: Social and Emotional Development

Sub-Domain: Social Development

Adaptive Social Behavior

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

36 to 60 months

Some Indicators for Children:

- Notices and shows concern for other children's emotions
- 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, not destroys, plants, flowers, and other living things
- Acts kindly and gently with safe, child-friendly animals

Some Strategies for Caregivers:

- Model a friendly, positive, and courteous manner when listening and responding to child's comments and suggestions
- Read stories to child and elicit responses to characters, including stories from diverse cultures
- Name and discuss feelings (e.g., "You're sad because...")
- Imagine aloud together how animals and plants might feel
- Allow child to play with a friendly animal, with supervision

60 months to Kindergarten Entry

Some Indicators for Children:

- Communicates others' feelings
- Comforts family members or friends who aren't feeling well
- Expresses excitement about special events and accomplishments of others
- Volunteers to assist and comfort peers by using words and actions
- Adjusts plans in consideration of others' wants and needs
- Expresses appropriate emotion when seeing hurt or dead animals (e.g., bird or squirrel)
- 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

Domain II: 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:

- Focuses attention on others
- Notices others' physical characteristics (e.g., pats others' hair, stares at someone who looks different)
- Distinguishes primary caregivers from others

Some Strategies for Caregivers:

- Model appreciation for diversity with other adults and children
- Read books to child that explore diverse people and cultures
- Introduce child to a second language if possible
- Introduce child to foods from different cultures
- Attend different cultural events with child

18 to 36 months

Some Indicators for Children:

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

Some Strategies for Caregivers:

- Provide opportunities for children to interact with children of diverse abilities, cultures, and ethnicities
- Provide child with a variety of dramatic play materials encouraging role playing of a variety of people, including people from other cultures or differing abilities
- Introduce child to diverse people, experiences, interactions and social settings 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

Domain II: Social and Emotional Development

Sub-Domain: Social Development

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)
- Develops awareness, knowledge, and acceptance of own gender and cultural identity
- Celebrates that different individuals have different kinds of skills 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
- Asks questions about other children's families, ethnicity, language, and cultural heritage

Some Strategies for Caregivers:

- Encourage child to describe and appreciate own culture 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
- Give child many opportunities to see people in different roles
- Help child understand that one person may play different roles (e.g., father and employee)

60 months to Kindergarten Entry

Some Indicators for Children:

- Shows concern about fairness within peer group regardless of differences (e.g., "Everyone gets a turn" during a group activity; "That's not fair.")
- Recognizes others' abilities in certain areas (e.g., "Jamie sings really well," "Kelly is a fast runner.")
- Labels and accepts differences 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 person's perspective

Some Strategies for Caregivers:

- Invite families to share their unique traditions (e.g., holidays, food, games)
- Discuss why it is good to celebrate and learn about others' lives and experiences
- Provide opportunities for child to explore differences in other children (e.g., wear a blindfold to learn what it's like to be blind)
- Discuss physical differences and individual preferences as important aspects of self-identity

Domain III: Approaches Toward Learning

I. INTRODUCTION

The Approaches Toward Learning domain covers a range of inclinations, dispositions, attitudes, habits, and styles that reflect the many ways that children involve themselves in learning. The literature on approaches toward learning is growing; teachers' 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 both by inborn characteristics, such as gender and temperament, and by attitudes and inclinations fostered early in life through cultural patterns and values. Approaches toward learning are at the core of both social-emotional and cognitive interactions. Early childhood practitioners and academic researchers, along with policymakers, regard approaches toward learning as a critical domain for children's school readiness.

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 self-motivated and inclined to use their knowledge and skills for life-long 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 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, ideas, and constructs.

III. GENERAL DEFINITION

Children's approaches toward learning encompass children's motivation, attitudes, habits, and cognitive styles that are demonstrated as they engage in learning and respond to different situations.

Approaches toward learning include:

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 risks in learning new information.

Persistence and Attentiveness, indicating children’s ability to persist and concentrate attention to complete a task without being distracted.

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.

Reflection and Interpretation, indicating children’s ability to absorb and understand knowledge and information to inform future actions and learning.

IV. ADDRESSING DIVERSITY IN YOUNG CHILDREN

Approaches toward learning are subject to tremendous individual variation. Children are exposed to varying cultural patterns and values in their immediate context of family as well as in the 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. At more distant levels, culture may influence children’s work styles, the way they approach and interpret experiences, their ability to focus, 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 more structured interactions.

A discussion about approaches toward learning acknowledges that children learn in different ways. 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. Whatever the cultural influence on children’s predispositions, the resultant

learning styles should not be perceived hierarchically, but should be embraced as equivalent approaches toward learning. By including approaches toward learning in the Washington State Early Learning and Development Benchmarks, variation in learning within and between cultures is highlighted and diversity is valued and respected.

V. GLOBAL STRATEGIES

Perhaps no other domain of development is as prone to individual variation as approaches toward learning. Historically, American education has valued certain learning styles more than others. In order to break this pattern 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 strategies help to nurture *every* child's approaches toward learning:

- Take time to learn about children's everyday experiences at home and in his/her own community;
- 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;
- Use appropriate verbal, visual, and physical cues in interactions and activities;
- Interact and play with children each day, supporting and encouraging their exploration;
- Use vocabulary and phrases in children's native language when introducing new ideas or concepts; and
- Provide constant reminders to all children that they are valued.

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Domain III: Approaches Toward Learning
Sub-Domain: Learning Approaches

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:

- Expresses interest in people by staring or changing behavior
- Reacts to new voices or sounds by becoming more quiet or active
- Shows interest in toys and other objects
- Explores, manipulates, or stares at new objects in the environment
- Uses all senses to explore the environment

Some Strategies for Caregivers:

- Express excitement about new people, places, and experiences
- Provide support for child who is hesitant about new things and experiences
- Respond to child's needs in sensitive ways so child knows world is safe to explore
- Play with child using objects or toys with different textures, sounds, and shapes
- Describe new places and what people are doing when out in the **community**
- Read a variety of books to child often
- Play with child individually 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)
- Asks about people in own environment
- Shows interest in new activities
- Shows interest in others' activities
- Asks simple "wh" questions (e.g., why, what, where)

Some Strategies for Caregivers:

- Take child on walks and talk about the world around
- Wonder aloud with child about why things happen
- Read books that introduce child to diverse people, places, and cultures
- Encourage child to explore his/her environment by making it safe and inviting
- Interact with child by asking simple questions and responding to his/her questions
- Provide child with a variety of toys and objects that encourage exploration
- Encourage child to make up stories

Domain III: Approaches Toward Learning

Sub-Domain: Learning Approaches

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 and ideas (e.g., “what is that? Why is the moon round?”)
- Develops personal interests (e.g., trains, dinosaurs, farm animals)
- Investigates and experiments with materials
- Shows interest in how and why others do things
- Uses “Why” to get information about how the world works

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?”)
- Encourage 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

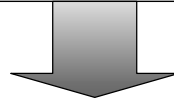
Some Indicators for Children:

- Looks for new information about personal interests with assistance
- Shows enthusiasm for field trips and other outings to new places
- Engages in discussions about new events and occurrences (e.g., “Why did this happen?”)
- Asks questions about changes in environment

Some Strategies for Caregivers:

- Provide child with opportunities to find answers to questions independently
- Help child understand how to use resources to answer questions
- Build on child’s interests by providing books, videos, field trips, etc. on similar topics
- Take child on visits to friends and family
- Encourage child to “write” make-believe stories

Domain III: Approaches Toward Learning
Sub-Domain: Learning Approaches



Initiative
Goal: Children demonstrate initiative.



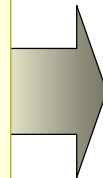
Birth to 18 months

Some Indicators for Children:

- Expresses desire to feed self
- Engages and explores new surroundings without prompting
- Engages familiar adults and children in interactions (e.g., smiling, approaching, not withdrawing)
- Selects a book, toy, or item from several options
- Expresses preferences for activities
- Shows likes and dislikes

Some Strategies for Caregivers:

- 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)
- Follow child's lead and/or choices in daily activities
- Play with child every day and follow child's lead



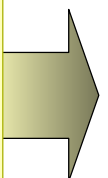
18 to 36 months

Some Indicators for Children:

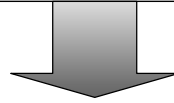
- Tries new ways of doing things and begins to take risks
- Initiates play with others
- Chooses one activity over another and pursues it for a brief period of time
- Proposes an idea for how to spend time
- Shows initiative in wanting to take care of self (e.g., dressing)
- Initiates activities at caregivers'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

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 to initiate and organize activities using his/her ideas
- Wait long enough for child to make a choice
- Help child feel safe and capable of trying something new or taking reasonable risks
- Demonstrate how grown-ups take initiative



Domain III: Approaches Toward Learning
Sub-Domain: Learning Approaches



Initiative
Goal: Children demonstrate initiative.



36 to 60 months

Some Indicators for Children:

- Asks a friend to join in play
- Joins a play activity already in progress
- Selects new activities during play time (e.g., tries the carpentry table or selects characters for dress-up)
- Offers to help with classroom chores without being asked (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 castle)
- Makes decisions about what activity or materials to work with from selection offered

Some Strategies for Caregivers:

- Encourage child to join other children playing
- Encourage and empower child to make choices
- Help child understand that taking reasonable risks is good
- Facilitate play in groups
- Encourage child to pursue favorite activities
- Comment positively when child initiates pro-social activities and point out the positive outcomes



60 months to Kindergarten Entry

Some Indicators for Children:

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

Some Strategies for Caregivers:

- Provide opportunities for child to work independently
- Encourage child to follow through on own interests

Domain III: Approaches Toward Learning
Sub-Domain: Learning Approaches

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., through eye-contact)
- Directs attention toward objects by reaching, grasping, or staring at them
- Examines a toy, rattle, or face for at least 1 to 2 minutes
- Tries to find solutions to challenges
- Focuses on reader for brief periods of time while being read to

Some Strategies for Caregivers:

- Play with child individually every day
- Facilitate play and activities between child and others
- Provide safe places and times where child can play or work at tasks without interruptions
- Encourage child to explore different characteristics of an object (e.g., the toy has several parts; a face has eyes, ears, nose and mouth)

18 to 36 months

Some Indicators for Children:

- Completes simple projects (e.g., a3 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)
- Seeks assistance when encountering a challenge
- Listens to complete story

Some Strategies for Caregivers:

- Provide time for child to engage in sustained activities
- Respond to child's requests for assistance
- Limit environmental distractions
- Talk with child about his/her work using open-ended questions (e.g., "How did you do that? Tell me more")

Domain III: Approaches Toward Learning

Sub-Domain: Learning Approaches

Persistence and Attentiveness

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

36 to 60 months

Some Indicators for Children:

- Remains engaged in a self-selected activity for at least 5 to 10 minutes
- Focuses on especially interesting tasks regardless of minor distractions
- Works on a task over a period of time, leaving and returning to it (e.g., block structure)
- 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
- Completes favorite tasks over and over again
- Sits through meal time comfortably, most of the time

Some Strategies for Caregivers:

- Try child's suggested interventions when problems are encountered; talk with child about what worked and didn't work
- Be available and respond when child encounters problems, without being intrusive
- Comment positively on child's persistence and task focus

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 increasing independence
- Sustains attention while peers and adults are the focus of attention (e.g., pays attention during "show and tell")
- Shifts attention back to work at hand after being distracted
- Focuses on projects despite distractions
- Accepts reasonable challenges and works through frustration

Some Strategies for Caregivers:

- Encourage 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)
- Encourage child to take on activities or classroom responsibilities that last more than one day (e.g., feeding gerbil this week)
- Urge child to complete increasingly complex games or tasks

Domain III: Approaches Toward Learning
Sub-Domain: Learning Approaches

Creativity and Inventiveness
Goal: Children approach daily activities with creativity and inventiveness.

Birth to 18 months

Some Indicators for Children:

- 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)
- 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:

- Provide toys and experiences with a variety of colors, textures, sounds, shapes, smells, etc.
- Play with child individually every day
- Change the materials, toys, and objects in child's environment regularly
- Provide child time to be spontaneous, silly, and messy

18 to 36 months

Some Indicators for Children:

- Invents new uses for every day materials, with assistance (e.g., blanket becomes a tent)
- Approaches tasks with flexibility, adapting as the activity evolves
- Makes up rules for group activities
- Displays understanding of how objects work together (e.g., gets the dustpan when adult is sweeping the floor)

Some Strategies for Caregivers:

- Model use of a variety of familiar and new learning materials and activities
- Provide art materials for child and a place to use them, including materials from diverse cultures
- Allow child to mix toys, materials from one learning center to another
- Allow children to daydream
- Allow children to create and complete different projects

Domain III: Approaches Toward Learning
Sub-Domain: Learning Approaches

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
- 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 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...”)
- Encourage child to create and complete projects differently
- Encourage child to be flexible about changes in routines and plans

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 than 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
- Provide a variety of creative outlets for child (e.g., opportunities to dance, mime, paint, create rhyme)

Domain III: Approaches Toward Learning

Sub-Domain: Learning Approaches

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
- Plays games with primary caregiver that involve repetition (e.g., peek-a-boo)
- Experiments to see if similar toys will cause similar responses (e.g., shakes stuffed animal in the same way as a rattle to hear noise)
- Applies knowledge to new situations (e.g., uses hammer instead of hand to flatten play dough)
- Displays excitement and recognition of game or toys from previous day

Some Strategies for Caregivers:

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

18 to 36 months

Some Indicators for Children:

- Substitutes similar objects (e.g., stacks boxes like blocks, uses pencil as spoon for feeding baby)
- 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 it 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
- Encourage 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)

Domain III: Approaches Toward Learning
Sub-Domain: Learning Approaches

Reflection and Interpretation
Goal: Children learn from their experiences.

36 to 60 months

Some Indicators for Children:

- Tells others about exciting 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 castle 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
- Allow child time to process experiences and information
- Help child remember experiences with photographs, mementos, souvenirs
- Ask open-ended questions (e.g., "What if...? How else could you do this?")

60 months to Kindergarten Entry

Some Indicators for Children:

- Uses a variety of methods to express thoughts and ideas (e.g., discussion, journaling, 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
- Plans activities and sets goals based on past experience

Some Strategies for Caregivers:

- Provide opportunities for child to express thoughts through a variety of methods
- Encourage child to recall past experiences in planning new activities and setting new goals
- Provide opportunities for child to think about what and how he/she is learning
- Encourage child to share the lessons learned from his/her experiences

Domain IV: 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 relationships in the physical and social worlds and they develop skills in logic, reasoning, and problem-solving. Children also learn social conventions, the kinds of knowledge that could not be reinvented by every generation of learners (*e.g.*, 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, the general public often associates it 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.

II. RATIONALE

Cognitive development is essential for daily functioning and success across a range of educational and social contexts. Children acquire cognitive abilities through both internal and external pathways. First, children use their natural ability to think about their actions and experiences in the physical and social worlds to construct understanding from within. Children discover and mentally construct new concepts directly, without the need of instruction from adults. Second, children interact with and gain information directly from adults and other children to gain knowledge that they would not otherwise learn. This “school-learned” and social convention knowledge originates in the culture and requires guidance and instruction from others.

There are also multiple ways in which children gain cognition and general knowledge. For example, children can learn through language, logical-mathematical analysis, spatial representation, musical and creative thinking, the use of the body to solve problems or to make things, and an understanding of other people in relation to themselves. It is important for parents, caregivers, and educators to understand and nurture all of the different ways that children gain knowledge and understanding of the world around them.

III. GENERAL DEFINITION

For the purposes of the Washington State Early Learning and Development Benchmarks, the domain of Cognition and General Knowledge is delineated into six categories: logic and reasoning; math and numeracy; science; social studies; social convention knowledge; and creative arts.

Logic and Reasoning

Logic and reasoning skills consist of being able to create in one's own mind general relationships (e.g., similarities, differences, associations) between objects, events, or people. These skills are considered to be the most complex kind of knowledge, making them the most difficult to describe and assess. Competencies that develop with logic and reasoning are causation, critical and analytical thinking, problem solving, and representational thought.

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 are key aspects of the ability to understand the physical world and to test theories against evidence. By acquiring scientific knowledge children gain an understanding of, and information about, the earth and living things. It is the development of scientific thinking that helps children apply and test their knowledge through methodical inquiry and verification.

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.

Social Convention Knowledge

Social convention knowledge focuses on how children make sense of themselves in relation to others. This aspect of cognitive development highlights how children interpret their social world, including their family, community, and culture.

Creative Arts

Children’s ability to express and represent themselves through music, dance, painting, and other visual and performing 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.

IV. ADDRESSING THE DIVERSITY OF YOUNG CHILDREN

Research on children’s cognitive development clearly demonstrates that children not only differ in their *rates* of acquiring knowledge, but also in the *ways* in which they learn, remember, and understand. Indeed, research has begun to label “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.

Knowledge and cognitive skills are complex and intertwined with children’s socio-cultural context. Culture determines 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. In contexts that are familiar, children can accurately interpret the required responses and understanding. However, in unfamiliar contexts children may respond in ways that adults deem illogical.

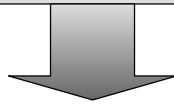
The diversity of children’s individual and cultural contexts is particularly relevant for how cognitive standards are developed and assessed. Given that children’s abilities and understanding are context-dependent, it is imperative to provide learning opportunities that are culturally sensitive and adapt to children’s varying cultural patterns in learning, reasoning, and problem-solving abilities.

V. GLOBAL STRATEGIES

Each child develops and learns 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 strategies help to ensure that *every* child receives an individualized learning experience that meets his/her unique needs:

- Take time to learn about each child’s everyday experiences at home and his/her own community;
- Simplify complicated tasks by breaking them into smaller parts or reducing the number of steps;
- Engage children in a diversity of activities and routines throughout the day;
- Encourage hands-on and sensory experiences such as touching, holding, exploring, tasting, smelling, and manipulating; and
- Match teaching methods to children’s different ways of learning.

Domain IV: Cognition and General Knowledge
Sub-Domain: Logic and Reasoning



Causation
Goal: Children demonstrate awareness of cause and effect.



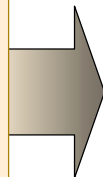
Birth to 18 months

Some Indicators for Children:

- Uses sounds, gestures, and movements to impact the environment and relationships
- 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
- Looks for or orients toward a dropped object

Some Strategies for Caregivers:

- Demonstrate and explain the relationships between things (e.g., “When I pull the drain plug, the water goes away”)
- Provide child with experiences and materials that demonstrate cause and effect relationships



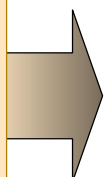
18 to 36 months

Some Indicators for Children:

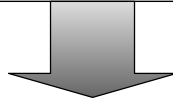
- Experiments with effect of own actions on objects
- Observes others’ actions to see the effect they will have on objects
- Expresses understanding of cause and effect (e.g., it’s quiet because you turned off the radio)

Some Strategies for Caregivers:

- Play with and manipulate different materials so child can see changes (e.g., flour and water make dough)
- Encourage child to experiment with objects to see outcomes (e.g., beating eggs to see how yolk and white mix together)
- Describe how objects change when acted upon (e.g., the batter turns into cake; the water turns into ice)



Domain IV: Cognition and General Knowledge
Sub-Domain: Logic and Reasoning



Causation
Goal: Children demonstrate awareness of cause and effect.



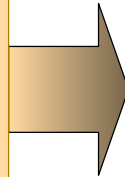
36 to 60 months

Some Indicators for Children:

- Identifies objects that influence or affect other objects (e.g. “The food coloring makes the water blue.”)
- Asks “why” questions to show effort at understanding causality (e.g., “If I do this, why does that happen?”)
- Predicts the effects that an action will have on objects (e.g., it will be dark when you turn off the light)

Some Strategies for Caregivers:

- Encourage child to play independently, discovering causal relationships on own
- Engage child in activities that demonstrate cause and effect (e.g., cooking projects, planting seeds to watch them grow)
- Discuss cause and effect with child (e.g., explore what it takes to make flowers grow)



60 months to Kindergarten Entry

Some Indicators for Children:

- Structures experiments to see how changes in one factor influence changes in others (e.g., mixes paint to create new colors)
- Predicts how things will change, given changes in circumstances
- Recognizes which element of an object causes the effect (e.g., the beads inside the box make the noise)

Some Strategies for Caregivers:

- Provide child with materials from a variety of cultures to create cause and effect experiments
- Talk with child about the steps taken to cause an outcome (e.g., explore together the steps needed to cook a meal)

Domain IV: Cognition and General Knowledge
Sub-Domain: 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)
- Watches other children's and adults' 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
- Encourage 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:

- Talk with child about how things compare in size, shape, etc. (e.g., explore how one a plant is different from a tree)
- Talk with child about what he/she likes and does not like about experiences

Domain IV: Cognition and General Knowledge
Sub-Domain: Logic and Reasoning

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)

Some Strategies for Caregivers:

- Provide child with time to make connections
- Talk with child to recall past events and relate what he/she learned from it
- Encourage child to generalize by asking 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
- Recognizes that a person stays the same, even though appearance is changed through masks, costumes, or other artifacts
- 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:

- Encourage child to try known strategies in new situations
- Talk with child about perplexing 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 talking about what he/she thinks another child meant by a given response (e.g., why do you think Josie did that?)

Domain IV: Cognition and General Knowledge

Sub-Domain: Logic and Reasoning

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 (e.g., 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, keys to open a door)

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 encourage object permanence (e.g., peek-a-boo and hide and seek)
- Talk with child about 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 concrete objects to help child recall events (e.g., photos or toy animal from an outing to the zoo)

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 raincoat means it is raining 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., the vacuum is in the closet because it is easy to reach)
- 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

Domain IV: Cognition and General Knowledge
Sub-Domain: Logic and Reasoning

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)

Some Strategies for Caregivers:

- Provide child with time to make connections
- Talk with child to recall past events and relate what he/she learned from it
- Encourage child to generalize by asking 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
- Recognizes that a person stays the same, even though appearance is changed through masks, costumes, or other artifacts
- 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:

- Encourage child to try known strategies in new situations
- Talk with child about perplexing 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 talking about what he/she thinks another child meant by a given response (e.g., why do you think Josie did that?)

Domain IV: Cognition and General Knowledge
Sub-Domain: Logic and Reasoning

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/ toys from a variety of cultures to engage child
- Show child different ways to go about things
- Express enthusiasm when child tries new things

18 to 36 months

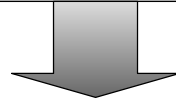
Some Indicators for Children:

- Uses active exploration and trial and error to solve problems
- Tries several methods to solve a problem before asking for assistance
- Communicates (moving from single word to simple sentences) to request assistance

Some Strategies for Caregivers:

- Encourage child to work out problems independently
- Talk out loud, or otherwise model possible solutions, while problem solving
- Play games that have many solutions
- Sequentially work through a problem with child to find the solution

Domain IV: Cognition and General Knowledge
Sub-Domain: Logic and Reasoning



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



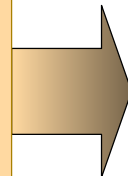
36 to 60 months

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:

- Provide child with challenges, questions, and tasks to solve
- Model several alternatives to solving a problem
- Guide child through the problem solving process



60 months to Kindergarten Entry

Some Indicators for Children:

- Asks questions that need to be answered in order to solve problems
- 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 problems to child and encourage child to find solutions
- Present the pros and cons of different solutions, encouraging child to help identify the best solution
- Encourage child to work with others to find solutions to problems

Domain IV: Cognition and General Knowledge
Sub-Domain: Logic and Reasoning

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 (e.g., 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 and hide and seek)
- Model symbolic use of objects (e.g., “drink” from a toy cup)

18 to 36 months

Some Indicators for Children:

- Finds objects after they’ve 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 pants when asked what the dog, Spot, does)
- 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:

- Encourage child to explore independently, supporting imaginative play
- Talk with child about how objects not seen still exist

Domain IV: Cognition and General Knowledge
Sub-Domain: Logic and Reasoning

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, Spot, is black, soft, and runs around; child gestures to show how big Spot is)
- Uses symbols or pictures as representation for oral language
- Uses objects to represent real items in make believe play
- Represents objects through drawings, movement, mime, three-dimensional constructions

Some Strategies for Caregivers:

- Provide props for child to engage in pretend play that encourages thinking
- Encourage child to draw pictures of feelings, people, animals, and things
- Tell stories without pictures and encourage child to visualize and express what he/she sees

60 months to Kindergarten Entry

Some Indicators for Children:

- Uses physical objects to model language (e.g., more, less)
- Represents objects, places, and ideas with 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:

- Encourage child to engage in symbolic play (e.g., act happy, imitate a sad puppy)
- Point out symbols during daily activities
- Talk with child about what symbols refer to

Domain IV: Cognition and General Knowledge
Sub-Domain: Logic and Reasoning

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
- Teach child 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

Domain IV: Cognition and General Knowledge
Sub-Domain: Logic and Reasoning

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:

- Encourage 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:

- Differentiates between fantasy and reality
- Understands and expresses when fantasy is influencing actions (e.g., “I was just pretending to do that”)
- Recognizes that 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 talk with child to make up the ending)

Domain IV: Cognition and General Knowledge
Sub-Domain: Mathematics and Numeracy

Numbers 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 baby sign for “more”
- Imitates rote counting using some names of numbers

Some Strategies for Caregivers:

- Count “out loud” objects in child’s environment
- Talk with child about “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 numbers (e.g., sees “2” and says “two”)
- Identifies quantity and comparisons of quantity (e.g., all, some, none, more, less)
- Names some numerals

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

Domain IV: Cognition and General Knowledge
Sub-Domain: Mathematics and Numeracy

Numbers and Operations
Goal: Children demonstrate knowledge of numbers and counting.

36 to 60 months

Some Indicators for Children:

- Counts to at least 20 from memory
- Counts at least ten objects in one-to-one correspondence, without assistance
- 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)
- Recognizes that a set of objects remains the same amount if physically rearranged
- Applies numbers and counting concepts to daily life (e.g., counts number of children who have raised their hand)
- Differentiates letters from numbers
- Recognizes, names, and writes some numbers

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
- Encourage child to count objects during daily routines
- Demonstrate to child that numbers matter (e.g., speed limits, temperature)

60 months to Kindergarten Entry

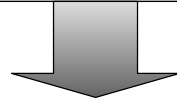
Some Indicators for Children:

- Counts beyond 20 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.”)
- Uses numbers to predict and make realistic guesses (e.g., “I think there are about 20 marbles in that jar.”)

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., “If you had two more grapes, how many would you have?”)
- Model writing simple math equations

Domain IV: Cognition and General Knowledge
Sub-Domain: Mathematics and Numeracy



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



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
- Looks at two objects and identifies which one is bigger or smaller
- Explores measuring tools (e.g., measuring cup, ruler)

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

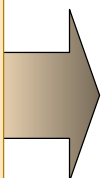
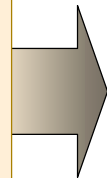
Birth to 18 months

Some Indicators for Children:

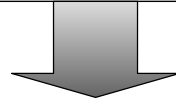
- Plays with toys and objects with different sizes and shapes
- Orders a few objects by size, with assistance

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



Domain IV: Cognition and General Knowledge
Sub-Domain: Mathematics and Numeracy



Measurement

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



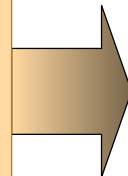
36 to 60 months

Some Indicators for Children:

- Uses approximate measures of familiar objects to develop a sense of measurement (e.g., width of finger, weight of rock)
- 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
- Encourage child to measure using non-standard units (e.g., using footsteps, string, fingers)



60 months to Kindergarten Entry

Some Indicators for Children:

- Measures sand, water, or rice using a variety of containers
- Measures ingredients for a cooking project, with guidance
- Uses conventional language of measurement (e.g., inch, cup, pound)
- 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:

- Teach child to measure with common measuring tools
- Play measuring games with child (e.g., “which is heavier?” which is longer?”)

Domain IV: Cognition and General Knowledge
Sub-Domain: Mathematics and Numeracy

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
- Talk about all of the 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 shapes made by others

Some Strategies for Caregivers:

- Talk about the features of shapes when child plays with them
- Encourage 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)

Domain IV: Cognition and General Knowledge
Sub-Domain: Mathematics and Numeracy

Properties of Ordering
Goal: Children identify and label shapes.

36 to 60 months

Some Indicators for Children:

- Identifies and labels different kinds of shapes
- Compares shape and size of objects
- Builds and draws shapes
- Puts together and takes apart shapes to make other shapes (e.g., two triangles make a rectangle)
- Recognizes non-geometrical shapes in nature (e.g., clouds or other things that are not circles, squares, triangles, etc.)

Some Strategies for Caregivers:

- Use accurate words to promote child's understanding of shapes
- Encourage child to recognize shapes in the environment (e.g., octagonal stop sign)
- Provide materials that can be connected and combined to create new shapes

60 months to Kindergarten Entry

Some Indicators for Children:

- Identifies three-dimensional shapes (e.g., cube, cone)
- Orders shapes from smallest to largest (e.g., orders various circle sizes)
- Describes geometric and non-geometric shapes in environment, with assistance
- Describes relationship between two- and three-dimensional shapes, with assistance (e.g., circle and sphere)

Some Strategies for Caregivers:

- Provide art projects that use shapes (e.g., you can make a house by putting a triangle on top of a square)
- Play games that challenge child to describe and identify shapes
- Encourage child to draw pictures using only shapes

Domain IV: Cognition and General Knowledge
Sub-Domain: Mathematics and Numeracy

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:

- Demonstrate simple patterns using children, objects, or a flannel board
- Sing songs and read books that name colors or identify shapes and objects with similarities
- Point out patterns during daily activities (e.g., during trip to the grocery store, explore the patterns created by stacked fruit or cans)

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 classes of objects (e.g., dogs, cats, and cows are all animals)

Some Strategies for Caregivers:

- Provide different materials and objects of the same shape and color (e.g., blocks, crayons)
- Provide child with opportunities to sort and classify objects
- Encourage 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 together with child

Domain IV: Cognition and General Knowledge
Sub-Domain: Mathematics and Numeracy

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)
- Recognizes, duplicates, and extends simple patterns (e.g., imitates a simple 3-part auditory pattern of hand claps)
- 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:

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

60 months to Kindergarten Entry

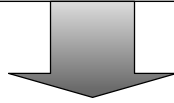
Some Indicators for Children:

- Sorts objects into categories, classifying and comparing according to a rule
- Makes patterns and uses them to make predictions
- 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
- Encourage child to arrange collections into groupings using different rules that you make up together

Domain IV: Cognition and General Knowledge
Sub-Domain: Science



Scientific Thinking
Goal: Children collect information through observation and manipulation.



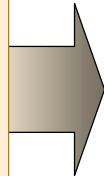
Birth to 18 months

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 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)



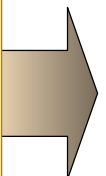
18 to 36 months

Some Indicators for Children:

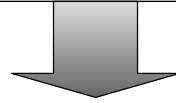
- Uses all five senses to examine different objects with attention to detail
- Observes and manipulates objects to identify similarities or differences
- Observes and examines natural phenomena through senses (e.g., notices different types of bugs, asks why it rains)

Some Strategies for Caregivers:

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



Domain IV: Cognition and General Knowledge
Sub-Domain: Science



Scientific Thinking
Goal: Children collect information through observation and manipulation.



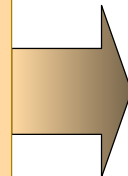
36 to 60 months

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
- Observes adults' experiments and describes observations (e.g., teacher mixes paint and says, "Yellow and blue makes green.")

Some Strategies for Caregivers:

- Provide opportunities for child to learn through all of the senses
- Encourage child to share observations through pictures and words



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

Domain IV: Cognition and General Knowledge
Sub-Domain: Science

Scientific Thinking

Goal: Children engage in scientific inquiry; make a hypothesis, test hypothesis, form conclusions, and make predictions.

Birth to 18 months

Some Indicators for Children:

- Actively uses one or more sense to explore environment (e.g., touch, sight, taste, smell, hearing)
- 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

Some Strategies for Caregivers:

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

18 to 36 months

Some Indicators for Children:

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

Some Strategies for Caregivers:

- Encourage child to ask questions about the environment and provide responsive answers
- Encourage child to think ahead by asking “what if” questions
- Encourage 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”)

Domain IV: Cognition and General Knowledge
Sub-Domain: Science

Scientific Thinking

Goal: Children engage in scientific inquiry; make a hypothesis, test hypothesis, form conclusions, and make predictions.

36 to 60 months

Some Indicators for Children:

- Poses questions and finds answers through active exploration
- Records information from an experience (e.g., drawing, storytelling, writing, photographing)
- Draws conclusions based on proven/disproved predictions
- Uses vocabulary that shows a recognition of scientific principles to explain why things happen (e.g., uses words such as sink, float, melt, freeze, liquid, solid)

Some Strategies for Caregivers:

- Help child to find the answers to “why” questions through active exploration and reflection
- Talk with child to 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

60 months to Kindergarten Entry

Some Indicators for Children:

- Collects information about objects and events and records results using pictures, tables, or picture graphs (e.g., keeps track of a team’s wins and losses, charts own growth in height over time)
- Communicates information learned from exploration
- Makes reasonable explanations, without assistance
- Describes and discusses predictions, explanations, and generalizations based on past experiences

Some Strategies for Caregivers:

- Encourage child to engage in experiments with every day 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?”)

Domain IV: Cognition and General Knowledge
Sub-Domain: Science

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 with child that describe plants and animals and how they grow and change
- Take child on field trips to places where he or she can observe and explore living things (e.g., zoo, farm, park)

18 to 36 months

Some Indicators for Children:

- Identifies and investigates physical properties of living and non-living things
- Comments on 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)

Domain IV: Cognition and General Knowledge
Sub-Domain: Science

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
- Asks questions about growth and change in plants and animals

Some Strategies for Caregivers:

- Encourage child to use all five senses to learn about the outdoor environment (e.g., listen for sounds of nature, watch small bugs, smell freshly mowed grass, touch rough pine cones)
- Talk with child about 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 the relationships between animals, plants, and the environment
- Takes care of familiar plants and animals

Some Strategies for Caregivers:

- Encourage 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, nurturing them together, and monitor their changes

Domain IV: Cognition and General Knowledge
Sub-Domain: Science

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 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)
- Demonstrates curiosity about the natural environment by asking "why" questions (e.g., "why is the grass green?")

Some Strategies for Caregivers:

- Encourage child to safely play 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 own natural environment

Domain IV: Cognition and General Knowledge
Sub-Domain: Science

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 describes the states of matter (e.g., solid and liquids)
- Talks about and/or draws 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:

- Encourage 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 that focus on the natural world (e.g., planetarium, aquarium)

60 months to Kindergarten Entry

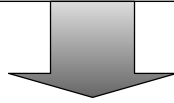
Some Indicators for Children:

- 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, and earthquakes)
- Shows an emerging ability to “read” the weather (e.g., if clouds, predicts that it might rain)

Some Strategies for Caregivers:

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

Domain IV: Cognition and General Knowledge
Sub-Domain: Social Studies



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



18 to 36 months

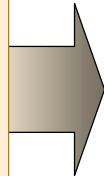
Birth to 18 months

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

Some Strategies for Caregivers:

- Talk with child about routines and what happens first, second, and so on
- Label events and routines (e.g., use time words such as today, tomorrow, next, later, and long ago)
- Look at photo album or family videos with child

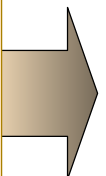


Some Indicators for Children:

- 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



Domain IV: Cognition and General Knowledge
Sub-Domain: Social Studies

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 sequential order
- Uses time-related words and concepts (e.g., first/last, morning/night, yesterday/today)
- Gives simple accounts of what happened that day
- Establishes causal patterns between past, present, and future events
- Recognizes that other children have different past experiences from own
- Uses phrases that suggest awareness of the past (e.g., “when I was a baby...”)

Some Strategies for Caregivers:

- Provide access to time keeping materials such as clocks, watches, timers, and calendars
- Talk with child about what will happen in the future and what has happened in the past (“what did you have for lunch today?”)
- Encourage family members to talk with child about family 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

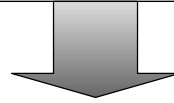
Some Indicators for Children:

- Retells a more complex story or event in sequential order
- Uses the 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

Some Strategies for Caregivers:

- Encourage child to draw or write about a memory from preschool or a family event
- Have child make a timeline of his/her first five years of life
- Read books with child that have historical content
- Examine evidence of change over time in ways meaningful to child (e.g., photographs of him/herself)

Domain IV: Cognition and General Knowledge
Sub-Domain: Social Studies



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 many opportunities for child to explore the environment
- Talk about everything child sees and finds in the environment
- Provide children opportunities to experience different physical positions (e.g., lift child up high)



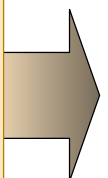
18 to 36 months

Some Indicators for Children:

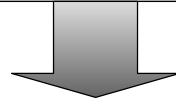
- Distinguishes between near and far
- Understands physical relationships (e.g., on/under, inside/outside)
- Shows interest in investigating geography tools (e.g., map, compass)

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 and cultures)



Domain IV: Cognition and General Knowledge
Sub-Domain: Social Studies



Geography
Goal: Children demonstrate awareness of location and spatial relationships.



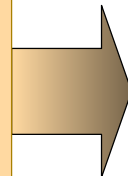
36 to 60 months

Some Indicators for Children:

- Uses words to indicate directionality, position, and size
- Creates representations of locations and space during play (e.g., builds steep mountain road in sandbox)
- Identifies name of city or town where he/she lives

Some Strategies for Caregivers:

- Play games that incorporate correctly using and responding to 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



60 months to Kindergarten Entry

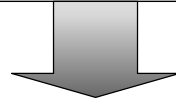
Some Indicators for Children:

- Talks about location using appropriate vocabulary such as “near/far, over/under, next to”
- Describes some concepts of distance or space (e.g., knows it’s far to Grandma’s house)
- Recognizes that real places can be represented symbolically
- Identifies own street address, city or town, and Washington as the state, and the United States as country as where he/she lives)

Some Strategies for Caregivers:

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

Domain IV: Cognition and General Knowledge
Sub-Domain: Social Studies



Geography

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



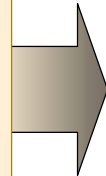
Birth to 18 months

Some Indicators for Children:

- Recognizes 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
- Talk with questions and talk about everything child sees and finds in the environment



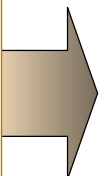
18 to 36 Months

Some Indicators for Children:

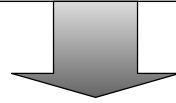
- Distinguishes different environments by the people or signs that are a part of that environment (e.g., see pictures of lions and tigers and says "they live in a zoo")
- Recognizes own street when arriving by vehicle

Some Strategies for Caregivers:

- Read aloud books about children living in different climates and discuss how their food, clothing, and houses are different
- Expose child to geographical locations that may be unfamiliar using pictures in books and magazine
- Take child for walks around the neighborhood and point out signs and landmarks that indicate locations



Domain IV: Cognition and General Knowledge
Sub-Domain: Social Studies



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



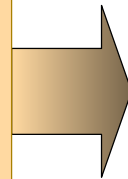
36 to 60 months

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., after seeing a snowstorm on TV, commenting, “We never have snow where I live”)
- Recognizes where he/she is while traveling in a vehicle
- Recognizes that roads have signs or names and houses have numbers to help identify locations

Some Strategies for Caregivers:

- Talk with child about where he/she has been on trips or other places lived
- Read and use maps and globes in the presence of child



60 months to Kindergarten Entry

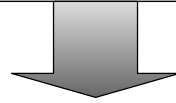
Some Indicators for Children:

- Describes some physical characteristics (e.g., bodies of water, mountains, weather) and some of the human characteristics of the corresponding communities (e.g., types of shelter, clothing, food, jobs)
- Helps to navigate on journeys (e.g., “once you pass the big red barn, then my house is next;” or “only three more bus stops until my house”)
- Understands that there are different countries

Some Strategies for Caregivers:

- Provide opportunities for child to make drawings, build with blocks and create models of real places
- Help child make drawings of your neighborhood, town or city

Domain IV: Cognition and General Knowledge
Sub-Domain: Social Studies



Economics
Goal: Children demonstrate awareness of economic concepts.



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
- Demonstrates understanding that coins of different sizes and colors have different names

Some Strategies for Caregivers:

- Provide play materials (e.g., cash registers, wallets, purses, checkbooks, credit cards, receipts) for dramatic play
- Use the names of coins and currency, their real and relative wealth, and provide opportunity for child to handle and become familiar with money
- Create opportunity for child to choose and discuss consequences of choices

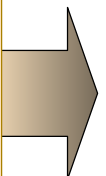
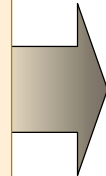
Birth to 18 months

Some Indicators for Children:

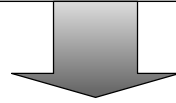
- Depends on others to provide for wants and needs

Some Strategies for Caregivers:

- Read aloud books about different types of occupations in diverse cultures
- Talk about people's different jobs



Domain IV: Cognition and General Knowledge
Sub-Domain: Social Studies



Economics
Goal: Children demonstrate awareness of economic concepts.



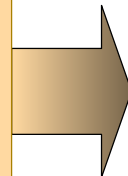
36 to 60 months

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 awareness that adults work in order to earn money to buy food, clothing, and housing
- Accurately names different coins and money bills (e.g., penny, nickel, dollar bill)

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 everyday situations
- Talk with child about how things can be used as a substitute for money (e.g., stamps, checks, coupons, food stamps)
- Help child cooperate and share with others



60 months to Kindergarten Entry

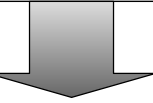
Some Indicators for Children:

- Realizes that making one choice means that you may not be able to do something else
- Talks about how all people need food, shelter, and clothing
- Recognizes that people rely on others for goods and services
- Understands the concept of saving resources for use in the future
- Talks about what wants to be when he/she grows up

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

Domain IV: Cognition and General Knowledge
Sub-Domain: Social Studies



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



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)
- Understands that humans and animals live in different places

Some Strategies for Caregivers:

- Talk with child 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 pick up litter

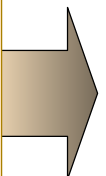
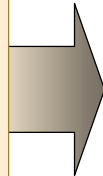
Birth to 18 months

Some Indicators for Children:

- Recognizes what is trash
- Knows where the trash receptacle and recycle bin are in own home
- Enjoys nature (e.g., flowers, a breeze, snow)

Some Strategies for Caregivers:

- Introduce child to some of the basic natural features of the earth
- Model environmentally responsible behavior (e.g., recycle newspapers)



Domain IV: Cognition and General Knowledge
Sub-Domain: Social Studies

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., smoke, 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

Some Strategies for Caregivers:

- Give child responsibility for keeping a room or space clean and tidy
- Discuss how 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

60 months to Kindergarten Entry

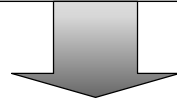
Some Indicators for Children:

- Recognizes, with adult support and guidance, how people can take care of or damage the earth
- Discusses what happens when aluminum cans, paper products, and plastic are thrown in trash bins
- Exhibits simple concepts of conservation (e.g., uses paper judiciously, does not waste water)
- Shows interest in understanding how animals gather 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 whether there should be rules about that behavior
- Provide child with a regular chore chart to help clean up his/her immediate environment

Domain IV: Cognition and General Knowledge
Sub-Domain: Social Studies



Technology
Goal: Children use technology appropriately.



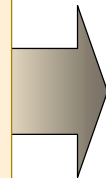
Birth to 18 months

Some Indicators for Children:

- Shows interest in machines and electronic equipment (e.g., stares at dishwasher, pushes buttons on remote control or cell phone)
- Enjoys using play technology objects (e.g., plastic phone)
- Enjoys listening to music from a CD player or radio
- Turns on a light switch, when asked

Some Strategies for Caregivers:

- Ensure that electronic appliances are safely out of child's reach
- Limit child's exposure to TV
- Provide play technology for child to explore (e.g., toy phone, keyboard)



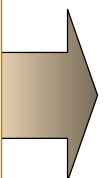
18 to 36 months

Some Indicators for Children:

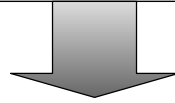
- Uses a tape or CD player to listen to a recorded story, with assistance
- Makes mechanical toys work
- Uses computer for simple 'point and click' operations

Some Strategies for Caregivers:

- Monitor child's use of computers and television to ensure exposure to appropriate and instructional forms of media



Domain IV: Cognition and General Knowledge
Sub-Domain: Social Studies



Technology
Goal: Children use technology appropriately.



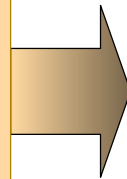
36 to 60 months

Some Indicators for Children:

- Exhibits aware of technology and how it affects life
- Talks about various phone conversations with family members
- Uses computer for games and multimedia effects
- Operates a simple CD or tape player
- Describes stories, images, or sounds experienced with technology (e.g., music on CD player, program on TV, story heard on tape)

Some Strategies for Caregivers:

- Show child how electronic equipment works, explaining that use is only allowed with adult assistance
- Monitor the quantity and quality of child's computer use



60 months to Kindergarten Entry

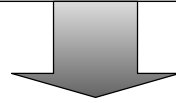
Some Indicators for Children:

- Discusses ways in which technology helps people accomplish specific tasks
- Considers, with adult guidance, what it must have been like to live without technology in an earlier time
- Begins to use computer, with adult assistance, for child-appropriate Web sites and software

Some Strategies for Caregivers:

- Encourage child to think about the use of technology in daily life
- Use technology constructively in daily living (e.g., use the computer to check the weather forecast)

Domain IV: Cognition and General Knowledge
Sub-Domain: Family, Community, and Culture



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



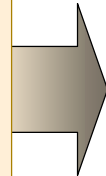
Birth to 18 months

Some Indicators for Children:

- Kicks legs and squeals when familiar adult appears
- Initiates contact with caregivers
- Shows affection (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:

- Help child identify and name family members and their relationships and roles
- Help child understand that people can be called different names for different roles (e.g., “Marla is mommy’s name”)



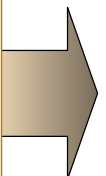
18 to 36 months

Some Indicators for Children:

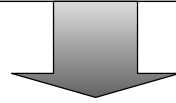
- Recognizes the roles within own home (e.g., “my daddy cooks supper and mommy washes the dishes”)
- Identifies self as a member of a specific family and cultural group
- Pretends to nurture a doll by feeding and talking to it
- Gives names to toys and dolls that reflect family and circle of friends

Some Strategies for Caregivers:

- Encourage 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)
- Provide books that show males and females in non-traditional roles
- Display photos of child and his/her family at child’s eye level



Domain IV: Cognition and General Knowledge
Sub-Domain: Family, Community, and Culture



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



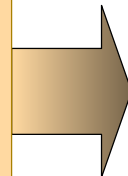
36 to 60 months

Some Indicators for Children:

- Describes different family relationships (e.g., “she’s my sister”)
- Talks about grandparents or other family members and discusses how they look different from children
- 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



60 months to Kindergarten Entry

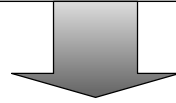
Some Indicators for Children:

- Recognizes extended family members (e.g., cousins, aunts, uncles)
- Predicts specific roles played by family members at special family functions or routines
- Discusses complex family patterns and relationships (e.g., “my aunt is my mom’s sister”)
- Talks about how other children have different family compositions than own

Some Strategies for Caregivers:

- Encourage child to participate in family functions
- Explain and discuss that not all families are the same (e.g., some children live with their grandparents)
- Help child to understand relationship between family members and their roles (e.g., create a family tree or family chore chart)
- Take child to visit extended family

Domain IV: Cognition and General Knowledge
Sub-Domain: Family, Community, and Culture



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



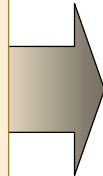
Birth to 18 months

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
- Identifies the possessions of other children

Some Strategies for Caregivers:

- Talk with child about 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



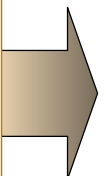
18 to 36 months

Some Indicators for Children:

- 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, church)
- Shows interest in community workers (e.g., garbage collector, mail carrier, doctor)

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



Domain IV: Cognition and General Knowledge
Sub-Domain: Family, Community, and Culture

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 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)
- Acknowledges that people have different communities (e.g., family, neighborhood, school, church, 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
- Provide opportunities for child to express knowledge of social roles through art work

60 months to Kindergarten Entry

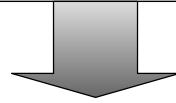
Some Indicators for Children:

- Recognizes others' capabilities in specific areas (e.g., "that woman is good at fixing cars")
- Appreciates why people have jobs and can identify different 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
- Talk with child about 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)
- Make a book, poster, or mural about people in the community and the jobs they do

Domain IV: Cognition and General Knowledge
Sub-Domain: Family, Community, and Culture



Community
Goal: Children demonstrate civic responsibility.



18 to 36 months

Birth to 18 months

Some Indicators for Children:

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

Some Strategies for Caregivers:

- 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

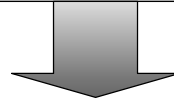
Some Indicators for Children:

- 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
- Participates actively as a member of the family or classroom community (e.g., helping during clean-up time)
- Gives toys or objects to another child without expecting something in return

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
- Model charitable behavior

Domain IV: Cognition and General Knowledge
Sub-Domain: Family, Community, and Culture



Community
Goal: Children demonstrate civic responsibility.



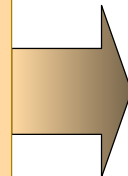
36 to 60 months

Some Indicators for Children:

- Shows awareness of group rules (e.g., waits patiently before painting because the easels are full)
- Helps to make rules for free choice (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 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)

Some Strategies for Caregivers:

- Include child in the development of rules to promote ownership and understanding of the rules
- Take child with you when you go to vote during elections
- Discuss public manners (e.g., asking permission to touch things, saying thank you and goodbye)
- Include child in charitable events
- Create opportunities for cooperation (e.g., ask two children to do a task together)



60 months to Kindergarten Entry

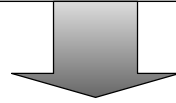
Some Indicators for Children:

- 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 charitable events, with assistance
- Talks about what could happen when he/she is not considerate of others

Some Strategies for Caregivers:

- Discuss with child how rules/standards protect everyone's rights and help to ensure that everybody is safe
- Take child with you to volunteer in the community
- Have child help organize old clothes or household items to donate to charity

Domain IV: Cognition and General Knowledge
Sub-Domain: Family, Community, and Culture



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



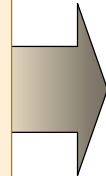
Birth to 18 months

Some Indicators for Children:

- Enjoys poems, stories, and songs about a variety of people and cultures
- Recognizes simple differences between people (e.g., shows curiosity about someone who wears glasses or bright jewelry)

Some Strategies for Caregivers:

- Share stories, songs, and poems about different cultures
- Model caring and kindness for all people and treat others with respect and fairness
- Provide opportunities for child to interact with many different children to build interpersonal skills (e.g., taking turns, treating others equally, establishing friendships)
- Establish family patterns and traditions



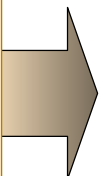
18 to 36 months

Some Indicators for Children:

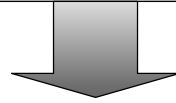
- Displays knowledge of basic concepts of own heritage and background (e.g., shows pictures or objects from home)
- Asks questions about other children and adults
- Tastes foods from different cultures

Some Strategies for Caregivers:

- Provide food, music, art materials, books, photos, and dramatic play props that celebrate diverse cultures and abilities
- 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



Domain IV: Cognition and General Knowledge
Sub-Domain: Family, Community, and Culture



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



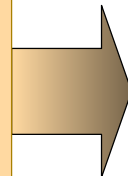
36 to 60 months

Some Indicators for Children:

- Recognizes and celebrates differences between people of different countries and cultures
- Talks about and asks questions about similarities and differences in other people (e.g., language, how families celebrate holidays)
- Shows respect for similarities and differences (e.g., does not laugh at somebody who is different)
- Asks questions about other children's ethnicity and cultural heritage

Some Strategies for Caregivers:

- Create charts and pictures, with child's help, showing names of objects in two or three different languages
- Introduce and talk with child about other countries and cultures (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



60 months to Kindergarten Entry

Some Indicators for Children:

- Compares and explores similarities and differences in practices across cultures
- Plays with other children who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs
- Enjoys learning about other children's cultures through conversations, dramatic play interactions, and items from home
- Develops an understanding of cultural or religious holidays

Some Strategies for Caregivers:

- Broaden child's knowledge about children and families in other places and cultures through books, stories, pictures, and videos
- Listen to music from other parts of the world and discuss its characteristics

Domain IV: Cognition and General Knowledge
Sub-Domain: Creative Arts

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)
- 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 create simple art projects
- Sing songs to and with child (e.g., while working around the house or waiting for the bus)

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, technology)
- Engages in the artistic process with great enthusiasm
- Explores various ways of moving with or without music
- Performs simple songs using voice and/or instruments
- Performs simple elements of drama (e.g., audience, actors, stage)
- 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
- Provide child with simple musical instruments (e.g., rhythm sticks, tambourine)

Domain IV: Cognition and General Knowledge
Sub-Domain: Creative Arts

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
- Pantomimes movement of familiar things, acts out stories, and 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)
- 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 and photographs
- Provide daily creative art opportunities using water colors, collage materials, paints, paper, scissors, glue, crayons, etc.
- Involve child in diverse musical activities (e.g., song, dance, rhythm, playing musical instruments)

60 months to Kindergarten Entry

Some Indicators for Children:

- Develops ability to plan, work independently, and demonstrate care and persistence in a variety of art projects
- Uses music to express thoughts, feelings, and energy
- Expresses his/her feelings and ideas through art work, in addition to expressing them verbally
- 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 or guitar)
- Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings

Some Strategies for Caregivers:

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

Domain IV: Cognition and General Knowledge
Sub-Domain: Creative Arts

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 art, dance, and movement

Some Strategies for Caregivers:

- Expose child to a variety of diverse music throughout the day (e.g., jazz, rock, ethnic, classical)
- Show an enjoyment of music and participates 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, describes, and responds to artwork produced by other individuals and/or cultures
- Imitates movement after participating in or watching others perform games or songs
- Exhibits pleasure when watching musical or dance performances by other individuals
- Identifies favorite cartoon or storybook characters

Some Strategies for Caregivers:

- Provide daily musical activities, games, instruments, singing, and books
- Display the work of famous artists through prints, posters, paintings, and books

Domain IV: Cognition and General Knowledge
Sub-Domain: Creative Arts

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 copy the dance steps
- Listens attentively at a children's concert, play, or puppet show
- Hums or moves to the rhythm of recorded music played during a quiet time
- Shares various forms of art found in own environment
- Wonders about or asks questions about works of art, paintings, songs

Some Strategies for Caregivers:

- Attend and view live musical performances with child
- Provide various forms of dramatic expression (e.g., puppetry, storytelling, 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)

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
- 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 questions about methods used, showing interest in the feelings expressed, or noticing details

Some Strategies for Caregivers:

- Take child on field trips to art museums or street fairs and encourage child to identify his/her favorite painting 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 a variety of musical styles

Domain V: Language, Communication, and Literacy

I. INTRODUCTION

Language, literacy, and communication is a domain often associated with success in school. This association, while accurate, should not overshadow the multifaceted nature of language and literacy development nor its fundamental role in supporting children's development in other domains (e.g., cognitive and social development). The acquisition of language and literacy skills is a complex process during which, in a span of just 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 not only the ability to articulate ideas to share with others, but also the ability to influence 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 competently with other people is essential to function effectively in today's world. Children need to be able to use language as a tool to express their own thoughts, feelings, and ideas to others and to receive and interpret communications from other people. From an educational perspective, language and literacy competencies are highly valued by educators, especially kindergarten teachers, as essential for success in school. From a developmental perspective, language plays a vital role in the development of cognition by providing symbols that represent concepts. From a functional perspective, the ability to communicate effectively, through both oral language and the written word, is essential for a broad range of activities that characterize daily living.

Even though the development of a specific language (e.g., English, American Sign Language) is thought to progress on a relatively common path for most children, the vital role of children's environment cannot be neglected. Children do not acquire language skills out of context; language is embedded in their everyday lives. There is a growing body of literature demonstrating the critical role that parents, primary caregivers, and teachers play in molding young children's language and literacy development. The interactive and dynamic interplay between the inbuilt "nature" of the mind, the external input or "nurture" from the environment, and the rich cultural ways of life, promotes the acquisition of language and literacy skills.

III. GENERAL DEFINITION

The Washington State Early Learning and Development Benchmarks define language, literacy, and communication skills as separate components so as to highlight the essential aspects of each sub-domain of development.

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 or pragmatics). After mastering the sound system and semantics of words and the rules of form and grammar, children begin to focus their attention on using language appropriately in social situations.

Communication

Language development extends beyond vocabulary, grammar, and use; it also includes a complex set of skills known as “communicative competence.” These skills encompass, but are not limited to, awareness of the social conventions of language usage, the ability to listen, understand and follow verbal conversation, and the ability to communicate effectively. These aspects entail 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

The word literacy, derived from Latin, means “marked with letters.” Literacy, as defined in the Washington State Early Learning and Development Benchmarks, encompasses reading and writing as well as 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. ADDRESSING THE DIVERSITY OF YOUNG CHILDREN

Children learn words and forms of language not simply to express their thoughts, feelings, and ideas; they also learn language to meet personal and cultural 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 rate of language acquisition varies widely and children may take from several months to several years to master various aspects of language.

The primary language to which children are exposed largely governs how children progress from two-word utterances to more complex speech. Children in the United States are exposed to varieties of English that share common features with standard American English, but also have their own distinctive features, such as different patterns of language use. For example, interacting with a teacher at school often may require a very different set of communication skills than an interaction with a caregiver at home. For children whose home language is something other than English, the issues are even more complex. For example, for children who primarily speak English, there is a fixed word order of subject-verb-object; in other languages, such as German, these rules of grammar do not apply. 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.

Related to the notion of socio-cultural influences is bilingualism in early childhood. Several million school-age children in the United States speak a language other than English in their homes. Children become bilingual in two ways – either by acquiring both languages at the same time, or by learning a second language after mastering the first. Children who follow the former path to bilingualism, simultaneous learning of more than one language, might use words from the two languages interchangeably, as an indication of the child's desire to utilize any means available to communicate. Research on the latter path to bilingualism, sequential learning of more than one language, emphasizes the importance of children developing competence in their primary language before learning a second language. From an educational perspective, this presents a challenge both in developing curricula that promote children's language, literacy, and academic skills and in developing assessments that provide an accurate depiction of children's development.

V. GLOBAL STRATEGIES

Fundamentally, every child needs nurturing and support in the development of their communication, language, and literacy skills. The following strategies should be used for *all* children from birth to school entry. These strategies are recommendations to ensure that every child receives a unique learning experience that meets his/her needs:

- Immerse children in language- and print-rich environments;
- Provide culturally and linguistically diverse models of communication, which could include voice, touch, gesture, and facial expression;
- Be sensitive to the use of special or adaptive devices, when necessary, to increase children's level of communication and/or participation;
- Use culturally appropriate objects and activities to encourage communication and/or participation, while avoiding racial and cultural stereotypes and inferences;
- Supplement the use of voice with touch, gesture, and facial expression;
- Nurture children's primary language by encouraging parents and 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 oral communication.

Domain V: Language, Communication, and Literacy
Sub-Domain: Language

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)
- Follows directions (e.g., “Please come,” child follows)
- Points to familiar person/s when requested (e.g., Where is mommy?)
- Points to objects when named (e.g., Where is the ball?)

Some Strategies for Caregivers:

- Discuss everyday objects found in the home using correct vocabulary (e.g., bed, door)
- Use photographs, books, and objects to introduce new words
- Encourage 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? You are on the swing)
- Sing songs and play rhyming games with child
- Provide child with language-rich environment through books and conversation

18 to 36 months

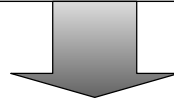
Some Indicators for Children:

- Demonstrates understanding of familiar words by responding appropriately
- Identifies at least three body parts, when requested
- Identifies at least three colors, when asked
- Identifies some people, objects, and actions by name
- Acts out verbs when asked (e.g., run, jump, reach, open)
- Uses a receptive vocabulary of over one hundred words

Some Strategies for Caregivers:

- Use as diverse a vocabulary as possible
- Label new materials and objects when introducing them into child’s environment
- Ask child questions to be sure he/she understands adult comments
- 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 a zoo, name them aloud)
- Read daily with child and explain new vocabulary that you find as you read

Domain V: Language, Communication, and Literacy
Sub-Domain: Language



Vocabulary
Goal: Children use receptive vocabulary.



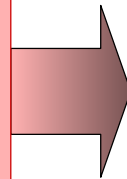
36 to 60 months

Some Indicators for Children:

- Correctly matches word with corresponding picture (e.g., “tall,” points to tall building)
- Uses a receptive vocabulary of several hundred words
- Distinguishes between real and made-up words

Some Strategies for Caregivers:

- Use increasingly complex words and explain their meaning when talking with child
- Encourage child to listen for new words in the environment and report back on what is heard
- Have child place things to show understanding of prepositions (e.g., “Put the ball under/on top of/beside the table.”)



60 months to Kindergarten Entry

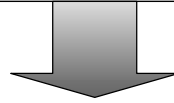
Some Indicators for Children:

- Responds correctly to 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
- Talk in a natural way with child about what she/he is doing, listening to, and seeing
- Build and expand on what child says by using more complex vocabulary

Domain V: Language, Communication, and Literacy
Sub-Domain: Language



Vocabulary
Goal: Children use expressive vocabulary.



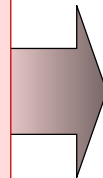
Birth to 18 months

Some Indicators for Children:

- Makes sounds that let others know that she/he is experiencing pleasure or pain
- Coos and squeals when content
- Babbles using many sounds (e.g., two-lip sounds: “p” “b” & “m”)
- Uses consistent words to indicate specific object or person (e.g., da-da for daddy)
- Combines words and gestures
- Uses eight to ten understandable words (e.g., “da-da,” “ba-ba,” “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, “Here is the bottle, would you like some?” or “May I have my bottle please”)
- Expose child to language continuously by talking and reading with him/her



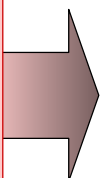
18 to 36 months

Some Indicators for Children:

- Uses new vocabulary in everyday experiences
- Demonstrates use of an expressive vocabulary of over one hundred words
- Uses mostly two- and some three-syllable words
- Asks others to label unfamiliar objects
- Uses adjectives in speech
- Imitates simple two-word phrase/sentence

Some Strategies for Caregivers:

- For an English Language Learner (ELL), learn and use key words in child's primary language
- Encourage child to experiment with new words by providing a sentence starter and asking child to complete the sentence using a new word
- While engaging in conversation with child, explain meanings of words to child
- Encourage child to distinguish between real and nonsense words in primary language



Domain V: Language, Communication, and Literacy
Sub-Domain: 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; then uses them to demonstrate understanding
- Uses words to further describe actions or adjectives (e.g. “running fast” or “playing well”)
- Uses words to express emotions (e.g., happy, sad, tired, scared)

Some Strategies for Caregivers:

- Plan opportunities for child to use and expand language (e.g., poetry, songs, etc.)
- Model use of appropriate words to describe objects and events in the environment
- Discuss different forms of language (e.g., stories, poetry, jokes)

60 months to Kindergarten Entry

Some Indicators for Children:

- Expresses abstract thoughts using appropriate words
- Gives meaning to words, with assistance (e.g., dog is an animal with four legs)
- Uses multiple words to explain ideas (e.g., when talking about primary caregiver – “mother/father” “parent”)
- Talks in complete sentences

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...?”)
- Discuss how a word with the same sound can mean two different things (e.g., here and hear)

Domain V: Language, Communication, and Literacy
Sub-Domain: Language

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 pronouns (e.g., mine)
- Uses short telegraphic sentences (e.g., Me go; 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

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 to describe things (e.g., big bag, blue bear)

Some Strategies for Caregivers:

- Speak in complete sentences using correct grammar
- Engage child in conversations that require more than a single word response
- When reading with child point out how text progresses from word to sentence to paragraphs
- Read books from diverse cultures
- 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 ELL child may mix words from different languages in the same sentence; repeat what child said using all the words in the same language

Domain V: Language, Communication, and Literacy
Sub-Domain: Language

Grammar and Syntax
Goal: Children demonstrate progression in grammar and syntax.

36 to 60 months

Some Indicators for Children:

- Uses more complex grammar and parts of speech
- Describes a task, project, and/or event sequentially in three or more sentences
- Asks independent questions for information/clarification
- Shows an understanding of prepositions by using them in everyday language (e.g., at, in, under)

Some Strategies for Caregivers:

- Provide child with the opportunity to answer questions in complete sentences
- Engage child in conversations that require informational responses
- Using a wordless book, ask child to tell a story on each page
- Set aside a regular “talk time” with child to engage in a meaningful conversation

60 months to Kindergarten Entry

Some Indicators for Children:

- Uses sentences in a logical sequence
- Uses sentences, in primary language, that are grammatically correct with subject/verb agreement
- Uses complex sentences with more than a subject-verb-object format, by adding a sub-clause to the sentence
- Uses verb-tense appropriately
- Begins to notice when simple sentences do not make sense

Some Strategies for Caregivers:

- Use mealtimes as an occasion to encourage child to talk about the events of the day and things of interest
- Gently state correct grammar or syntax when child makes a mistake
- Encourage 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

Domain V: Language, Communication, and Literacy
Sub-Domain: Language

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
- Follows single-step directions (e.g., “Please bring me the ball”)
- Imitates adult actions that go along with simple songs (e.g., “Row, row, row your boat”)

Some Strategies for Caregivers:

- Talk with 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
- Repeat instructions if necessary; some children might need questions and instructions repeated

18 to 36 months

Some Indicators for Children:

- Follows one-step directions
- Answers simple questions
- Asks questions that demonstrate knowledge of events or phenomenon (e.g., “Why did the boy run away? How did the water turn blue?”)

Some Strategies for Caregivers:

- Provide ELL child the opportunity to ask questions in the primary language first as that might be more closely linked to the development of understanding
- Use a game or song to help child learn to repeat instructions back to you
- Read a story often, including stories from diverse cultures, and then engage child in conversation about it

Domain V: Language, Communication, and Literacy
Sub-Domain: Language

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”)
- 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)
- Responds to questions with verbal answers

Some Strategies for Caregivers:

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

60 months to Kindergarten Entry

Some Indicators for Children:

- Follows and repeats multi-step directions and requests
- Uses and understands complex sentences
- Plays with language (e.g., jokes, riddles, and words with double meanings)
- Begins to represent a storyline through drawing, acting, or singing
- Retells simple stories in sequence

Some Strategies for Caregivers:

- Encourage 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 complex multi-step directions

Domain V: Language, Communication, and Literacy
Sub-Domain: Language

Oral Language
Goal: Children use oral 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, she/he says “sun”)

Some Strategies for Caregivers:

- Respond to child’s vocalizations
- Tell stories to child
- Describe events to child
- Encourage child to contribute with single words as you make up a story
- Talk with child throughout the day
- 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 stories
- Begins to follow the sequence of events in an orally narrated story

Some Strategies for Caregivers:

- Draw on rich diverse cultural traditions to tell stories to child
- Incorporate songs, rhymes into stories you tell, so child can participate in story-telling
- Ask questions of child that will encourage her/him to describe an event or occurrence
- Set aside time daily to engage in storytelling with child

Domain V: Language, Communication, and Literacy
Sub-Domain: Language

Oral Language
Goal: Children use oral 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

Some Strategies for Caregivers:

- Engage in conversations with child that lend themselves to expressing different ideas (e.g., explanatory talk, conversations around science)
- Encourage child to talk about daily events
- Encourage child to create make-believe stories and write them down as child tells the story out loud

60 months to Kindergarten Entry

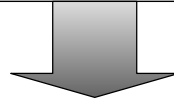
Some Indicators for Children:

- 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 in narrative types of conversation with child, and if possible, other members of the family (e.g., talking about daily events)
- When telling stories from different cultures, highlight aspects of the story that might be interesting for child

Domain V: Language, Communication, and Literacy
Sub-Domain: Communication



Listening
Goal: Children listen to and understand language.



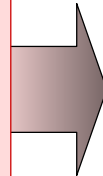
Birth to 18 months

Some Indicators for Children:

- Turns to locate source of a sound
- Prefers 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

Some Strategies for Caregivers:

- Tell child stories, sing songs, and repeat rhymes from child's own and other cultures and, if possible, languages
- Provide child the opportunity to listen to recorded stories and nursery rhymes
- Talk with child during routine times like diaper changing, bath, meals, dressing etc.



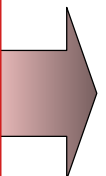
18 to 36 months

Some Indicators for Children:

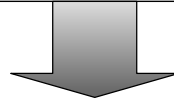
- Enjoys watching finger plays (e.g., songs and games that use hands)
- Enjoys listening to a short or simple story for at least five minutes
- Responds to action words by performing the action
- Responds by looking when directed towards a certain object
- Attempts to independently locate objects when they are discussed by others

Some Strategies for Caregivers:

- Use puppets and/or other props to encourage listening and responding
- Include songs and stories from child's primary language
- Assist child to speak on the telephone and encourage child to listen to the person on the other end of the line



Domain V: Language, Communication, and Literacy
Sub-Domain: Communication



Listening
Goal: Children listen to and understand language.



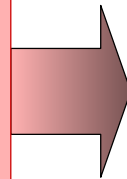
36 to 60 months

Some Indicators for Children:

- Picks out specific details in a story and can repeat them
- Listens to others in a group discussion
- Responds to questions with appropriate answers
- Gains information through listening
- Uses listening to interpret and apply meaning

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)



60 months to Kindergarten Entry

Some Indicators for Children:

- Attends to book reading/story telling for more than 15 minutes
- Pays attention to entire conversation/story without interrupting speaker
- Listens to others and responds in group conversations and discussions
- Understands different tones and cadences

Some Strategies for Caregivers:

- In small group conversations, allow each child an opportunity to be heard, to promote listening skills (e.g., child must listen when other children speak)
- Create times when the 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

Domain V: Language, Communication, and Literacy
Sub-Domain: Communication

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., 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
- 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
- Encourage child with communication difficulties to use non-verbal ways to express self so he/she feels that attempts to communicate are valued
- Correct mispronounced words in a friendly and gentle way
- Provide opportunities for child to communicate with other children

Domain V: Language, Communication, and Literacy
Sub-Domain: Communication

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
- 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 writing in play with other children when pretending to communicate
- Draws pictures with objects and people to communicate an idea or event, with assistance

Some Strategies for Caregivers:

- Ask open-ended questions that can be answered by the 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
- Draws pictures with a certain amount of detail to communicate ideas and events
- Understands the concept of writing to communicate information or messages (e.g., attempts to write a short phrase of greeting)

Some Strategies for Caregivers:

- Engage child in conversation about a child-selected photograph or object
- Give child the opportunity to speak publicly for a small group and acknowledge him/her in the effort

Domain V: Language, Communication, and Literacy
Sub-Domain: Communication

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”)
- Takes turns in a conversation, making sounds or using words at the appropriate time

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 the opportunity to “talk” to other children and adults, with guidance

18 to 36 months

Some Indicators for Children:

- Pays attention to speaker for parts 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 with child throughout the day
- Take time daily to have conversations with child that are fun and engaging
- Value and celebrate child’s primary language
- Model culturally and socially appropriate courtesies

Domain V: Language, Communication, and Literacy
Sub-Domain: Communication

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 entire conversation
- Takes turns during group conversations/discussions
- Recognizes rising and falling intonations and what they mean (e.g., difference between a “wh” question and a statement)
- Understands non-verbal cues (e.g., facial expressions for pride, displeasure, encouragement)

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

60 months to Kindergarten Entry

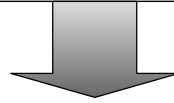
Some Indicators for Children:

- Uses language appropriately with appropriate audience (e.g., uses different words with peers and adults)
- Uses language appropriately depending upon the purpose (e.g. to tell stories, get information, ask for help, etc.)
- 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 child with opportunities to engage in conversations with a diversity of people for a variety of reasons

Domain V: Language, Communication, and Literacy
Sub-Domain: Literacy



Reading
Goal: Children demonstrate phonological awareness.



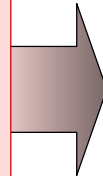
Birth to 18 months

Some Indicators for Children:

- Shows beginning sound awareness by reacting differentially to different sounds
- Vocalizes familiar words when read to
- Imitates vocalizations and sounds
- 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 together with child
- Read books with rhymes, songs, and repetitive language with child
- Clap, stomp, dance, or finger tap to songs as they are sung



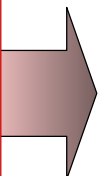
18 to 36 months

Some Indicators for Children:

- Recites phrases from familiar rhymes
- Completes the last word of a familiar rhyme
- Participates in rhyming games and songs with other children
- Identifies initial sound of words, with assistance (e.g., book begins with the /b/ sound)
- Imitates tempo and speed of sound (e.g., clapping hands fast and clapping hands slowly)

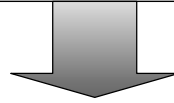
Some Strategies for Caregivers:

- 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



Domain V: Language, Communication, and Literacy

Sub-Domain: Literacy



Reading
Goal: Children demonstrate phonological awareness.



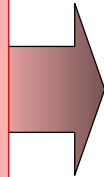
36 to 60 months

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)
- Makes three or more letter-sound correspondences (e.g., when asked “What sound does dog begin with?” Child says /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, ask child to pick out the rhyming words when prompted
- Make up own silly songs and chants
- Sing word songs, leaving out parts as you sing along (e.g., Farmer Brown had 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/)
- Differentiates consonant and vowel sounds, with assistance
- Differentiates between beginning and ending sounds when given choices auditorily/orally
- Blends, with assistance, individual letter sounds given orally to make new word (e.g., /b/ /a/ /l/...what’s the word? Ball)
- When spoken aloud, recognizes, with assistance, which segment of a word is left off (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 new word (*fan*)

Some Strategies for Caregivers:

- Speak clearly to child
- Model correct sounds, 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)

Domain V: Language, Communication, and Literacy
Sub-Domain: Literacy

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 pop-up and 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
- Acknowledge child when uses books appropriately
- Provide child with board, cloth and plastic books that can be manipulated and explored independently
- Explore a variety of printed materials with child (e.g., folding newspapers)

18 to 36 months

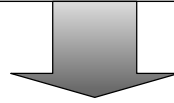
Some Indicators for Children:

- Knows the right side up of a book
- Turns pages, a single page at a time
- Identifies some individual letters in text
- Recognizes signs and symbols in the environment (e.g., “STOP”)

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

Domain V: Language, Communication, and Literacy
Sub-Domain: Literacy



Reading
Goal: Children demonstrate awareness of print concepts.



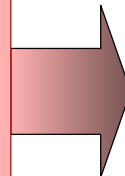
36 to 60 months

Some Indicators for Children:

- Knows first and last page of a book
- Recognizes difference between letters and numbers
- Begins to show understanding that letters make up words
- Identifies words that look similar and different
- Knows that print progresses from left to right (for exceptions, see Arabic text)

Some Strategies for Caregivers:

- Create word games using familiar objects (similar to Bingo)
- Encourage 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 (left to right/top to bottom)
- Identifies letters in first name
- Points to the title of a book, when asked
- Reads familiar sight words (e. g., names on cereal boxes, title of frequently seen newspaper)

Some Strategies for Caregivers:

- Discuss with child how to use books, introduce the parts of a book (e.g., title page, front and back covers, etc.)
- Use child-made books to identify parts of the book
- Congratulate and acknowledge child when he/she uses printed matter appropriately (e.g., looks at the cover page to find out the author’s name)

Domain V: Language, Communication, and Literacy
Sub-Domain: Literacy

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:

- Label objects in child's environment
- 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

18 to 36 months

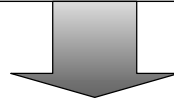
Some Indicators for Children:

- Uses words for pictures
- Uses pictures to describe actions (e.g., picture of person running, child can describe action)
- 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., Brown Bear Brown Bear, anticipates the next animal; or Hungry Caterpillar, anticipates what the caterpillar will eat next)

Some Strategies for Caregivers:

- Make a name block for child with the name on one side and the 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 the child's environment (e.g., bookshelf, clothes closet/shelf)
- Read multicultural books with child

Domain V: Language, Communication, and Literacy
Sub-Domain: Literacy



Reading
Goal: Children demonstrate comprehension of printed material.



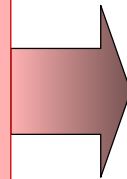
36 to 60 months

Some Indicators for Children:

- Uses pictures to predict the story
- Recognizes own name when spelled out in letters
- Fills in the blanks/missing information in familiar story
- Identifies major characters in story
- Makes up an ending for a story

Some Strategies for Caregivers:

- Show the cover of a book and ask child to predict what happens in the story
- After reading a story, encourage child to act out the story like a play
- When reading with child, change roles; have the 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



60 months to Kindergarten Entry

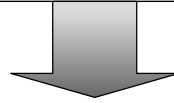
Some Indicators for Children:

- 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
- Recites some words in familiar books from memory
- 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)

Domain V: Language, Communication, and Literacy
Sub-Domain: Literacy



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



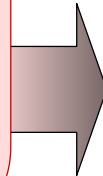
Birth to 18 months

Some Indicators for Children:

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

Some Strategies for Caregivers:

- Have a variety of printed materials available (e.g., phone books, recipe books, how-to manuals)
- Share pictures that might be of interest to child, when reading a magazine or newspaper
- Read a variety of materials in child's presence



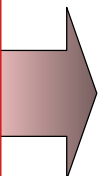
18 to 36 months

Some Indicators for Children:

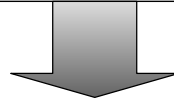
- Enjoys books about different things (e.g., books about animals, occupations)
- Responds to emotional expressions in a book (e.g., points to a happy face)
- Recognizes print in the neighborhood, community, and environment (e.g., stop-signs, store signs)

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



Domain V: Language, Communication, and Literacy
Sub-Domain: Literacy



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



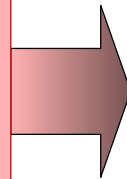
36 to 60 months

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 (e.g., cookbook while cooking)
- Encourage child to help put something together based upon printed directions



60 months to Kindergarten Entry

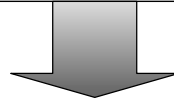
Some Indicators for Children:

- Uses picture clues for information (e.g., attempts to predict weather by looking at picture of clouds and rain)
- 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
- Discuss weather-related icons with child
- Identify and discuss different cultures and traditions represented in stories and books
- Cook, read directions, or use expository text to demonstrate how useful and fun these materials can be

Domain V: Language, Communication, and Literacy
Sub-Domain: Literacy



Reading
Goal: Children demonstrate appreciation of and enjoyment from reading.



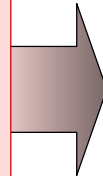
Birth to 18 months

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 appropriately when looking at books
- Shows pleasure when read to (e.g., smiles, vocalizes)

Some Strategies for Caregivers:

- Read with child daily
- Provide opportunities for child to observe adult reading daily
- Display interesting books
- Make a variety of multicultural books accessible in child's environments



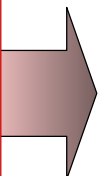
18 to 36 months

Some Indicators for Children:

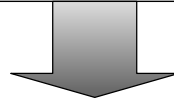
- Asks to be read to
- Requests favorite book to be read repeatedly
- Looks at books, magazines and other printed matter independently
- Looks through books and other printed matter as though reading
- Memorizes phrases from favorite books
- Makes comments on book
- Uses books during play
- Selects books 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
- 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 "Gift for Grandma" ask child what gift he/she would like to give his/her grandmother?)



Domain V: Language, Communication, and Literacy
Sub-Domain: Literacy



Reading
Goal: Children demonstrate appreciation and enjoyment for reading.



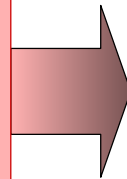
36 to 60 months

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 books, fiction and non-fiction
- Shows interest in learning to read

Some Strategies for Caregivers:

- Demonstrate that books provide information (e.g., looks 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 opportunity to have “quiet time” daily to spend time with books



60 months to Kindergarten Entry

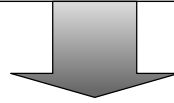
Some Indicators for Children:

- Enjoys “how-to” books, non-fiction, and reference books
- Shares and discusses 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 interrupting

Some Strategies for Caregivers:

- Take child to the local library and ask him/her to select books to check out
- Provide child with opportunities to listen to books on tape
- Provide child with books that build upon his/her interests
- Select a book on the same topic as child’s favorite TV show, video, or computer games
- Demonstrate to child how to extend knowledge, learn more, and enjoy the same information from a book

Domain V: Language, Communication, and Literacy
Sub-Domain: Literacy



Writing
Goal: Children demonstrate alphabet knowledge.



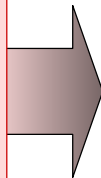
Birth to 18 months

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/scribbles by making own marks/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
- Encourage child's writing, acknowledging what is done



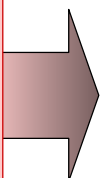
18 to 36 months

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 text 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 (e.g., Chicka Chicka Boom Boom)
- Encourage 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



Domain V: Language, Communication, and Literacy

Sub-Domain: Literacy

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
- Prints own name
- Shows awareness of the difference between own writing and conventional print

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 their alphabet names

60 months to Kindergarten Entry

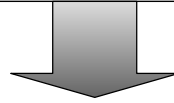
Some Indicators for Children:

- Recognizes several uppercase and lowercase letters
- Prints some alphabet letters for given letter names
- Independently writes some upper case and lower case letters
- 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. /s/ /l/ /a/ /m/ = slam)

Some Strategies for Caregivers:

- Model appropriate upper- and lowercase letters while writing
- Choose an alphabet letter of the day and, throughout the day, have child point out objects that begin with that letter and have child label the object
- Adapt the game “I spy” to help child locate lower- and uppercase letters
- Provide child with opportunities to practice writing letters of the alphabet (e.g., ask child to help in making signs, or addressing an envelope)
- Encourage child’s attempts to write letters, even if the letters are poorly formed
- Have child make own letter dictionaries
- Have child recognize common but irregularly spelled words (e.g., ‘of’)

Domain V: Language, Communication, and Literacy
Sub-Domain: Literacy



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



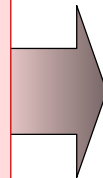
Birth to 18 months

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 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

Some Strategies for Caregivers:

- Encourage child's attempts to write
- Provide child with access to writing tools (e.g., crayons, paint brushes) and writing surfaces (e.g., paper, easel)



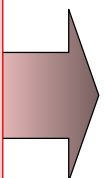
18 to 36 months

Some Indicators for Children:

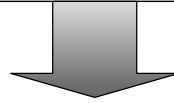
- Scribbles and makes marks on paper purposefully
- Names scribbles (e.g., tells others what scribbles mean)
- Draws horizontal and vertical lines
- Uses a variety of writing tools (e.g., pencil, marker, paint brush)
- Paints using whole arm to make strokes
- Adjusts body position to enable writing/drawing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

Some Strategies for Caregivers:

- Provide child with the opportunity to draw in a journal and write down what child says he/she has drawn
- Write child's comments at the bottom of drawings, collages or photos



Domain V: Language, Communication, and Literacy
Sub-Domain: Literacy



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



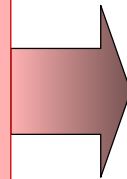
36 to 60 months

Some Indicators for Children:

- Writes at least two letters or numbers
- 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 reading goes from left to right and top to bottom
- Adjusts paper position when writing

Some Strategies for Caregivers:

- Provide paper and writing tools for child to use for specific purposes (e.g., create greeting cards)
- Praise 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



60 months to Kindergarten Entry

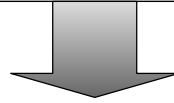
Some Indicators for Children:

- Uses multiple writing tools (e.g., paint, crayons, pencils, and/or pens) to create a picture
- Adjusts grasp to size of writing tool
- Writes some common words
- Shows some beginning knowledge of punctuation marks (e.g., period at the end of a sentence)
- Writes simple sentences to express thoughts and ideas, using some inventive spelling (e.g., spelling the way it sounds), with some correct spelling of high-frequency words.

Some Strategies for Caregivers:

- Encourage 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 anything spoken can be written (e.g., child dictates a simple story and 'scribe' writes it down)

Domain V: Language, Communication, and Literacy
Sub-Domain: Literacy



Writing
Goal: Children use writing for a variety of purposes.



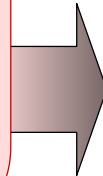
Birth to 18 months

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 writing (e.g., finger paints,



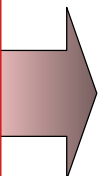
18 to 36 months

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 picture that she/he has drawn

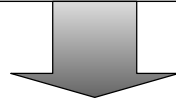
Some Strategies for Caregivers:

- Create joint projects with child that involve writing (e.g., making a grocery store and labeling 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
- Encourage child to tell stories out loud, write down what child says and read it back with child



Domain V: Language, Communication, and Literacy

Sub-Domain: Literacy



Writing
Goal: Children use writing for a variety of purposes.



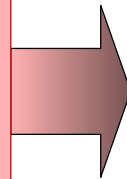
36 to 60 months

Some Indicators for Children:

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

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
- Labels pictures with simple text
- Writes simple expressions (e.g., Hi)
- Demonstrates beginning of creative writing by using inventive spelling and/or pictures to express an idea or story

Some Strategies for Caregivers:

- Encourage 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)

*“The creation
of a quality set
of Benchmarks
and their successful
implementation
requires your participation.
I will be the beneficiary.
My success as a learner
in the long term
depends on it.”*





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