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EARLY LEARNING DIVISION

Oregon's Early Learning
and
Kindergarten Guidelines

Acknowledgements
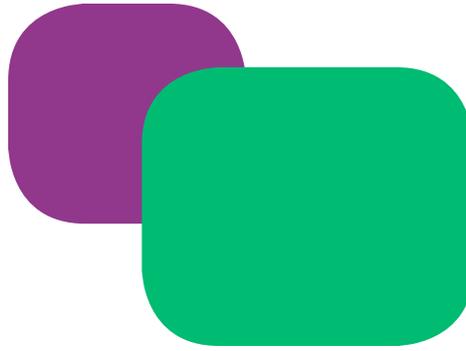
A Message from the Deputy Superintendent of Public Instruction and the Early Learning System Director

We are pleased to introduce Oregon's Early Learning and Kindergarten Guidelines which align and expand on Oregon's standards for learning and development for children ages three through kindergarten. The Guidelines are a significant contribution to Oregon's movement towards a seamless PreK-3rd grade system by providing common expectations and language to enhance adult planning, collaboration, and implementation of quality, individualized instruction and developmental supports to ensure that children are ready for kindergarten and on track to read at grade level by third grade.

The Early Learning and Kindergarten Guidelines include a continuum of development and learning in five domains: approaches to learning, social-emotional development, language and communication, literacy, and mathematics. Evidence indicates that children's social-emotional development and approaches to learning skills are essential aspects of kindergarten readiness and school success; the Guidelines include new kindergarten standards in these important domains.

The Guidelines provide a foundation to increase promising practices across the PreK-3rd grade continuum, including supporting and strengthening kindergarten transition activities, family engagement, and shared professional development between providers of early learning services and K-3 educators. The Guidelines are firmly rooted in the concept that high quality education is most effective when delivered in developmentally appropriate, culturally and linguistically responsive settings that support the learning and development of each and every child.

David Mandell
Director,
Oregon's Early Learning Division

Salam A. Noor, Ph.D.
Deputy Superintendent of Public Instruction

Developing Oregon's Early Learning and Kindergarten Guidelines

Oregon's early learning and kindergarten guidelines were developed through an extensive, collaborative process in which the voices and values of a wide range of stakeholders were heard. The Oregon Department of Education (ODE) and Oregon's Early Learning Division (ELD) co-convened a work group in April 2015 with two goals: aligning Oregon's early learning and kindergarten standards for language, literacy, and math and developing new kindergarten standards in the domains of approaches to learning and social-emotional development. This work group comprised early learning providers, kindergarten teachers, elementary administrators, representatives of advocacy groups and community-based organizations, and researchers, reflecting both significant practical experience and deep knowledge and expertise on how children ages 3–6 learn and grow. Members of the work group hailed from all corners of Oregon, reflecting the state's geographic diversity. The work group convened every other month for a year, working to align standards across domains and provide feedback and input into the document narrative, which was revised and refined multiple times. Education Northwest provided technical support throughout the entire process.

In August and September 2015, the work group received targeted technical assistance via the BUILD Equity Roundtable, in which national experts Dr. Linda Espinosa, Dr. Miriam Calderon, Dr. Antonia Lopez, and Dr. Marlene Zepeda shared their expertise on how dual language learners acquire English language skills while continuing to develop language and literacy skills in their home language. They also reviewed Oregon's draft document and provided feedback. A team of ODE and ELD staff, including the ELD equity director, members of ODE's Equity Unit, and work group members with specific expertise in the needs of dual language learners convened to incorporate the input from the BUILD Equity Roundtable into the draft version of guidelines, create guidance on how children demonstrate learning and development in the guidelines based on the stages of language development, and conduct an overall equity review of the document to ensure that both the narrative and progressions are culturally responsive and reflect Oregon's equity beliefs and values.

In addition, staff conducted an extensive stakeholder engagement campaign, in which more than 200 people provided feedback and input on draft versions of the guidelines and the process for rolling them out across the state. These stakeholders included early learning providers, Head Start directors, kindergarten teachers, elementary administrators, members of Oregon's tribes, and representatives of community-based organizations. Throughout this process, several key themes emerged. First, stakeholders generally expressed optimism at having a set of early learning/kindergarten guidelines, and stressed the importance of clear, consistent communication from the state, as well as the need to support implementation and practice. Stakeholders also strongly supported the concept of having a single set of unifying guidelines for all children, regardless of the setting in which children learn and develop, while encouraging ODE and the ELD to develop audience-specific resources and materials to support implementation. There was broad recognition that parents and informal caregivers, early learning providers, and kindergarten teachers would require different types of support to be able to access and make use of the guidelines. The importance of supporting developmentally appropriate practice was another theme that was present throughout both the work group process and the stakeholder engagement campaign. Finally, stakeholders strongly supported the effort to align the guidelines with culturally responsive practice and to publish them in both English and translated versions simultaneously.

Following the extensive stakeholder engagement process the work group convened for the final time in April 2016, almost exactly a year after launching the project, to make final revisions as a group and provide input on design elements. Several members of the work group expressed interest in continuing to collaborate with ODE and the ELD as they work to develop resources, materials, and professional development trainings that will support the effective implementation of Oregon's early learning and kindergarten guidelines.

Contents

Introduction

This document is for everyone who interacts with children ages 3–6. We know that children grow, learn, and develop wherever they are, all the time. Therefore, all of us share collective responsibility for ensuring that each child thrives. Increasingly, children need to have social-emotional, self-regulation, and pre-academic skills to have strong learning outcomes in elementary school and beyond.

The early years are the foundation upon which future health, well-being, and life success are established. Beginning before birth and continuing through kindergarten, children are learning critical language, cognitive, social, and motor skills that will enable them to be successful in school and life. Everyone in a young child's life plays an important part. Parents and families, as the first and most important teachers, educate, support, and advocate for their child. It is through family and community relationships that young children first learn to love and trust, to acquire a language, and to embrace cultural traditions. The term "early educators" is used throughout this document. This term includes family, home-based, and center-based childcare providers, Head Start and preschool teachers, kindergarten teachers, center directors, school and district administrators, parents, guardians, extended family, healthcare providers, and all others who support children and families in the growth and development of young children.

Early childhood is the most rapid period of development in a human life. Although individual children develop at their own pace, most children progress through an identifiable sequence of physical, cognitive, and emotional growth and change.

In 2011, Oregon adopted the *Head Start Child Development and Early Learning Framework* as the guiding document for state preschools. In 2015, Head Start released an updated framework with a new name—the *Head Start Early Learning Outcomes Framework*. This framework serves as Oregon's official early learning and development standards for all children ages 3–5. In 2010, Oregon adopted the Common Core State Standards in English language arts and math as the kindergarten standards in those subject areas. ***This document's purpose is to guide early educators to connect and implement the early learning and kindergarten standards.***

These guidelines were designed as a resource for early educators of children ages 3–6. Through alignment of and, in some cases, adjustments or additions to the goals and progressions identified in the *Head Start Early Learning Outcomes Framework* and the standards identified in the Common Core State Standards for Kindergarten, this document offers a shared view of and common vocabulary for child development and learning from age 3 through the end of kindergarten.

The Early Learning and Kindergarten Guidelines include a continuum of development and learning in five domains: approaches to learning, social-emotional development, language and communication, literacy, and mathematics. It is important to acknowledge that, while science, the arts, and physical development are not directly addressed in this document, they are critical to the development of the whole child and are essential components of quality programming and instruction for young children. Since all areas of development are not addressed, the guidelines should not be used as a developmental checklist. Rather, this document should be used to recognize and celebrate what children learn and to help plan for the next stages of growth and development.

Our Equity Beliefs

Oregon's *Equity Lens* (Oregon Educational Investment Board, 2013) provides beliefs that are pertinent to the alignment of early learning and kindergarten standards:

We believe that everyone has the ability to learn and that we have an ethical and moral responsibility to ensure an education system that provides optimal learning environments that lead all children to be prepared for their individual futures.

We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

We believe children receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the overrepresentation of children of color in special education and the under-representation of these children in "talented and gifted" programs.

We believe that the children who have previously been described as "at risk," "underperforming," "underrepre-sented," or minority actually represent Oregon's best opportunity to improve overall educational outcomes.

We believe in access to high-quality early learning experiences and appropriate family engagement and support, recognizing that we need to provide services in a way that best meets the needs of our most diverse segment of the population.

We believe that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our children and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen—and have the courage to share decision making, control, and resources.

We believe the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

And, we believe in the importance of great teaching. An equitable education system requires providing early educators with the tools and support to meet the needs of each child.
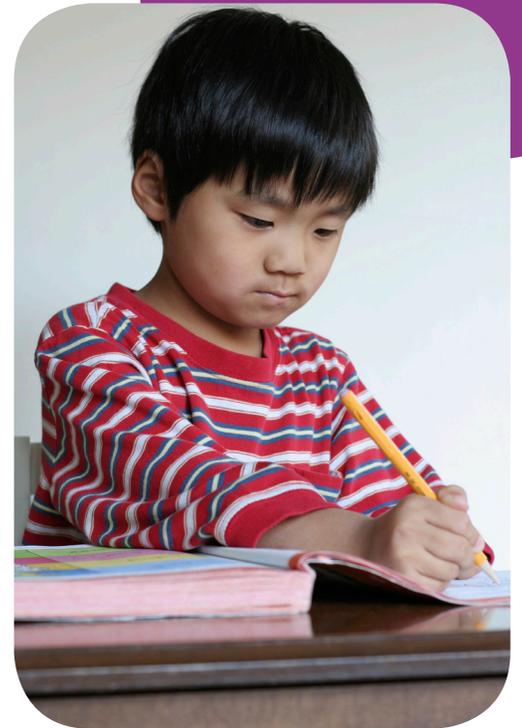
Best Practices for Implementing the Early Learning and Kindergarten Guidelines

Four best practices are essential for understanding and implementing the Early Learning and Kindergarten Guidelines: developmentally appropriate practice, culturally responsive practice, adverse childhood experiences and trauma–informed practice, and family engagement. While briefly addressed here, there are many additional resources on each of these topics. See the resources section of this document for further information.

Developmentally Appropriate Practice

Effective teaching and learning must be explicit and systemic while also attending to children's individual developmental and learning needs. Preschool and kindergarten–aged children learn best through thoughtfully planned activities and meaningful play that provides ample opportunities to explore and discover. Providing these opportunities does not preclude academics, but rather enhances the delivery of academic content through means that are most effective for young children. This approach is often referred to as developmentally appropriate practice.

The National Association for the Education of Young Children (NAEYC) defines developmentally appropriate practice as:

> An approach to teaching grounded in the research of how children develop and learn and in what is known about effective early education … developmentally appropriate practice involves teachers meeting young children where they are (by stage of development), both as individuals and as part of a group."

(National Association for the Education of Young Children, n.d.) www.naeyc.org/DAP

NAEYC also identifies three core considerations of developmentally appropriate practice: **knowledge of child development and learning, knowledge of children as individuals, and knowledge of children's cultures**. Oregon's aligned early learning and kindergarten guidelines provide early educators a foundation for understanding age-typical developmental progressions while maintaining the flexibility for adults to meet each child where they are, regardless of age.

Culturally Responsive Practice

In addition to supporting developmentally appropriate practice, Oregon's early learning and kindergarten guidelines have been designed to strengthen culturally responsive practice among adults caring for children ages 3–6. Culturally responsive practice—a set of strategies to increase the level of responsiveness to the interests of culturally and linguistically diverse families and children—is an approach to addressing gaps that contribute to opportunity and achievement for children of color (children who do not identify as white) and children living in poverty. Culturally responsive teaching refers to the recognition of the diverse cultural characteristics of learners as assets. Culturally responsive teaching empowers children intellectually, socially, and emotionally by using cultural touchstones to impart knowledge, skills, and attitudes. Furthermore, it builds upon the cultural and linguistic assets of different ethnic groups that affect children's dispositions, attitudes, and approaches to learning.

Adverse Childhood Experiences and Trauma–Informed Practice

Childhood trauma has a deep and significant impact on children's learning and development. Adverse Childhood Experiences (ACES) are "potentially traumatic events that can have negative, lasting effects on health and well-being. These experiences range from physical, emotional, or sexual abuse to parental divorce to the incarceration of a parent or guardian" (Child Trends, 2014). Experiencing poverty or economic hardship, the death of a parent or guardian, living with someone experiencing drug or alcohol abuse or addiction, or living with someone who is mentally ill are also considered to be ACES.

Experiencing these types of traumatic events can cause a wide range of negative effects on children's learning and development, including impacting "attention, memory and cognition; reducing a child's ability to focus, organize, and process information; interfering with effective problem-solving and/or planning; resulting in overwhelming feelings of frustration and anxiety.

Traumatized children may [also] experience physical and emotional distress [including] symptoms like headaches and stomachaches, poor control of emotions, and unpredictable and/or impulsive behavior" (National Child Traumatic Stress Network Schools Committee, 2008).

It is important to recognize that children who have experienced trauma may not follow a typical developmental progression, particularly in the domains of approaches to learning and social-emotional development. For children who have experienced traumatic events in their lives, it is also critical to create consistent routines, to use an intentional and positive approach to addressing challenging behaviors, and to identify and provide additional supports.

Family Engagement

The family is the primary influence in preparing children for school and life, and children benefit when all of the adults who care for them work together (Bronfenbrenner, 2005). When early educators and families are engaged as partners, they commit to working together on children's behalf. When family members take the lead and make decisions about their children's learning, they are truly engaged. Positive goal-directed relationships between families and early educators are key to engagement and children's school readiness (U.S. Department of Health and Human Services, 2011).

We know that when families are engaged in their child's learning and development, children thrive. As a means to supporting family engagement and children's learning, early educators should use strategies for developing partnerships with families that are culturally responsive and reflect a commitment to honoring families as children's first and most influential teachers. Some of these strategies may include home visiting, creating welcoming environments for families at school, and providing opportunities for families to build capacity for supporting learning and development in the home.

Using the Guidelines with Dual Language Learners

As Oregon's population has become increasingly diverse, so too have the children who attend Oregon's schools and early learning programs. In Oregon, Spanish is the most common language for children who have a home language other than English, followed by Russian, Vietnamese, and Chinese. Some areas in Oregon report having as many as 94 different languages spoken. Since rich linguistic diversity is expected to increase as our state population evolves, it is vital that early educators know how to best support the development of a second language, both for our young dual language learners and for monolingual English-speaking children.

Throughout this document, the term dual language learner (DLL) is used to describe children who are in the process of learning English in addition to their home language. Other terms sometimes used to describe children who speak a home language other than English have included limited English proficient (LEP) and English language learner (ELL). The purpose of this section is to provide background information and guidance for supporting the growth and development of young dual language learners.

Understanding the Stages of Second Language Development

There is a developmental pathway through which children progress when learning a second language (Tabors & Snow, 1994). However, this sequence is not universal, as children approach language learning differently. Teachers can support dual language learners most effectively when they understand the most common pathway (Goldenberg, Hicks, & Lit, 2013).

1. **Home language use.** When children are first exposed to a new language—whether in a school or social setting—they will continue to use their home language in an effort to communicate, even though the person to whom they are speaking may not understand or speak that language. The children continue to rely upon the language they know, even though they may not be understood.

2. **Nonverbal period.** After many attempts to communicate using the home language—and realizing it is not an effective communication tool in the new setting—children may enter a nonverbal period. This phase of language development was originally called a "silent period" but is now commonly referred to as the nonverbal period because children in this stage are indeed communicating, just not with spoken language. Nonverbal communication during this stage encompasses gesturing and facial expressions as well as some vocalizations as children begin rehearsing and trying out the sounds of the new language. The nonverbal period can last from a few weeks to a year or more, depending on several factors—the temperament of the child, the amount of prior exposure to the language, and the amount of opportunity to use the new language (Tabors, 2008).

3. **Telegraphic speech.** During this stage, children begin to express themselves using their emerging skills in the new language. This stage is called telegraphic speech because children are using a limited amount of words—often in abbreviated form—to express their thoughts and needs. As with the telegraph machine used in the last century, messages are conveyed using only the words that are essential for communication. This is similar to the speech pattern used by young children learning their home language (Espinosa, 2015). Examples include "More milk," "I happy," and "Go bathroom."

4. **Productive language use.** In this stage, children begin to communicate in longer and more complex phrases. They may still make grammatical errors but these are errors that would be typical for children their age. In both the telegraphic speech and productive language use stages, the first phrases children begin to use are the social communicative phrases that they have often heard other children and adults use in the new setting (Tabors, 2008).

Valuing the Home Language

The development of dual language learners takes place within a rich and diverse family context. It is essential that early educators make an effort to understand the individual context of each child and realize that dual language learners are not homogeneous. For example, some dual language learners might live in a home with extended family or nonrelatives, while others might live with a single parent or in a more traditional setting. Some may have been born in the United States and have a strong social network, while others may have recently fled their home country with or without their families due to political or economic instability (Castro, Garcia, & Markos, 2013). Building strong partnerships between early educators and families is important for all young children, and it is especially important for dual language learners.

Early educators can play a pivotal role in encouraging families to continue to speak their home language to their children. Language is a valuable asset—it is a crucial part of culture and helps maintain a child's connection to family and community. Numerous research studies have shown the importance of children continuing to develop language and literacy skills in their home language (Goldenberg, 2006; McCabe et al., 2013). Continued development in the home language does not hinder or slow the process of learning English. In fact, a strong foundation in the home language helps children develop English language skills (Espinosa, 2015). There are many other advantages to being bilingual, including flexible thinking skills, social-emotional benefits, and future economic advantages.

Understanding How Dual Language Learners Demonstrate Learning

The progressions in this document highlight what young children are learning in the areas of social-emotional development, approaches to learning, language, literacy, and mathematics. For young children who are dual language learners, it is important to remember that while they are in the process of learning two (or more) languages, they are also developing skills and learning in all other areas. Using two languages during interactions and instructional activities should be part of early childhood education design for dual language learners (Castro, Garcia, & Markos, 2013). Early educators should recognize and value the many ways that young dual language learners can demonstrate their learning and development across all of the progressions, whether it is in English, their home language, or both.

With that in mind, there are many ways that dual language learners can demonstrate their learning across all areas, even if they do not yet have expressive English language skills. For example, a 48-month-old child could create a repeating pattern with buttons and demonstrate her knowledge of patterns. A 60-month-old child could demonstrate one-to-one correspondence as he passes out a pencil to each child. Adults should find ways to accurately assess dual language learners using methods that are not dependent on expressive English skills.

Organization

The guidelines are organized into key domains, sub-domains, goals, developmental progressions, indicators, and standards. Guidance for dual language learners and children with special needs is embedded throughout the document. The definitions below provide a key to the organization of the document.

- **Domains** represent the general area of learning and development. The guidelines include five domains: approaches to learning, social-emotional development, language and communication, literacy, and mathematics. The domains are interconnected and reinforce the importance of focusing on the development of the whole child, rather than working on skills in isolation.

- **Sub-domains** offer more specific developmental themes of learning and development within each domain.

- **Goals** represent the anticipated outcomes that are important for success in school. The goals are directly from the *Head Start Early Learning Outcomes Framework*. For ease of cross-referencing, each goal is followed by the framework's letter and number identification.

- **Developmental progressions** describe the skills, behaviors, and concepts that children demonstrate as they progress towards a given goal within an age period.

- **Indicators** describe specific, observable skills, behaviors, and concepts that children should know and be able to do.

- **Standards** refer to the skills children exiting kindergarten need in order to be successful in first grade. The approaches to learning and social-emotional development standards for "By the End of Kindergarten" are new, as they are not addressed in the Common Core State Standards. The language and communication, literacy, and mathematics standards for "By the End of Kindergarten" are directly from Oregon's Common Core Standards for Kindergarten. For ease of cross-referencing, each standard is followed by the Common Core's letter and number identification in parenthesis.

Use of the Guidelines

The guidelines are designed to:

- Align Oregon's existing preschool guidelines and kindergarten standards and clarify the learning progressions from early childhood to elementary school.

- Support all adults who work with children by showing the progressions of what children know and are able to demonstrate in early childhood *(the Head Start Early Learning Outcomes Framework)*, at kindergarten entry (the indicators provided in this document), and at the end of kindergarten (the Common Core State Standards).

- Provide caregivers with information on developmental milestones. Caregivers can use this information to provide experiences that support children's learning and development.

- Provide a framework for early education and care providers to plan high-quality facilitated play and individualized instruction and support services.

- Inform family engagement and professional development regarding the learning and development of children.

- Strengthen the relationship between early learning and K–12 so that schools are ready for children and children are ready for school.

Approaches to Learning

Links to Readiness and School Achievement

The ability to self-regulate in a variety of situations is an important part of becoming a successful learner. Children draw on emotional and behavioral self-regulation skills in many ways. They develop coping strategies to manage feelings when playing with other children and when following rules. This growing ability for children to manage emotions and behavior allows for more positive engagement and inclusion in both play and learning activities. Therefore, it is important for adults and caregivers to remember that behavior is often a form of communication and must be recognized, addressed, and taught as part of both play and learning.

Children also develop cognitive self-regulation skills— often referred to as executive functioning— which can be influenced by culture and opportunity. These skills include sustained attention, impulse control, and flexibility in thinking. A related skill is working memory— the ability to hold information and manipulate it to perform tasks. Executive functioning skills are present in rudimentary form during the infant and toddler years and develop even more in the preschool years. For example, children become increasingly able to rely on their memory to recount past experiences in detail and follow multi-step directions. Whether climbing onto a couch to retrieve a toy, building increasingly elaborate block structures, or deciding on the roles in pretend play, young children draw upon their curiosity, persistence, and creativity to gather information and solve problems.

Many factors influence how children approach learning. One such factor is their emerging beliefs, or mindsets. From a very young age, children are developing beliefs about their own intelligence, abilities, skills, and talents. They are also developing their cultural and language identities. When children develop a growth mindset they believe their intelligence, abilities, and talents are malleable and can be developed through their effort, choices, hard work, and learning. This is in contrast to a fixed mindset— the belief that intelligence, abilities, and talents are fixed at birth and cannot change. As a result of a growth mindset children approach learning with enthusiasm, curiosity, and persistence. Our mindsets greatly impact our desire to learn, our eagerness to try something new, and our ability to persist through frustration, setbacks, and obstacles. Growth mindset theory is based on malleable intelligence in contrast to traditional views of intelligence. This means that an individual's intelligence is not based on their race, ethnicity, gender, or socio-economic status. Trusted adults play a powerful role in developing a child's mindset and thus their approach to learning. An adult's own mindset greatly impacts how they view and interact with children in their care. Therefore, adults and care givers must work together and actively seek multiple perspectives to create and support meaningful educational experiences based on high expectations for all children.

Culturally Responsive Practice

The strategies children use to manage strong emotions may vary based on language development, temperament, life experiences, and cultural background. For example, some children may be much more likely to use self-soothing strategies, while others may seek comfort from a trusted adult. Young children who are dual language learners increase their flexibility in thinking, working memory, and sustained attention as they learn and select the use of multiple ways to respond. It is important that adults encourage children to demonstrate skills, behaviors, and knowledge in multiple languages and using cultural references that are familiar to them. See the table below for examples of what dual language learners might say or do to demonstrate approaches to learning at each stage of language development. *Refer to the Culturally Responsive Practice section in the introduction for more information.*

Using the Standards with Dual Language Learners

The chart below outlines the stages of language development that should be taken in to account as educators are observing and supporting children's progress toward meeting the approaches to learning standards. The chart also describes some ways that adults can support the growth and development of dual language learners. Note that stages of language development are not based on age or grade level and cannot be aligned to specific early learning progressions or standards.

What Dual Language Learner Children May Say or Do to Demonstrate Approaches to Learning

Home language use	• Continues speaking the home language • Stays in close proximity to trusted adult when unsure what to do • Expresses their feelings in the home language • Engages in solitary play or with peers who share the same home language
Nonverbal	• Observes peers to know what to do to follow routines and transitions • Points and uses non-verbal gestures to try to communicate • Stands close to English-speaking children to be able to hear them and watch them during play
Telegraphic speech	• Follows rules and routines with increasing independence • Combines a word or two in the home language with a word or two in English , (e.g., "Teacher, baño!" "Mas milk, please"). This is called code switching and does not mean children are confused, but rather that they are pulling vocabulary from both languages and demonstrating cognitive flexibility.) • Begins to demonstrate learning and thinking in two different languages. • Uses common social words, , such as "Good morning!" and "Play me?" • Answers questions with one- or two- word answers
Productive use of language	• Engages in social and pretend play in English • Asks questions related to tasks or activities that indicate they are thinking about new ways to accomplish goals • Manages actions, words, and behavior with increasing independence • Demonstrates persistence on tasks in both the home language and English

Supporting Children with Special Needs

Every child is a unique individual with their own strengths, needs, and challenges, and every child is capable. Promoting a culture of high expectations and learning opportunities for all children is a central objective. Some children, including those with special needs, may need varied approaches to instruction to ensure they have access to learning and opportunities to develop and master the skills, behaviors, and concepts related to self-regulation and interpersonal skills. Children may need individualized accommodations to access the learning environment or meaningfully engage with their peers. Early educators should partner with families to individualize teaching and learning and address the needs and strengths of each child.

Section Organization

The Approaches to Learning domain intersects with the five social-emotional learning competencies as identified by The Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness, self-management, social awareness, relationship skills, and responsible decision making (Collaborative for Academic, Social, and Emotional Learning, n.d.). Many of the standards outlined in this domain explicitly or implicitly correlate and align with these competencies. To support adults' understanding of these competencies and ability to translate them into practice, they have been identified under the correlating sub-domain.

This domain is organized by the goals identified in the *Head Start Early Learning Outcomes Framework*. The developmental progressions and indicators are also based on those in the *Head Start Early Learning Outcomes Framework*. The "By the End of Kindergarten" standards come directly from Oregon's Common Core Standards for Kindergarten.

Approaches to Learning
Subdomains and Goals

Emotional and Behavioral Self-Regulation

1. Child manages emotions with increasing independence.

2. Child follows rules and routines with increasing independence.

3. Child appropriately handles and takes care of materials.

4. Child manages actions, words, and behavior with increasing independence.

Cognitive Self-Regulation (Executive Functioning)

1. Child demonstrates an increasing ability to control impulses.

2. Child maintains focus and sustains attention with minimal trusted adult support.

3. Child persists in tasks.

4. Child holds information in mind and manipulates it to perform tasks.

5. Child demonstrates flexibility in thinking and learning.

Initiative and Curiosity

1. Child demonstrates initiative and independence.

2. Child shows interest in and curiosity about the world around them.

Creativity

1. Child expresses creativity in thinking and communication.

2. Child uses imagination in play and interactions with others.

EMOTIONAL AND BEHAVIORAL SELF-REGULATION

Goal 1: Child manages emotions with increasing independence. P-ATL1

Social-Emotional Learning Competency: **Self-Management**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Begins to manage less intense emotions, such as mild frustration, independently. • May require a trusted adult's support to manage more intense emotions.	• Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. • May still look to a trusted adult for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.	• Expresses emotions in ways that are appropriate to the situation according to their life experience and cultural beliefs. • Often looks for adult assistance when emotions are most intense. • With the support of an adult, uses a range of coping strategies to manage emotions, such as using words or symbols or taking deep breaths.	• Often expresses emotions in ways that are appropriate to the situation according to their life experience and cultural beliefs. • Checks in with an adult when emotions are most intense. • With the occasional support of an adult and/or peer, is able to use a range of coping strategies to manage emotions, such as using words or symbols or taking deep breaths.

Goal 2: Child follows rules and routines with increasing independence. P-ATL2

Social-Emotional Learning Competency: **Self-Management**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• When supported by a trusted adult, follows simple established rules and routines (with occasional reminders), such as hanging up their coat or sitting at the table.	• With occasional reminders from a trusted adult, usually follows established rules and routines, such as following an end-of-lunch routine that includes putting away their plate, washing their hands, and lining up at the door to go outside.	• Often demonstrates awareness of established rules, when asked, and is able to follow these rules most of the time. • Follows most routines, such as putting away their backpack when entering the room or sitting on the rug after outside time. • Responds to signals when transitioning from one activity to another.	• Demonstrates awareness of established rules, when asked, and is able to follow these rules with regularity. • Follows routines with regularity, such as putting away their backpack when entering the room or sitting on the rug after outside time. • Consistently responds to signals when transitioning from one activity to another.

Goal 3: Child appropriately handles and takes care of materials. P-ATL3

Social-Emotional Learning Competency: **Self-Management**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• With trusted adult support, handles materials, such as putting them where they belong.	• Usually handles, takes care of, and manages materials, such as using them in appropriate ways.	• Often handles materials appropriately during activities. • With minimal adult support, cleans up and puts materials away appropriately, such as placing blocks back on the correct shelf or placing markers in the correct bin.	• Consistently handles materials appropriately during activities. • Independently cleans up and puts materials away appropriately, such as placing blocks back on the correct shelf or placing markers in the correct bin.

Goal 4: Child manages actions, words, and behavior with increasing independence. P-ATL4

Social-Emotional Learning Competency: **Self-Management**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Manages own actions, words, and behavior with frequent support from a trusted adult, such as reminders to use gentle touches and friendly words.	• Manages own actions, words, and behavior with occasional support from a trusted adult.	• Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child or frustration over not being able to climb to the top of a structure. May need support from an adult. • Often manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time • Often waits for their turn, such as waiting in line to wash their hands or waiting for their turn on a swing. • Often refrains from aggressive behavior towards others. • Begins to understand the consequences of behavior, such as spilling water on the floor means you will have to clean it up. Can describe the effects their behavior may have on others, such as noticing that another child.	• Demonstrates control over actions and words in response to a challenging situation with increasing frequency. • Consistently manages behavior according to expectations. • Waits for their turn with increasing frequency. • Consistently refrains from aggressive behavior towards others. • Understands the consequences of behavior with increasing frequency.

COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

Goal 1: Child demonstrates an increasing ability to control impulses. P-ATL5

Social-Emotional Learning Competency: **Self-Management**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• When directly supported by a trusted adult, frequently engages in impulsive behaviors, but inhibits them.	• Sometimes controls impulses independently and may self-sooth, while at other times needs support from a trusted adult.	• With adult guidance and support, stops an engaging activity to transition to another less desirable activity. • Sometimes delays having desires met, such as agreeing to wait their turn to start an activity. • Without adult reminders, waits to communicate information to a group. • Sometimes refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.	• Frequently able to stop an engaging activity to transition to another less desirable activity. • Frequently delays having desires met. • Waits to communicate information to a group. • Consistently refrains from responding impulsively.

Goal 2: Child maintains focus and sustains attention with minimal trusted adult support. P-ATL6

Social-Emotional Learning Competency: **Self-Management**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• With trusted adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	• With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.	• Frequently maintains focus on activities for extended periods of time, such as 15 minutes or more. • Often engages in purposeful play for extended periods of time. • With minimal support, attends to an adult during large- and small-group activities.	• Maintains focus on activities for extended periods of time. • Engages in purposeful play for extended periods of time. • Independently attends to an adult during large- and small-group activities.

Goal 3: Child persists in tasks. P-ATL7

Social-Emotional Learning Competency: Self-Management

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• With or without trusted adult support, persists on preferred tasks when presented with small challenges, such as continuing to try to build a tall tower with blocks even when some pieces fall.	• Frequently persists on preferred tasks. • With or without the support of a trusted adult, sometimes persists on less-preferred activities, such as working to clean up an activity area.	• With encouragement from an adult, expresses the desire to take on challenges through verbal or nonverbal means. • Shows some understanding that mistakes can provide information to learn from. • Sometimes completes tasks that are challenging or less preferred despite frustration, either by persisting independently or by seeking help from a trusted adult or another child. • Sometimes returns with focus to an activity or project after having been away from it.	• Takes on challenges through verbal or nonverbal means. • Demonstrates understanding that mistakes can provide information to learn from. • Often completes tasks that are challenging or less preferred despite frustration, either by persisting independently or by seeking help from a trusted adult or another child. • Often returns focus to an activity or project after having been away from it.

Goal 4: Child holds information in mind and manipulates it to perform tasks. P-ATL8

Social-Emotional Learning Competency: Self-Management

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• With the support of a trusted adult or peer, holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.	• Holds an increasing amount of information in mind in order to successfully complete tasks.	• Often accurately recounts recent experiences in the correct order and includes relevant details. • Often successfully follows detailed, multistep directions, sometimes with reminders. • Often remembers actions to go with stories or songs shortly after being taught.	• Consistently and accurately recounts recent experiences in the correct order and includes relevant details. • Successfully follows detailed, multistep directions, sometimes with few reminders. • Consistently remembers actions to go with stories or songs shortly after being taught.

Goal 5: Child demonstrates flexibility in thinking and learning. P-ATL5

Social-Emotional Learning Competency: **Self-Management**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by a trusted adult, such as trying a new way to climb a structure when the first attempt does not work.	• Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to a trusted adult's suggestions to show flexibility in approaching tasks or solving problems, such as choosing a different toy when many children want to use the same one.	• Tries different strategies to complete work or solve problems, including problems with other children. • Often applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet. • Often transitions between activities without getting upset.	• Often tries different strategies to complete work or solve problems, including problems with other children. • Engages in cooperative and collaborative tasks, activities, and projects. • Consistently applies different rules in contexts that require different behaviors. • Usually transitions between activities without getting upset.

INITIATIVE AND CURIOSITY

Goal 1: Child demonstrates initiatve and independence. P-ATL10

Social-Emotional Learning Competency: **Self-Management**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Regularly shows initiative, particularly in interactions with trusted adult. • Without adult prompting, works independently for a brief length of time.	• Frequently shows initiative, particularly when engaged in preferred activities. • Demonstrates a willingness and capability to work independently for increasing amounts of time.	• Often engages in independent activities. • Makes choices and usually communicates these to adults and other children. • Usually independently identifies and seeks supplies to complete activities, such as gathering art supplies to make a mask or gathering cards to play a matching activity. • Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating scenarios to be enacted.	• Engages in independent activities. • Makes choices and effectively communicates these to adults and other children. • Independently identifies and seeks supplies to complete activities or tasks. • Plans a variety of play scenarios, including establishing roles for peers.

Goal 2: Child shows interest in and curiosity about the world around them. P-ATL11

Social-Emotional Learning Competency: **Self-Management**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• With trusted adult support, seeks out new information and explores new play and tasks.	• Independently and with the support of a trusted adult, seeks out new information and explores new play and tasks.	• Often expresses the belief that they can develop new skills, interests, and talents. • With prompting from adult, asks questions and seeks new information. • Often is willing to participate in new activities or experiences even if they are perceived as challenging. • Often demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities	• Expresses the belief that they can develop new skills, interests, and talents. • Asks questions and seeks new information. • Is willing to participate in new activities or experiences even if they are perceived as challenging. • Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.

CREATIVITY

Goal 1: Child expresses creativity in thinking and communication. P-ATL12

Social-Emotional Learning Competency: **Relationship Skills**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Responds to adults' prompts to express creative ideas in words and/or actions.	• With prompting from a trusted adult, communicates creative ideas and actions.	• Occasionally asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity. • With and without prompting from an adult, approaches tasks, activities, and play in ways that show creative problem solving. • With and without prompting from an adult, uses multiple means of communication to creatively express thoughts, feelings, or ideas.	• Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity. • Approaches tasks, activities, and play in ways that show creative thinking and problem solving. • Uses multiple means of communication to creatively express thoughts, feelings, or ideas.

Goal 2: Child uses imagination in play and interactions with others. P-ATL13

Social-Emotional Learning Competency: **Relationship Skills**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Uses imagination in play and other creative works • Begins to communicate creative ideas to other children and trusted adults.	• Develops more elaborate imaginary play, stories, and other creative works with children and trusted adults.	• Engages in social and pretend play. • Often uses imagination with materials to create stories or works of art. • Often uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.	• Frequently engages in social and pretend play. • Uses imagination with materials to create stories or works of art. • Uses a variety of objects or materials to represent something else during play.

Approaches to Learning: What Adults Should Do

Family Engagement & Home Language Support

- Invite family members and community members who speak the child's home language into the classroom to volunteer to speak, read, and sing with the children. `DL`

- Use culturally relevant pictures and other materials to support children's understanding of words and concepts in the second language, with care to avoid stereotypes. `DL`

- Ask children how to say words and phrases in their home language and teach it to other children. `DL`

Learning Environment

- Establish consistent daily routines in the classroom so children know what to expect and gain a sense of security. `CR`

- Post the daily schedule with pictures and home languages so children have visual cues of what happens during the day. `CR` `DL`

- Include items that represent children's families and culture in the home or classroom setting. `CR` `DL`

- Provide wait time after asking a question or giving directions. `DL`

Learning Practices

- Use gestures and body language when speaking to provide context and help children understand what is being said. `DL`

- Use real objects and visual aids to demonstrate what is being said. For example: "Do you want to paint?" while holding a paint cup and moving the paintbrush up and down. `DL`

- Give children ample response time to think of what they want to say when communicating in English. `DL`

- Encourage children to ask questions, try different ways of using materials, or offer them a wide range of new experiences. `CR`

- Allow children to be active participants during circle time instead of passive observers. `CR`

`CR` *means culturally responsive practice*   `DL` *means dual language learners*

Social Learning

- Buddy up an English-speaking child with a dual language learner to help them establish friendships and have a peer with whom to connect. DL

- Talk to children about their feelings and discuss positive ways they can manage/express them. For example: "What can we do when we are frustrated?"

- Use puppets to help open up conversation about feelings. CR

- Set up role plays about how to act or what to say in certain situations. CR

- Encourage pretend-play scenarios that give children opportunities to plan, negotiate roles, and cooperate. CR

- Play games that require following an established set of rules and taking turns.

- Provide time for play that encourages children to work as a team. CR

- Discuss children's personal boundaries, how to respect the boundaries of others, and how boundaries differ within regions and cultures. CR DL

- Encourage children to initiate interactions with others by starting a game or interaction and then pausing and waiting for the children to initiate interaction to continue the activity.

Questioning, Vocabulary & Storytelling

- Begin asking more challenging, open-ended questions as dual language learners move to productive use of language. DL

- Use questions with the answer included to help children be successful in communicating in English. For example: "Do you want to paint or play with blocks?" DL

- Use how and why questions to encourage thinking skills.

- Intentionally introduce and reinforce 2–3 new vocabulary words a day. DL

- Offer opportunities for children to act out characters in stories.

Problem Solving

- Model self-talk to demonstrate the use of "talking things out" to help make a decision.

- Do a puzzle together and celebrate when it is completed.

- Create investigations or projects in which children can problem solve together. CR

- Place materials, toys, and snacks in hard-to-reach or open containers that require children to initiate interaction with others to obtain the items or problem solve.

- Demonstrate that there may be more than one way to do things or to solve a problem. Encourage children to come up with different options. For example: "We don't have enough cookies for everyone. How can we solve this problem?"

Social-Emotional Development

Definition

Positive social-emotional development in the early years provides a critical foundation for lifelong development and learning. Social development refers to a child's ability to create and sustain meaningful relationships with adults and other children. Emotional development refers to a child's ability to express, recognize, and manage their own emotions as well as respond to others' emotions. Though children express emotions at birth, the preschool years are a critical time for learning how to manage emotions in ways that can help children build strong social skills.

Links to Readiness and School Achievement

Early interactions during the first three years of life provide a critical foundation for children's later social-emotional development through a healthy sense of self-worth. Nurturing a developmentally appropriate sense of self is the foundation for the ability to respect and understand others' feelings. Children who develop trusting relationships with caring adults who model positive self-esteem and positive interactions with others are able to more fully explore and engage in the world around them. They are confident that the trusted adult will support them in challenging times.

These relationships also foster problem-solving skills as young children navigate the difficulties and joys of interacting with another child who may have different wants and ideas. As children move into the preschool years, they become increasingly interested in forming relationships with peers. Critical social skills, such as compromise, cooperation, and sharing, are developing at this time. Young children need support from a trusted adult as they learn and practice these skills.

Three- and four-year-olds are developing more concrete ideas about their own identity—who they are and what they can do. A sense of identity and belonging contributes to school readiness and learning by helping children gain self-confidence. When children feel good about themselves, have confidence about what their abilities, and have a strong sense of worthiness, they will engage more fully in learning opportunities with others.

Culturally Responsive Practice for Social-Emotional Development

For many reasons, the rate and path of social-emotional development varies in young children. Cultural and linguistic backgrounds must be taken into account as well as individual differences such as a child's life experiences, temperament, and style. Children vary widely in their temperament and this will impact how they navigate social situations and interpersonal relationships. In addition, some cultures encourage children to be outgoing, while others encourage children to be reserved in both social interactions and emotional expression.

Using the Standards with Dual Language Learners

The chart below outlines the stages of language development that should be taken into account as educators are observing and supporting children's progress toward meeting the social-emotional standards. The chart also describes some ways that adults can support the growth and development of dual language learners. Note that stages of language development are not based on age or grade level and cannot be aligned to specific early learning progressions or standards.

What Dual Language Learner Children May Say or Do to Demonstrate Social-Emotional Learning

Home language use
- Describes individual characteristics and interests and communicates them in the home language
- Has a sense of belonging to family and community and communicates details about those connections, such as sharing a story about a family gathering in the home language
- Stays in close proximity to trusted adult when unsure what to do
- Expresses emotions in a way that may not reflect cultural norms of mainstream communication (e.g., avoiding eye contact)

Nonverbal
- Watches the mouths and lips of English-speaking early educators and children as they talk to see how the words are formed
- Points and uses nonverbal gestures to try to communicate
- Shows affection and preference for trusted adults who interact with them on a regular basis
- Stands close to English-speaking children to be able to hear them and watch them during play
- Plays alongside other children and may share materials
- Shows a preference for playing with or near a particular child

Telegraphic speech
- Combines a word or two in the home language with a word or two in English (e.g., "Play conmigo" "Hola teacher")
- Uses common social words, such as "Good morning!" "Play me?"

Productive use of language
- Engages in cooperative play
- Describes feelings and emotions
- Describes self as being a part of different groups, such as family and community
- Tells a story as an aspect of their family or culture in comparison to being direct
- Responds to a question by telling a story or using figurative language

Supporting Children with Special Needs

Every child is a unique individual with their own strengths, needs, and challenges, and every child is capable. Promoting a culture of high expectations and learning opportunities for all children is a central objective. Some children, including those with special needs, may need support to actively engage with their peers, form friendships, express their feelings, or improve in self-regulation.

Children may need individualized accommodations to access the learning environment or meaningfully engage with their peers. Early educators should partner with families to individualize teaching and learning and address the needs and strengths of each child.

Section Organization

The Social-Emotional Development domain intersects with the five social-emotional learning competencies identified by The Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness, self-management, social awareness, relationship skills, and responsible decision making (Collaborative for Academic, Social, and Emotional Learning, n.d.). Many of the standards outlined in this domain explicitly or implicitly correlate and align with these five competencies. To support adults' understanding of these competencies and ability to translate them into practice, they have been identified under the correlating sub-domain.

Social-Emotional Development is organized by the CASEL competencies and the correlating goals identified in the *Head Start Early Learning Outcomes Framework*. The developmental progressions and indicators are based on those in *the Head Start Early Learning Outcomes Framework.* The "By the End of Kindergarten" standards are directly from Oregon's Common Core Standards for Kindergarten.

Social-Emotional Development
Subdomains and Goals

Senses of Identity and Belonging

1. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

2. Child expresses confidence in own skills and positive feelings about self.

3. Child has a sense of belonging to family, community, and other groups.

Emotional Functioning

1. Child expresses a broad range of emotions and recognizes these emotions in self and others.

2. Child expresses care and concern toward others.

3. Child manages emotions with increasing independence.

Relationships with a Trusted Adult

1. Child engages in and maintains positive relationships and interactions with a trusted adult.

2. Child engages in prosocial and cooperative behavior with trusted adult.

Relationships with Other Children

1. Child engages in and maintains positive interactions and relationships with other children.

2. Child engages in cooperative play with other children.

3. Child uses basic problem-solving skills to resolve conflicts with other children.

SENSES OF IDENTITY AND BELONGING

Goal 1: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests P-SE9

Social and Emotional Learning Competency: **Self-Awareness**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• With the support of a trusted adult or peer, describes own physical characteristics and behaviors and indicates likes and dislikes when asked.	• Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.	• Describes self using several different characteristics • Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, language(s) spoken, or culture. • Begins to demonstrate understanding that smartness, abilities, skills, and talents are developed through effort, hard work, and learning.	• Describes self using several different characteristics with increased confidence. • Consistently demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture. • Demonstrates that smartness, abilities, skills, and talents are developed through effort, hard work, and learning.

Goal 2: Child expresses confidence in own skills and positive feelings about self. P-SE10

Social and Emotional Learning Competency: **Self-Awareness**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Expresses enjoyment in accomplishing daily routines and new skills and may draw trusted adult attention to these accomplishments. • When prompted by a trusted adult, may share own ideas or express positive feelings about self.	• Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and a trusted adult. • With or without a trusted adult's prompting, makes increasing number of contributions to group discussion and may share ideas.	• Shows satisfaction or seeks acknowledgment when completing a task or solving a problem. • Expresses own ideas or beliefs in group contexts or in interactions with others. • Uses descriptive words to define self that are acceptable within the child's culture.	• Often shows satisfaction or seeks acknowledgment when completing a task or solving a problem. • Frequently expresses own ideas or beliefs in group contexts or in interactions with others. • Readily uses descriptive words to define self that are acceptable within the child's culture.

Goal 3: Child has a sense of belonging to family, community, and other groups. **P-SE11**

Social and Emotional Learning Competency: **Self-Awareness**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• With the support of a trusted adult or peer, communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	• Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by a trusted adult or peer.	• Identifies self as being a part of different groups, such as family, community, team, organization, culture, faith, or preschool. • Sometimes relates personal stories about being a part of different groups. • Identifies similarities and differences about self across familiar environments and settings.	• Often identifies self as member of different groups, such as family, community, team, organization, culture, faith, or school. • Often relates detailed personal stories about being a member of different groups. • Often identifies similarities and differences about self across familiar and new environments and settings.

EMOTIONAL FUNCTIONING

Goal 1: Child expresses a broad range of emotions and recognizes these emotions in self and others. ^{P-SE6}

Social and Emotional Learning Competency: **Self-Awareness and Social Awareness**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Expresses a broad range of emotions across contexts, such as during play and in interactions with a trusted adult. • Notices when strong emotions are exhibited by others and begins to use words or gestures to describe some of these emotions, such as happy, sad, or mad.	• Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassment or worry. • Communicates to describe own feelings when prompted and may at times communicate without prompting, such as communicating "Don't be mad" when engaged in play with other children.	• Recognizes and labels basic emotions in books, photographs, or other media images. • Uses at least 3–5 words or gestures to describe own feelings, such as happy, sad, mad, or surprised. • Uses at least 3–5 words or gestures to describe the feelings of adults or other children.	• Frequently recognizes and labels a variety of emotions across different media. • Frequently uses a variety of expressive words or gestures to describe own feelings. • Often uses words or gestures to describe the feelings of a trusted adult or other children.

Goal 2: Child expresses care and concern toward others. ^{P-SE7}

Social and Emotional Learning Competency: **Social Awareness**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Often pays attention when others are distressed, but attention and response to this distress may be brief. • May seek out trusted adult support to help another child who is distressed.	• Consistently pays attention when others are distressed and often responds with care, either by seeking out trusted adult support or providing reassurance or support themselves.	• Sometimes makes empathetic statements or gestures to adults or other children. • Offers support to adults or other children who are distressed.	• Often makes empathetic statements or gestures to adults or other children. • Offers support to adults or other children who are distressed, with increased confidence.

Goal 3: Child manages emotions with increasing independence. P-SE8

Social and Emotional Learning Competency: **Self-Management**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Manages less intense emotions, such as mild frustration, independently. • May require trusted adult support to manage more intense emotions.	• Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. • Sometimes looks to a trusted adult for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.	• Expresses feelings in ways that are appropriate to the situation according to their life experience and cultural beliefs. • Looks for adult assistance when feelings are most intense. • With adult support, uses a variety of coping strategies to manage emotions, such as using words or taking a deep breath.	• Expresses feelings in ways that are appropriate to the situation according to their life experience and cultural beliefs, with increasing confidence. • Looks for adult assistance when feelings are most intense. • Uses a range of coping strategies to manage emotions, such as using words or taking a deep breath, independently or with some adult support.

RELATIONSHIPS WITH A TRUSTED ADULT

Goal 1: Child engages in and maintains positive relationships and interactions with a trusted adult. P-SE1

Social and Emotional Learning Competency: **Relationship Skills**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Engages in positive interactions with a trusted adult, such as by demonstrating affection. • Separates from trusted adults when in familiar settings. • Uses trusted adults as a resource to solve problems.	• Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these trusted adults with minimal distress when in a familiar setting. • Initiates interactions with trusted adults and participates in longer and more reciprocal interactions with both trusted and new adults.	• Interacts with trusted adults. • Sometimes engages in positive interactions with less familiar adults, such as volunteers. • Shows affection and preference for trusted adults who interact with them on a regular basis. • Usually seeks help from adults when needed.	• Interacts with adults when needed. • Often engages in positive interactions with less familiar adults, such as volunteers. • Often shows affection and preference for adults who interact with them on a regular basis. • Seeks help from adults when needed.

Goal 2: Child engages in prosocial and cooperative behavior with trusted adult. P-SE2

Social and Emotional Learning Competency: **Relationship Skills**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Sometimes engages in prosocial behavior with a trusted adult, such as greeting the teacher or saying goodbye, and responds to trusted adult requests and directions that may include assistance or prompting. • Sometimes demonstrates uncooperative behavior with a familiar trusted adult, such as saying "No" to requests, but these moments are typically resolved with support from the trusted adult.	• Engages in prosocial behavior with a trusted adult and usually responds to trusted adult requests and directions without significant assistance or prompting. • Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with support, such as being given reminders to use a quiet voice or follow directions.	• Engages in prosocial behaviors with adults, such as using respectful language or greetings. • Attends to an adult when asked. • Often follows adult guidelines and expectations for behavior. • Often asks or waits for adult permission before doing something when they are unsure.	• Engages in prosocial behaviors with adults when needed. • Follows adult guidelines and expectations for behavior. • Asks or waits for adult permission before doing something when they are unsure.

RELATIONSHIPS WITH OTHER CHILDREN

Goal 1: Child engages in and maintains positive interactions and relationships with other children. **P-SE3**

Social and Emotional Learning Competency: **Relationship Skills**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Sometimes engages in and maintains interactions with other children without support from a trusted adult, or demonstrates skills in doing this when prompted by a trusted adult. • May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations or may engage with prompting from a trusted adult.	• Sustains interactions with other children more often and for increasing periods of time. • With and without prompting from a trusted adult, demonstrates prosocial behaviors with other children. • Likely to show at least some preference for playing with particular children.	• Engages in and maintains positive interactions with other children at times. • Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy. • Often takes turns in conversations and interactions with other children. • Develops at least one friendship with another child.	• Consistently engages in and maintains positive interactions with other children. • Enters familiar and new social situations with other children when needed, such as suggesting something to do together, joining an existing activity, or sharing a toy. • Initiates and responds to conversations and interactions with other children while attending to social cues. • Develops and maintains friendships with other children.

Goal 2: Child engages in cooperative play with other children. **P-SE4**

Social and Emotional Learning Competency: **Relationship Skills**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• With the support of an adult, often plays cooperatively with other children. • For at least short periods during this play, works with other children to plan and enact play in a coordinated way.	• Cooperatively plays with other children in an increasingly coordinated way. • Works with other children to make plans for what and how they will play together. • When given the opportunity, coordinated play periods get longer.	• Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time. • Shows a willingness to include others' ideas during interactions and play. • Demonstrates enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter. • Engages in reflection and conversation about past play experiences.	• Often engages in joint activities and projects, such as using coordinated goals, planning, roles, and games with rules, with at least one other child or small groups of peers. • Often shows a willingness to include others' ideas during interactions and play. • Often demonstrates enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter. • Engages in reflection and conversation about past play experiences with increasing complexity.

Goal 3: Child uses basic problem-solving skills to resolve conflicts with other children. **P-SE5**

Social and Emotional Learning Competency: **Relationship Skills**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Begins to recognize and describe social problems. • With trusted adult guidance and support, suggests solutions to conflicts.	• Sometimes recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. • Although simple conflicts may be resolved without trusted adult assistance, may seek out or need trusted adult support in more challenging moments.	• Often recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?" • Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising some of the time. • Often expresses feelings, needs, and opinions in conflict situations. • Often seeks adult help when needed to resolve conflicts.	• Recognizes and describes basic social problems in books, newspapers, and electronic media, such as game playing, sports, and during interactions with other children, such as "How will you share computer time?" • Independently uses strategies for dealing with common conflicts, such as sharing, taking turns, and compromising. • Consistently expresses feelings, needs, and opinions in conflict situations. • Seeks adult help when needed to resolve conflicts.

Social-Emotional Learning: What Adults Should Do

Family Engagement & Home Language Support

- Invite family members and community members who speak the child's home language into the classroom to speak, read, and sing with the children. DL

- Use culturally relevant pictures and other materials to support children's understanding of words and concepts in the second language, with care to avoid stereotypes. DL

- Ask children how to say words and phrases in their home language and teach it to other children. DL

- Ask families what activities their child particularly enjoys so that you can incorporate that into activities. CR

- Bring in books, audiobooks, and music that reflect authentic, positive images of children and families from all of the cultures and languages in the classroom. CR DL

Learning Environment

- Establish consistent daily routines in the classroom so children know what to expect and gain a sense of security. CR

- Post the daily schedule with pictures and home languages so children have visual cues of what happens during the day. CR DL

- Include items that represent children's families and cultures in the home or classroom setting. CR DL

- Give children responsibilities, such as cleaning tables or putting away toys.

- Engage children in developing classroom or home rules. CR

Learning Practices

- Use gestures and body language when speaking to provide context and help children understand what is being said. DL

- Use real objects and visual aids to demonstrate what is being said. For example: "Do you want to paint?" while holding a paint cup and moving the paintbrush up and down. DL

- Give children ample response time to think of what they want to say when communicating in English. DL

- Encourage children to ask questions and try different ways of using materials.

- Allow children to be active participants during circle time instead of passive observers. CR

- Encourage children to make choices, such as what they will wear or what activity they want to do. CR

CR *means culturally responsive practice* DL *means dual language learners*

Social Learning

- Buddy up an English-speaking child with a dual language learner to help them establish friendships and have a peer with whom to connect. `DL`

- Talk to children about their feelings and discuss positive ways they can manage/express them. For example: "What can we do when we are frustrated?"

- Use puppets and pictures to help explain and begin conversations about feelings. `CR`

- Set up role plays about how to act or what to say in certain situations. `CR`

- Encourage pretend-play scenarios that give children opportunities to plan, negotiate roles, and cooperate. `CR`

- Play games that require following an established set of rules and taking turns.

- Provide time for play that encourages children to work as a team. `CR`

- Discuss children's personal boundaries, how to respect the boundaries of others, and how boundaries differ within regions and cultures. `CR` `DL`

- Encourage children to initiate interactions with others by starting a game or interaction and then pausing and waiting for the children to initiate interaction to continue the activity.

- Provide social activities that children can participate in nonverbally, such as dancing, art, and gross motor play. `DL`

- Teach and talk to children about their feelings. For example: "I see you are frustrated."

- Read books or tell stories about feelings.

- Identify and label your own feelings. For example, "I feel really happy that we are spending time together."

- Set up role plays to act out scenarios and encourage problem solving. `CR`

- Acknowledge children when they have done something kind.

Questioning, Vocabulary & Storytelling

- Begin asking more challenging, open-ended questions as dual language learners move to productive use of language. `DL`

- Use questions with the answer included to help children be successful in communicating in English. For example: "Do you want to paint or play with blocks?" `DL`

- Use how and why questions to encourage thinking skills.

- Intentionally introduce and reinforce 2–3 new vocabulary words a day. `DL`

- Offer opportunities for children to act out characters in stories.

- Encourage children to use their emerging English skills but do not require their response or participation until they are ready. `DL`

Definition

Language development refers to emerging abilities in listening and understanding (receptive language) and in using language (expressive language). Language and communication skills develop rapidly in the first five years of a child's life. These skills develop through hearing words repeatedly, understanding what familiar words represent, and then using these words to convey meaning to others. The exchange of language between a child and caring adult, during which a child's sounds and words are responded to with more sounds and words is an essential building block for conversation and communication. Rich experiences with language in the early years set the stage for successful language and communication skills later in life.

Language and Communication

Links to Readiness and School Achievement

By the time they start school, children communicate using a variety of methods. They may speak in adult-like sentences, tell and retell stories, use verbal humor, and engage in group discussions. Children use language as a social exchange among each other and adults. Three- and four-year-olds are sophisticated language users who harness language in order to take in new and complex information and organize their world. As they delve into new learning experiences, they add mathematical or scientific terms to their vocabulary, such as "semicircle" or "T-Rex." They begin to understand word categories, such as hammers and screwdrivers are both tools, and relationships among words, such as the opposite of up is down. Three- and four-year-olds with strong language skills are prepared for tasks involving communication in kindergarten.

Children in kindergarten engage in collaborative conversations about age-level topics and texts. They demonstrate understanding of text read aloud or information presented in multiple formats. They listen to what a speaker says and then ask questions to gain comprehension if something is not understood. They have an increasing command of grammar and conventions of spoken language. Kindergarteners benefit from having opportunities to practice language and communication skills in large and small groups as well as opportunities to engage in self-initiated conversation and with peers.

Culturally Responsive Practice for Language and Communication

Children's language ability affects learning and development in all areas, especially emerging literacy. Language skills can develop in any language, and for the most part they develop first in the child's home language. Supporting development of the home language helps prepare young children for learning English. Continued development of the home language also has cognitive, social, educational, and economic benefits later in life. Children who are dual language learners show different patterns of English acquisition, depending on their prior exposure, their abilities, their temperaments, and the support they receive at home and in other settings. Some children who are dual language learners may use different vocabulary and sentence structure in each language.

There are two pathways to dual language learning: simultaneous and successive. Simultaneous bilingualism occurs when a child is learning and developing two languages during the first years of life, typically before the age of three (McLaughlin, 1984). This occurs when a child is exposed to two or more languages at birth, such as one parent speaks one language to the child and the other parent speaks another home language to the child. Successive or sequential bilingualism occurs when one language has already been learned or at least partially established and the child begins to have exposure and opportunity to learn another language. This is often the case when children from families who speak a language other than English enter an out-of-home setting for the first time and begin learning English.

Using the Guidelines with Dual Language Learners

Early educators of young dual language learners should be knowledgeable about the stages of language acquisition and be able to determine the current language learning stage of each dual language learner in their class (Espinosa, 2015). In addition to this, knowledge of the role of culture in learning and the importance of language for a child's healthy social-emotional functioning are key components influencing teacher behavior. "Early educators with bilingual and bicultural competencies are better positioned to optimize the learning of [dual language learner] children, facilitate relationships between the school and home, and access the resources of the broader community in which they work." (Lopez, Zepeda & Medina, 2012, p.7). However, monolingual early educators (those who speak only one language) and those who work with children from a variety of linguistic backgrounds can still effectively build relationships with children and families and create rich environments that support home language development and English language development.

The chart below outlines the stages of language development that should be taken into account as educators are observing and supporting children's progress towards meeting the Literacy standards. The chart also describes some ways that adults can support the growth and development of dual language learners. Note that stages of language development are not based on age or grade level and cannot be aligned to specific early learning progressions or standards.

What Dual Language Learner Children May Say or Do to Demonstrate Language and Communication Learning

Home language use	• Describes individual characteristics and interests and communicates them in the home language • Has a sense of belonging to family and community and communicates details about those connections, such as sharing a story about a family gathering in the home language • Stays in close proximity to trusted adult when unsure what to do • Expresses emotions in a way that may not reflect cultural norms of mainstream communication (e.g., avoiding eye contact)
Nonverbal	• Watches the mouths and lips of English-speaking early educators and children as they talk to see how the words are formed • Points and uses nonverbal gestures to try to communicate • Shows affection and preference for trusted adults who interact with them on a regular basis • Stands close to English-speaking children to be able to hear them and watch them during play • Plays alongside other children and may share materials • Shows a preference for playing with or near a particular child
Telegraphic speech	• Combines a word or two in the home language with a word or two in English (e.g., "Play conmigo" "Hola teacher") • Uses common social words, such as "Good morning!" "Play me?"
Productive use of language	• Engages in cooperative play • Describes feelings and emotions • Describes self as being a part of different groups, such as family and community • Tells a story as an aspect of their family or culture in comparison to being direct • Responds to a question by telling a story or using figurative language

Supporting Children with Special Needs

Every child is a unique individual with their own strengths, needs, and challenges, and every child is capable. Promoting a culture of high expectations and learning opportunities for all children is a central objective. Some children, including those with special needs, may need varied approaches to teaching and learning and opportunities to demonstrate knowledge. This may include assistive technologies such as comprehensive Augmentative & Alternative Communication Systems, modifications to the curriculum, environmental adaptations, or specialized instruction. In the Language and Communication domain, early educators look to expand a child's skills in the area of expressive and receptive language. Expressive language is a child's ability to communicate their thoughts, ideas, and interactions. Receptive language is a child's ability to listen, understand, identify, and relate to language. Because communication happens both verbally and nonverbally, instruction must align with each child's communication style. For example, if a child's expressive language includes the use of a tool, such as icons or pictures, then instruction for that child should also include the use of that tool. Early educators must promote both the understanding and use of language through intentional support so all children can develop strong language and communication skills. Early educators should partner with families to individualize teaching and learning and address the needs and strengths of each child.

Section Organization

Language and Communication is organized by the goals identified in the *Head Start Early Learning Outcomes Framework*. The developmental progressions and indicators are also based on those in the *Head Start Early Learning Outcomes Framework*. The "By the End of Kindergarten" standards are directly from Oregon's Common Core Standards in English Language Arts for Kindergarten.

Children may demonstrate attainment of the following goals in English, their home language, or other methods of communication.

Language and Communication
Subdomains and Goals

Attending and Understanding

1. Child attends to communication and language from others.

2. Child understands and responds to increasingly complex communication and language from others.

Communicating and Speaking

1. Child varies the amount of information provided to meet the demands of the situation.

2. Child understands, follows, and uses appropriate social and conversational rules.

3. Child expresses self in increasingly long, detailed, and sophisticated ways.

Vocabulary

1. Child understands and uses a wide variety of words for a variety of purposes.

2. Child shows understanding of word categories and relationships among words.
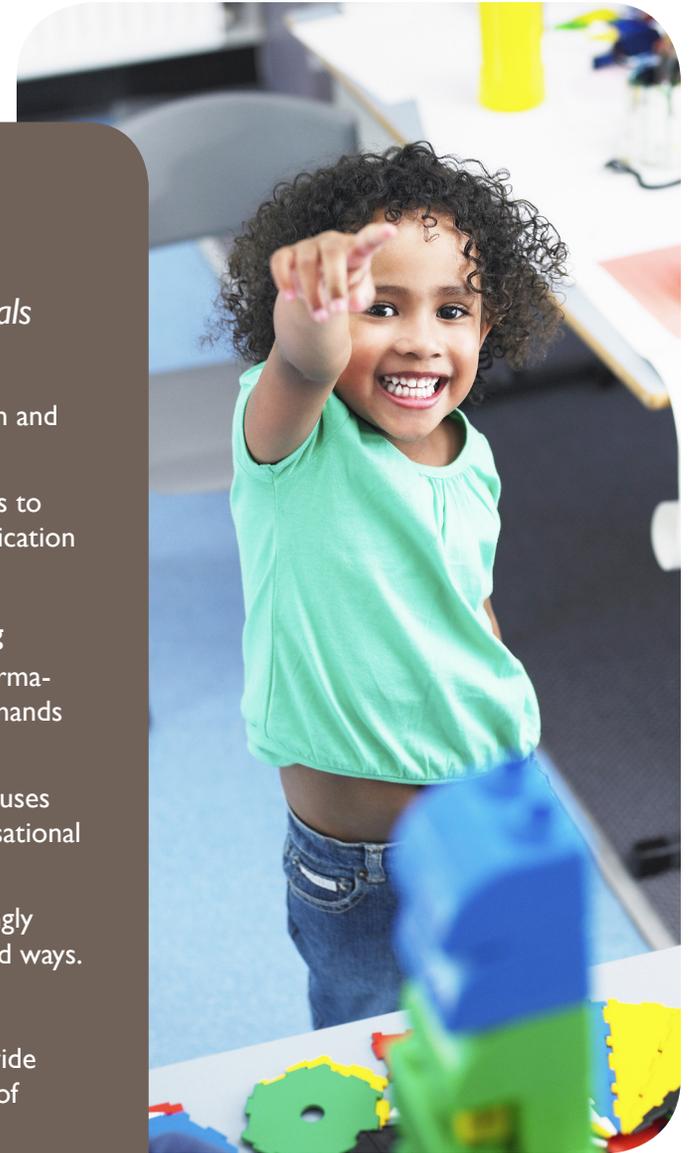
ATTENDING AND UNDERSTANDING

Goal 1: Child attends to communication and language from others. ^{P-LC1}

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• With the support of a trusted adult or peer, shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	• Shows acknowledgment of complex comments or questions. • Is able to attend to longer, multi-turn conversations, either spoken or signed.	• Uses verbal and nonverbal signals to acknowledge the comments or questions of others. • Shows ongoing connection to a conversation, group discussion, or presentation.	• There is no corresponding CCSS for this goal.

Goal 2: Child understands and responds to increasingly complex communication and language from others. ^{P-LC2}

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• With the support of a trusted adult or peer, understands and responds (verbally and nonverbally) to increasingly longer sentences, simple questions, and simple stories.	• Understands and responds (verbally and nonverbally) to complex statements, questions, and stories containing multiple phrases and ideas.	• Shows an ability to recall (in order) multiple step directions. • Demonstrates understanding of a variety of question types, such as "Yes/No?" or "Who/ What/When/ Where?" or "How/ Why?" • Shows understanding of a variety of sentence types, such as multiclause, cause-effect, sequential order, or if-then. • Shows an understanding of talk related to the past or future. • Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations on a given topic. • Children who are dual language learners may demonstrate more complex communication and language in their home language than in English.	• Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **(K.SL.2)** • Asks and answers questions in order to seek help, get information, or clarify something that is not understood. **(K.SL.3)**

CCR Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

COMMUNICATING AND SPEAKING

Goal 1: Child varies the amount of information provided to meet the demands of the situation. ^{P-LC3}

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of trusted adults.	• Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of trusted adults.	• Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher. • Uses language, spoken or sign, to clarify a word or statement when misunderstood. • Children who are dual language learners may switch between their languages.	• Describes familiar people, places, things, and events and, with prompting and supports, provides additional detail. ^(K.SL.4) • Adds drawings or other visual displays to descriptions as desired to provide additional detail. ^(K.SL.5)

CCR Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Goal 2: Child understands, follows, and uses appropriate social and conversational rules. ^{P-LC4}

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten

• Engages in conversations with trusted adults, other children, or within the group setting lasting 2–3 conversational turns, and, with support, will sometimes adjust tone and volume for different situations.	• Maintains multi-turn conversations with trusted adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question.
	• With increasing independence, varies tone and volume of expression to match the social situation.
		• Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.
		• With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.
			• Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. ^(K.SL.1)
			  • Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
			  • Continues conversations through multiple exchanges.

CCR Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Goal 3: Child expresses self in increasingly long, detailed, and sophisticated ways. **P-LC5**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. • Typically uses 3–5 word phrases/sentences when communicating. • With some prompting, can offer multiple (2–3) pieces of information on a single topic. • Children who are dual language learners may use 2–3 words to communicate an entire idea or thought, such as "Me paint."	• Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. • Uses longer sentences, as well as sentences that are slightly more complex, such as "I need a pencil because this one broke." • Can offer multiple pieces of information on a topic with increasing independence and answer simple questions. • Children who are dual language learners may use the language structure of the home language when speaking English, such as "I have a dog big."	• Communicates clearly enough to be understood by a trusted adult across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. • Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement. • Typically uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations. • Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and can answer a variety of question types.	• Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking. **(K.L.1)** • Uses frequently occurring nouns and verbs. • Forms regular plural nouns orally by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*). • Understands and uses question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*). • Uses the most frequently occurring prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*). • Produces and expands complete sentences in shared language activities. • Applies audibly and expresses thoughts, feelings, and ideas clearly. **(K.SL.6)**

CCR Anchor Standard 1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
CCR Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

VOCABULARY

Goal 1: Child understands and uses a wide variety of words for a variety of purposes. **P-LC6**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten

• Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment.
 	
• Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by trusted adults.
	• Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety.
	
	• Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.
		• Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities.
		
		• Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.
		
		• With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word "cocoon" when learning about the lifecycle of caterpillars or "cylinder" when learning about 3D shapes.
		
		• With support, forms guesses about the meaning of new words from context clues.
			• Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. **(K.L.4)**
			
			  • Identifies new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
			  • Uses the most frequently occurring inflections and affixes (e.g.,-ed,-s, re-, un-, pre-,-ful,-less) as a clue to the meaning of an unknown word.
			• With guidance and support from adults, explores word relationships and nuances in word meanings. **(K.L.5)**
			
			  • Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
			  • Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
			  • Identifies real-life connections between words and their use (e.g., note places at school that are *colorful*).
			  • Distinguishes shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
			• Uses words and phrases acquired through conversations, reading and being read to, and responding to texts. **(K.L.6)**

CCR Anchor Standard 4: Determines or clarifyies the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCR Anchor Standard 6: Acquires and regularly uses a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Goal 2: Child shows understanding of word categories and relationships among words. ^{P-LC7}

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.	• Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying words that have the same meaning (synonyms) and words that have opposite meanings (antonyms).	• Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals. • Discusses new words in relation to known words and word categories, such as "It fell to the bottom when it sank" or "When you hop it's like jumping on one leg" or "The bear and fox are both wild animals." • Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs. • Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy. • Shows an ability to distinguish similar words, such as "I don't like it, I love it!" or "It's more than tall, it's gigantic" or "It's so cold, it's freezing."	• With guidance and support from adults, explores word relationships and nuances in word meanings. **(K.L.5)** • Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • Identifies real-life connections between words and their use (e.g., notes places at school that are *colorful*). • Distinguishes shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

CCR Anchor Standard 5: Demonstrates understanding of figurative language, word relationships, and nuances in word meanings.

Language and Communication: What Adults Should Do

Family Engagement & Home Language Support

- Invite family members and community members who speak the child's home language into the classroom to speak, read, and sing with the children. `DL`

- Bring in books, audio books, and music in the home language(s) of the children. `DL`

- Use culturally relevant pictures and other materials to support children's understanding of words and concepts in the second language, with care to avoid stereotypes. `CR` `DL`

- Ask children how to say words and phrases in their home language and teach it to other children. `DL`

- Tell stories to children in their home language and recognize that many culture's stories are nonlinear. `CR` `DL`

- Invite children to talk about the activities in their day, in their home language. `DL`

- Talk about the similarities of words in a child's home language and English. For example: "Triangle in English and triangulo in Spanish sound similar." `DL`

Learning Environment

- Establish consistent daily routines in the classroom so children know what to expect and gain a sense of security. `CR`

Learning Practices

- Provide wait time after asking a question or giving directions. `DL`

- Use gestures and body language when speaking to provide context and help children understand what is being said. `DL`

- Use real objects and visual aids to demonstrate what is being said. For example: "Do you want to paint?" while holding a paint cup and moving the paintbrush up and down. `DL`

- Engage children in activities and games that require listening and following directions, such as Simon Says or Red Light/Green Light.
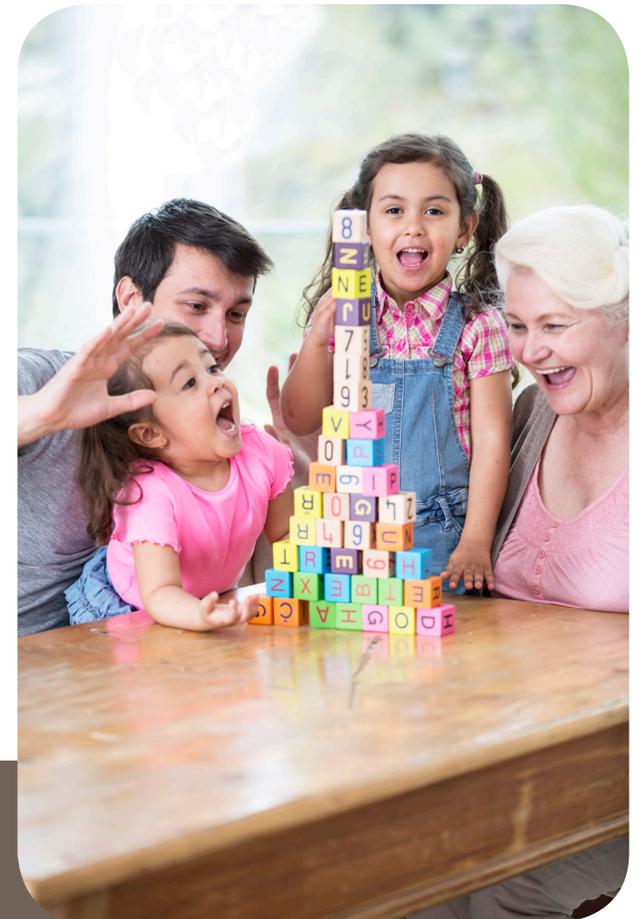
`CR` *means culturally responsive practice*   `DL` *means dual language learners*

Questioning & Vocabulary

- Use questions with the answer included to help children be successful in communicating in English. For example: "Do you want to paint or play with blocks?" `DL`

- Talk about what the child is doing (e.g., "You are stacking the blocks") to connect the words with the child's action. `DL`

- Begin asking more challenging, open-ended questions as children move to productive use of language. `DL`

- Intentionally introduce and reinforce 2–3 new vocabulary words a day. `DL`

- Have conversations with children about what they have been doing, why things happened, and their feelings about the event.

- Expand on their conversations. If they say, "I rode the airplane" you could add, "Yes, you rode the airplane at the playground last night!" Often this will encourage them to add some details.

- Ask questions that encourage children to make and express their choices.

- Invite children to describe things they've created or how they solved a problem. Encourage children to elaborate.

- Practice using descriptive words to explain how an object looks. If you have an apple, you might say, "This apple is bright red with smooth, shiny skin. It feels firm when I squeeze it. The top is thick but it gets narrow toward the bottom. If I bite into the apple, how do you think it will taste?"

- Model the use of uncommon words, such as "This drink tastes bitter."

Storytelling

- Read books in English that have simple, repetitive phrases and/or that rhyme. `DL`

- Read books in small groups to allow for more opportunities for discussion. `CR`

- Read books multiple times and tell stories repeatedly. `CR` `DL`

- When reading, invite children to guess what will happen next.

- After reading a familiar story, encourage children to imagine a different ending and encourage them to tell their version.

Literacy

Definition

Early literacy refers to "the knowledge, skills, and dispositions that precede learning to read and write" (NAEYC, 2003). Learning to read and write has a strong relationship with language and communication. A child's language ability affects learning and development in all areas, especially emerging literacy. At birth, children are already gaining pre-literacy skills through non-verbal communication with caring adults in their lives. Through the early years, early language and vocabulary skills continue to develop through positive interactions with adults and peers. These emergent literacy skills lay the foundation for young children learning the more conventional literacy skills (decoding, oral reading fluency, reading comprehension, writing, and spelling) that are critical for acquiring knowledge and functioning in school, career, and life.

Links to Readiness and School Achievement

Three- and four-year-olds are beginning to grasp how written language is structured into sounds and symbols. They play rhyming games and learn letter sounds. They take pride in recognizing their name in print and practice writing it. Three- and four-year-olds begin to understand print conventions and the different functions of print in picture books, grocery lists, and so on. As they listen to and talk about story books or retell and enact events, they gain an understanding of sequence, character development, and causal relationships. When three- and four-year-olds are engaged literacy learners, they are on the path to becoming capable readers and writers in school.

Kindergarten children can identify key details in literature and ask and answer questions about them. They can put key details in sequential order to retell a story they know. They recognize different forms of texts (e.g., stories, poems, books) and ask questions about words they don't know. Kindergarteners can identify the author and illustrator of a story and understand basic features of print. They are learning to sound out words in texts and memorize high frequency words. They are becoming increasingly able to express their ideas and opinions in written form through dictation, drawing, and writing. Kindergarteners benefit from experiencing literacy in multiple modes, such as through independent reading, small-group work, and large-group story time. They relish opportunities to read and write about topics that interest them.

Culturally Responsive Practice for Literacy

Literacy skills can develop in any language, and for the most part they develop first in the child's home language. Supporting development of the home language helps prepare young children for learning English. Children who are dual language learners show different patterns of English acquisition, depending on their prior exposure, their abilities, their temperaments, and the support they receive at home and other settings. Some children who are dual language learners may use different vocabulary and sentence structures in each language. The home languages of some children use nonalphabetic writing. The home languages of other children may not have a written form. These children would not be expected to identify letters of the alphabet in their home language.

Using the Standards with Dual Language Learners

The chart below outlines the stages of language development that should be taken into account as educators are observing and supporting children's progress toward meeting the literacy standards. The chart also describes some ways that adults can support the growth and development of dual language learners. Note that stages of language development are not based on age or grade level and cannot be aligned to specific early learning progressions or standards.

What Dual Language Learner Children May Say or Do to Demonstrate Literacy Learning

Home language use	• Requests or retells stories in their home language. • Stays in close proximity to a trusted adult when unsure what to do. • Identifies pictures in stories in the home language. • Writes letters or identifies sounds from their home language.
Nonverbal	• Observes peers to follow story time and writing activities. • Points and uses nonverbal gestures to try to communicate. • Sorts common objects into categories.
Telegraphic speech	• Repeats sentences from the story. • Combines a word or two in the home language with a word or two in English (e.g., "Teacher, baño!" "Mas milk, please"). This is called code switching and does not mean children are confused, but rather that they are pulling vocabulary from both languages and demonstrating cognitive flexibility. • Begins to demonstrate learning and thinking in two different languages. • Reads and writes common English sounds, such as and /a/ and /s/. • Answers questions with one- or two-word answers.
Productive use of language	• Uses vocabulary from stories or school conversations in English. • Produces complete sentences as prompted in class. • Identifies similarities, such as that both cats and dogs are furry and have four legs.

Supporting Children with Special Needs

Every child is a unique individual with their own strengths, needs, and challenges, and every child is capable. Promoting a culture of high expectations for all children is a central objective. Some children, including those with special needs, may need varied approaches to instruction to ensure they have access to learning and opportunities to demonstrate knowledge. This may include the use of assistive technology, modifications to the curriculum, environmental adaptations, or specialized instruction. Literacy outcomes can be achieved through intentional support so that all children can develop strong literacy skills. Early educators should partner with families to individualize teaching and learning and address the needs and strengths of each child.

Section Organization

Literacy is organized by the goals identified in the *Head Start Early Learning Outcomes Framework*. The developmental progressions and indicators are also based on those in the *Head Start Early Learning Outcomes Framework*. The "By the End of Kindergarten" standards are directly from Oregon's Common Core Standards in English Language Arts for Kindergarten.

Children may demonstrate attainment of the following goals in English, their home language, or other methods of communication.

Literacy

Subdomains and Goals

Phonological Awareness

1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

Print and Alphabet Knowledge

1. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

2. Child identifies letters of the alphabet and produces correct sounds associated with letters.

Comprehension and Text Structure

1. Child demonstrates an understanding of narrative structure through storytelling/re-telling.

2. Child asks and answers questions about a book that was read aloud.

Writing

1. Child writes for a variety of purposes using increasingly sophisticated marks.

PHONOLOGICAL AWARENESS

Goal 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound. **P-Lit1**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten

• Shows rote imitation and enjoyment of rhyme and words that start with the same sound (alliteration).
 	
• With support, distinguishes when two words rhyme and when two words begin with the same sound.
	• Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log.
	
	• Recognizes changes in the sounds of words (phonemic awareness), such as noticing the problem with "Old McDonald had a charm."
	
	• Is able to count syllables and understand sounds in spoken words.
		• Provides one or more words that rhyme with a given word, such as "What rhymes with log?"
		
		• Produces the beginning sound in a spoken word, such as "Dog begins with /d/."
		
		• With adult support, provides a word that fits with a group of words that have the same beginning sound, such as "Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?"
			• Demonstrates understanding of spoken words, syllables, and sounds (phonemes). **(K.RF.2)**
			
			  • Recognizes and produces rhyming words.
			  • Counts, pronounces, blends, and segments syllables in spoken words.
			  • Blends and segments the beginning sound in a word (onset) and the last letters of the word (rime) of single-syllable spoken words. For example, in the word "CAT", the onset is "C" and the rime is "AT".
			  • Isolates and pronounces the beginning (initial), middle (medial) vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
			  • Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words.

PRINT AND ALPHABET KNOWLEDGE

Goal 1: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). P-Lit2

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten

• Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking a trusted adult "What does this say?" or "Read this."	• Begins to demonstrate an understanding of the connection between speech and print.
	• Shows a growing awareness that print has rules, such as holding a book correctly or following a book left to right when reading in English.
		• Understands that print is organized differently for different purposes, such as a note, list, or storybook.
		• Understands that written words are made up of a group of individual letters.
		• Begins to point to one-syllable words while reading simple, memorized texts.
		• Identifies book parts and features, such as the front, back, title, and author.
			• Demonstrates understanding of the organization and basic features of print. (K.RF.1)
			  • Follows words from left to right, top to bottom, and page by page.
			  • Recognizes that spoken words are represented in written language by specific sequences of letters.
			  • Understands that words are separated by spaces in print.
			• Recognizes common types of texts (e.g., storybooks, poems). (K.RL.5)
			• With prompting and support, names the author and illustrator of a story and defines the role of each in telling the story. (K.RL.6)

Goal 2: Child identifies letters of the alphabet and produces correct sounds associated with letters. P-Lit3

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten

• With support from a trusted adult, shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.	• Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters often seen in the environment.
	• Produces the sound of many recognized letters.
		• Names 18 uppercase and 15 lowercase letters.
		• Knows the sounds associated with several letters.
			• Demonstrates understanding of the organization and basic features of print. (K.RF.1)
			  • Recognizes and name all uppercase and lowercase letters of the alphabet.
			• Know and apply grade-level phonics and word analysis skills in decoding words. (K.RF.3)
			  • Demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
			  • Associates the long and short sounds with the common spellings (graphemes) for the five major vowels.

COMPREHENSION AND TEXT STRUCTURE

Goal 1: Child demonstrates an understanding of narrative structure through storytelling/re-telling. P-Lit4

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	• Retells 2–3 key events from a well-known story, typically in the right order and using some simple sequencing terms, such as "first … and then."	• Retells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause-and-effect relationships. • Tells fictional or personal stories using a sequence of at least 2–3 connected events. • Identifies characters and main events in books and stories.	• With prompting and support, retells familiar stories, including key details. (K.RL.2) • With prompting and support, identifies the main topic and retells key details of a text. (K.RI.2) • With prompting and support, identifies characters, settings, and major events in a story. (K.RL.3) • With prompting and support, describes the connection between two individuals, events, ideas, or pieces of information in a text. (K.RI.3) • With prompting and support, describes the relationship between illustrations and the story/text in which they appear. (K.RL.7) • With prompting and support, compares and contrasts the adventures and experiences of characters in familiar stories. (K.RL.9) • With prompting and support, identifies basic similarities in and differences between two texts on the same topic. (K.RI.9)

CCR Anchor Standard 1: Reads closely to determine what the text says explicitly and to make logical inferences from it; cites specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCR Anchor Standard 7: Integrates and evaluates content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Goal 2: Child asks and answers questions about a book that was read aloud. P-Lit5

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• With support, can answer basic questions about likes or dislikes in a book or story. • With support, asks and answers questions about main characters or events in a familiar story. • With modeling and support, makes predictions about events that might happen next.	• With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. • With support, can answer questions about stories, such as predictions or how/why something is happening in a particular moment.	• Answers questions about details of a story with increasingly specific information, such as when asked "Who was Mary?" responds "She was the girl who was riding the horse and then got hurt." • Answers increasingly complex questions that require making predictions based on multiple pieces of information from the story, understanding characters' feelings or intentions, or explaining why something happened in the story. • Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.	• With prompting and support, asks and answers questions about key details in a text. (K.RL.1) (K.RI.1) • Asks and answers questions about unknown words in a text. (K.RL.4)(K.RI.4) • Actively engages in group reading activities with purpose and understanding. (K.RL.10) (K.RI.10)

CCR Anchor Standard 1: Reads closely to determine what the text says explicitly and to make logical inferences from it; cites specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCR Anchor Standard 4: Interprets words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzinge how specific word choices shape meaning or tone.
CCR Anchor Standard 10: Reads and comprehends complex literary and informational texts independently and proficiently.

WRITING

Goal 1: Child writes for a variety of purposes using increasingly sophisticated marks. P-Lit6

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten

• With support, holds a writing tool and copies single lines and circles.
 	
• With support, engages in writing activities that consist largely of drawing and scribbling.
 	
• With support, begins to convey meaning. With modeling and support, writes some letter-like forms and letters.
	• With trusted adult prompting, holds a writing tool with a three-finger grasp.
	
	• Able to imitate zigzag and crossed lines, trace dotted lines, and draw simple figures.
	
	• Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning.
	
	• With support, may use invented spelling consisting of main or beginning sounds, such as MV for movie or B for bug.
		• With minimal adult prompting, holds a writing tool with a three-finger grasp.
		
		• Able to copy more sophisticated figures, such as squares, crossed lines, and triangles.
		
		• Creates a variety of written products that may or may not phonetically relate to intended messages.
		
		• Shows an interest in copying simple words posted in the environment.
		
		• Attempts to independently write some words using invented spelling, such as K for kite.
		
		• Writes first name correctly or close to correctly.
		
		• Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print, such as creating a book that moves left to right.
			• Uses a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is* …). **(K.W.1)**
			
			• Uses a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic. **(K.W.2)**
			
			• Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **(K.W.3)**
			
			• With guidance and support from trusted adult, responds to questions and suggestions from peers and add details to strengthen writing as needed. **(K.W.5)**
			
			• With guidance and support from trusted adult, explores a variety of digital tools to produce and publish writing, including in collaboration with peers. **(K.W.6)**
			
			• Participates in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). **(K.W.7)**
			
			• With guidance and support from an adult, recalls information from experiences or gathers information from provided sources to answer a question. **(K.W.8)**
			
			• Demonstrates commands of the conventions of Standard English capitalization, punctuation, and spelling when writing. **(K.L.2)**
			  • Capitalizes the first word in a sentence and the pronoun I.Recognizes and names end punctuation.
			  • Writes a letter or letters for most consonant and short-vowel sounds (phonemes).
			  • Spells simple words phonetically, drawing on knowledge of sound-letter relationships.
			• Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking. **(K.L.1)**
			  • Prints many uppercase and lowercase letters.

CCR Anchor Standard 1: Writes arguments to support claims in an analysis of substantive topics of texts, using valid reasoning and relevant and sufficient evidence.
CCR Anchor Standard 4: Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCR Anchor Standard 7: Conducts short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Literacy: What Adults Should Do

Family Engagement & Home Language Support

- Invite family members and community members who speak the child's home language into the classroom to speak, read, and sing with the children. **CR** **DL**

- Bring in books, audio books, and music in the home language(s) of the children. **DL**

- Use culturally relevant pictures and other materials to support children's understanding of words and concepts in the second language, with care to avoid stereotypes. **CR** **DL**

- Ask children how to say words and phrases in their home language and teach it to other children. **DL**

- Tell stories to children in their home language and recognize that many culture's stories are nonlinear. **CR** **DL**

- Invite children to talk about the activities in their day, in their home language. **DL**

- Talk about the similarities of words in a child's home language and English. For example: "Triangle in English and triangulo in Spanish sound similar." **DL**

- Encourage children to find certain letters or characters meaningful in the child's home language. Engage them in conversations about them. For example: "Is that letter in your name?" **DL**

- Read books in the child's home language and stress the value of learning to read in both the home language and in English. **DL**

- Point out letters, numbers, and words on packages and signs in the child's home language. **DL**

Learning Environment

- Establish consistent daily routines in the classroom so children know what to expect and gain a sense of security. **CR**

- Post the daily schedule with pictures and the home language so children have visual cues of what happens during the day. **CR** **DL**

Learning Practices

- Provide wait time after asking a question or giving directions. **DL**

- Use gestures and body language when speaking to provide context and help children understand what is being said. **DL**

- Use real objects and visual aids to demonstrate what is being said. For example: "Do you want to paint?" while holding a paint cup and moving the paintbrush up and down. **DL**

- Engage children in activities and games that require listening and following directions, such as Simon Says or Red Light/Green Light.

Social Learning

- Buddy up an English-speaking child with a dual language learner to help them establish friendships and have a peer with whom to connect.

Questioning & Vocabulary

- Use questions with the answer included to help children be successful in communicating in English. For example: "Do you want to paint or play with blocks?" **DL**

- Talk about what the child is doing (e.g., "You are stacking the blocks") to connect the words with the child's action. **DL**

- Begin asking more challenging, open-ended questions as children move to productive use of language. **DL**

- Intentionally introduce and reinforce 2–3 new vocabulary words a day. **DL**

- Practice using descriptive words to explain how an object looks. If you have an apple, you might say, "This apple is bright red with smooth, shiny skin. It feels firm when I squeeze it. The top is thick but it gets narrow toward the bottom. If I bite into the apple, how do you think it will taste?"

- Model the use of uncommon words, such as "This drink tastes bitter."

Storytelling & Word Play

- Read books in English that have simple, repetitive phrases and/or that rhyme. `DL`

- Read books in small groups to allow for more opportunities for discussion. `CR`

- Read books multiple times and tell stories repeatedly. `CR` `DL`

- When reading, invite children to guess what will happen next.

- After reading a familiar story, encourage children to imagine a different ending and encourage them to tell their version.

- Repeat sounds children make, or make up sounds and see if they can copy them.

- When at the park, on the playground, or in the snow, use the surroundings to play with letters. Take turns writing letters in the snow, dirt, or sand. `CR`

- Look at pictures together in magazines, catalogs, or storybooks. Ask children to tell you what they think the people are doing or thinking, and write down what they say as a caption.

- Write a book together. Staple a few pieces of paper together. Ask the child to tell you a story and write out one or two sentences on each page. Then, read the story to them and let them illustrate it. `CR`

- Roll dough into letters. Spell out children's names and other words they want to spell with the different letters.

- Encourage children to write grocery or chore lists.

- Use drawings or pictures from magazines to create an alphabet book which has a letter and an object that begins with that letter on each page.

- Act out parts of children's favorite and well-known books and stories. `CR`

- Provide pencils, crayons, and paper to encourage writing.

- Create labels for different objects in the environment. For example, different books, places for toys, foods or objects in the kitchen, or clothes. Children can draw pictures to go along with it.

- Ask the children to draw a favorite scene, character, or page from a book. They can then write a description of what they drew and why they chose to draw it.

- Use magnetic letters, letter tiles, or cards from games to create both real and silly words. Practice building longer words by putting together shorter sounds and words.

- Read aloud a favorite story or poem as though it is a play or using different voices for the character and the narrator, to help children practice their pacing and expression.

- Encourage children to read out loud to their siblings or friends.

Mathematics

Links to Readiness and School Achievement

Three- and four-year-olds are eager to measure their height to see how much they have grown and to chime in with repeating patterns in books and songs. Increasingly, children use math strategies to solve problems during daily activities, such as figuring out how many more cups are needed at snack time. Because math includes generalizations and abstractions, math skills help young children connect ideas; develop logical and abstract thinking; and analyze, question, and understand the world around them. Children develop math concepts and skills through active exploration and discovery in the context of stimulating learning opportunities and intentional teaching strategies.

Kindergarteners are beginning to develop an understanding of formal math operations such as addition and subtraction. They understand that if an object is added to a group of objects then the total amount increases by one. Kindergarteners count and understand that combining two numbers makes a larger number. They are also beginning to read simple graphs and use the information to answer questions. At this age, children still benefit from an opportunity to learn and practice math skills through the use of manipulatives, games, and movement.
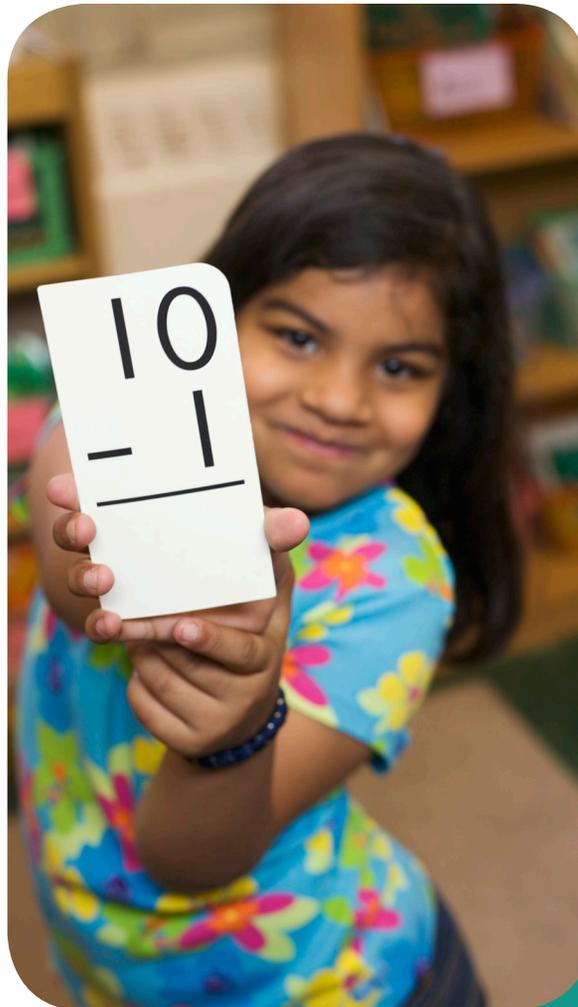
Culturally Responsive Practice for Mathematics

The instruction and learning opportunities young children experience set the stage for their cognitive development and success. Because cognitive development encompasses a broad range of skills, behaviors, and concepts, children display great individual variation in their development from birth to age 5. Prior experiences, cultural and linguistic backgrounds, temperament, and many other factors can impact the rate and course of cognitive development.

The chart below outlines the stages of language development that should be taken in to account as educators are observing and supporting children's progress towards meeting the mathematics standards. The chart also describes some ways that adults can support the growth and development of dual language learners.

Using the Standards with Dual Language Learners

The chart below outlines the stages of language development that should be taken into account as educators are observing and supporting children's progress toward meeting the mathematics standards. The chart also describes some ways that adults can support the growth and development of dual language learners. Note that stages of language development are not based on age or grade level and cannot be aligned to specific early learning progressions or standards.

What Dual Language Learner Children May Say or Do to Demonstrate Mathematics Learning

Home language use	• Counts in their home language • Names shapes and patterns in their home language • Understands and uses positional words in the home language (e.g., in, on, up, down)
Nonverbal	• Demonstrates one-to-one correspondence (e.g., as they pass out one napkin to each child) • Creates and extends a pattern • Connects a three-dimensional object with a two dimensional image (e.g., using a shape sorter) • Makes tally marks to count objects • Classifies and sorts objects into categories
Telegraphic speech	• Names some numbers in English • Uses some positional words (e.g., on, under, in) • Names some basic shapes
Productive use of language	• Describes attributes of shapes (e.g., "A square has four sides") • Explains simple A-B patterns in English • Uses comparative language, such as "shorter," "bigger," "heaviest" in English • Names numerals and connects them to their associated quantities in English • Explains, in English, how they classified objects into sets

Supporting Children with Special Needs

Every child is a unique individual with their own strengths, needs, and challenges, and every child is capable. Promoting a culture of high expectations for all children is a central objective. Some children, including those with special needs, may need varied approaches to instruction to ensure they have access to learning and opportunities to demonstrate knowledge. This may include the use of assistive technology, modifications to the curriculum, environmental adaptations, or specialized instruction. Mathematics outcomes can be achieved through intentional support so that all children can develop strong math skills. Early educators should partner with families to individualize teaching and learning and address the needs and strengths of each child.

Section Organization

Mathematics is organized by the goals identified in the *Head Start Early Learning Outcomes Framework*. The developmental progressions and indicators are also based on those in the *Head Start Early Learning Outcomes Framework*. The "By the End of Kindergarten" standards are directly from Oregon's Common Core Standards for Mathematics in Kindergarten.

Children may demonstrate attainment of the following goals in English, their home language, or other methods of communication.

Mathematics

Subdomains and Goals

Counting and Cardinality

1. Child knows number names and the count sequence.

2. Child recognizes the number of objects in a small set.

3. Child understands the relationship between numbers and quantities.

4. Child compares numbers.

5. Child associates a quantity with written numerals and begins to write numbers.

Operations and Algebraic Thinking

1. Child understands addition as adding to and understands subtraction as taking away from.

2. Child understands simple patterns.

Number and Operations in Base Ten

1. Child works with numbers 11 to 19 to gain foundations for place value.

Measurement and Data

1. Child measures objects by their various attributes using standard and non-standard measurement and uses differences in attributes to make comparisons.

2. Child classifies objects into given categories; counts the number of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10.)

Geometry and Spatial Sense

1. Child identifies, describes, compares, and composes shapes.

2. Child explores the positions of objects in space.

COUNTING AND CARDINALITY

Goal 1: Child knows number names and the count sequence. **P-Math1**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Says or signs some number words in sequence (up to 10), starting with one. • With support, understands that counting words are separate words, such as "one," "two," "three" versus "onetwothree."	• Says or signs more number words in sequence.	• Counts verbally or signs to at least 20 by ones.	• Counts to 100 by ones and by 10's. **(K.CC.1)** • Counts forward beginning from a given number within the known sequence (instead of having to begin at one). **(K.CC.2)**

Goal 2: Child recognizes the number of objects in a small set. **P-Math2**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Develops an understanding of what whole numbers mean. • With support, begins to recognize the number of small objects in groups without counting (referred to as "subitizing"). For example, there are two cars in a pile. A child looks and quickly says, "Look, two cars!"	• Quickly recognizes the number of objects in a small set (referred to as "subitizing").	• Instantly recognizes, without counting, small quantities of up to five objects and says or signs the number.	• No matching CCSS standard.

Goal 3: Child understands the relationship between numbers and quantities. P-Math3

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten

• With support, begins to coordinate verbal counting with objects by pointing to or moving objects or small groups of objects laid in a line (referred to as one-to-one correspondence).
 	
• With support, begins to understand that the last number represents how many objects are in a group (cardinality). For example, a child is asked to count a pile of bears. The adult asks "How many?" The child points and counts one, two, three and says, "Three!"
	• Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence).
	
	• Understands that the last number represents how many objects are in a group (cardinality).
		• When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.
		
		• Counts and answers "How many?" questions for approximately 10 objects.
		
		• Accurately counts as many as five objects in a scattered configuration.
		
		• Understands that each successive number name refers to a quantity that is one larger. For example, knows that six is larger than five.
		
		• Understands that the last number said represents the number of objects in a set.
			• Understands the relationship between numbers and quantities; connect counting to cardinality.
			  • a. When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
			  • b. Understands that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
			  • c. Understands that each successive number name refers to a quantity that is one larger. **(K.CC.4)**
			• Counts to answer "How many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, counts out that many objects. **(K.CC.5)**

Goal 4: Child compares numbers. P-Math4

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• With support, begins to accurately count and compare objects that are about the same size and are in small groups with trusted adult assistance, such as counts a pile of two blocks and a pile of four, and determines whether the piles have the same or different numbers of blocks. • Identifies the first and second objects in a sequence.	• Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller group's objects that are larger in size, such as markers. • Uses numbers related to order or position. For example, the child knows that three comes before four.	• Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects. • Identifies and uses numbers related to order or position from 1–10.	• Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies, including groups with up to 10 objects). **(K.CC.6)** • Compares two numbers between 1 and 10 presented as written numerals. **(K.CC.7)**

Goal 5: Child associates a quantity with written numerals and begins to write numbers. P-Math5

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• With support, begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	• Understands that written numbers represent quantities of objects and uses information symbols, such as a tally, to represent numerals. • With trusted adult support, writes some numerals up to 10.	• Associates a number of objects with a written numeral 0–5. • Recognizes and, with support, writes some numerals up to 10.	• Writes numbers from 0–20. • Represents a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). **(K.CC.3)**

OPERATIONS AND ALGEBRAIC THINKING

Goal 1: Child understands addition as adding to and understands subtraction as taking away from. **P-Math6**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Begins to add and subtract very small collections of objects with trusted adult support. For example, the adult says, "You have three grapes and get one more. How many in all?" Child counts out three, then counts out one more, then counts all four: "One, two, three, four. I have four!"	• With adult support, solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.	• Represents addition and subtraction in different ways, such as with fingers, objects, and drawings. • Solves addition and subtraction word problems. For example, when told "You have two carrots and your friend gives you two more. How many do you have now?" Adds and subtracts up to five to or from a given number. • With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of three and a group of two, counts "One, two, three …" and then counts on "four, five!" (keeping track with fingers). When counting back for subtraction such as taking away three from five, counts, "Five, four, three … two!" (keeping track with fingers).	• Represents addition and subtraction with objects, fingers, mental images, or drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the standards.) **(K.OA.1)** • Solves addition and subtraction word problems and adds and subtracts within 10, (e.g., by using objects or drawings to represent the problem). **(K.OA.2)** • Decomposes numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings) and records each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). **(K.OA.3)** • For any number from 1 to 9, finds the number that makes 10 when added to the given number (e.g., by using objects or drawings) and records the answer with a drawing or equation. **(K.OA.4)** • Fluently adds and subtracts within five. **(K.OA.5)**

Goal 2: Child understands simple patterns. **P-Math7**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• With support, recognizes a simple pattern, and with trusted adult assistance, fills in the missing element of a pattern, such as red, blue, red, blue, ___, blue. Duplicates and extends ABABAB patterns.	• Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.	• Fills in missing elements of simple patterns. Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks. • Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.	• Not addressed in CCSS.

NUMBERS AND OPERATIONS IN BASE TEN

Goal 1: Child works with numbers 11 to 19 to gain foundations for place value. **P-Math8**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Not addressed in *Head Start Early Learning Outcomes Framework*.	• Not addressed in *Head Start Early Learning Outcomes Framework*.	• Not addressed in *Head Start Early Learning Outcomes Framework*.	• Composes and decomposes numbers from 11 to 19 into 10 ones and some further ones (e.g., by using objects or drawings) and records each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understands that these numbers are composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones.

MEASUREMENT AND DATA

Goal 1: Child measures objects by their various attributes using standard and non-standard measurement and uses differences in attributes to make comparisons. **P-Math9**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• With trusted adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	• With some trusted adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.	• Measures using the same unit, such as putting together snap cubes to see how tall a book is. • Compares or orders up to five objects based on their measurable attributes, such as height or weight. • Uses comparative language, such as shortest, heavier, or biggest.	• Describes measurable attributes of objects, such as length or weight. Describes several measurable attributes of a single object. **(K.MD.1)** • Directly compares two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describes the difference. For example, directly compares the heights of two children and describes one child as taller/shorter. **(K.MD.2)**

Goal 2: Child classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10). **P-Math10**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Not addressed in HEAD START EARLY LEARNING OUTCOMES FRAMEWORK.	• Not addressed in HEAD START EARLY LEARNING OUTCOMES FRAMEWORK.	• Not addressed in HEAD START EARLY LEARNING OUTCOMES FRAMEWORK.	• Classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10.) **(K.MD.3)**

GEOMETRY AND SPATIAL SENSE

Goal 1: Child identifies, describes, compares, and composes shapes. **P-Math11**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Recognizes and names a typical circle, square, and (sometimes) triangle. • With trusted adult support, matches some shapes that are different sizes and orientations.	• Recognizes and compares a greater number of shapes of different sizes and orientations. • Begins to identify sides and angles as distinct parts of shapes.	• Names and describes shapes in terms of length of sides, number of sides, and number of angles. • Correctly names basic shapes regardless of size and orientation. • Analyzes, compares, and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape. • Creates and builds shapes from components.	• Correctly names shapes regardless of their orientations or overall size. **(K.G.2)** • Identifies shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **(K.G.3)** • Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **(K.G.4)** • Models shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. **(K.G.5)** • Composes simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" **(K.G.6)**

Goal 2: Child explores the positions of objects in space. **P-Math12**

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Begins to understand spatial vocabulary. • With trusted adult support, follows directions involving their own position in space, such as "Stand up and stretch your arms to the sky."	• Increasingly understands spatial vocabulary. • Follows directions involving their own position in space, such as "Move to the front of the line."	• Understands and uses language related to directionality, order, and the position of objects, including up/down, and front/behind. • Correctly follows directions involving their own position in space, such as "Stand up" and "Move forward."	• Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. **(K.G.1)**

Mathematics: What Adults Should Do

Family Engagement & Home Language Support

- Use culturally relevant pictures and other materials to support children's understanding of words and concepts in the second language, with care to avoid stereotypes. `CR` `DL`

- Talk about the similarities of words in a child's home language and English. For example: "Triangle in English and triangulo in Spanish sound similar." `DL`

- Point out numbers on packages and signs in the child's home language. `DL`

- Include counting books in the child's home language. `DL`

- Encourage children to teach other children how to count to 10 in their home language. `DL`

Learning Environment

- Establish consistent daily routines in the classroom so children know what to expect and gain a sense of security. `CR`

- Post the daily schedule with pictures and the home language so children have visual cues of what happens during the day. `CR` `DL`

- Provide numerous real objects for children to demonstrate their mathematical knowledge for counting and classifying (e.g., rocks, buttons, shells).

Learning Practices

- Provide wait time after asking a question or giving directions. `DL`

- Use gestures and body language when speaking to provide context and help children understand what is being said, such as concepts like big and small. `DL`

- Use real objects and visual aids to demonstrate what is being said. For example: "Do you want to paint?" while holding a paint cup and moving the paintbrush up and down. `DL`

- Play games such as Simon Says to use gestures to demonstrate words such as under, over, around, and other positional words.

- When counting, hold up the corresponding number of fingers and/or show the corresponding numeral. `DL`

- Provide opportunities for children to measure with nonstandard units of measure, such as with their hands and feet.

- Play matching games.

- Sing counting songs.

- Encourage children to count out things to put on the table for a meal.

- Invite children to help find matching items in the environment.

Questioning & Vocabulary

- Use questions with the answer included to help children be successful in communicating in English. For example: "Do you want to paint or play with blocks?" `DL`

- Talk about what the child is doing (e.g., "You are stacking the blocks") to connect the words with the child's action. `DL`

- Begin asking more challenging, open-ended questions as children move to productive use of language. `DL`

- Intentionally introduce and reinforce 2–3 new vocabulary words a day. `DL`

- Practice using descriptive words to explain how an object looks. If you have an apple, you might say, "This apple is bright red with smooth, shiny skin. It feels firm when I squeeze it. The top is thick but it gets narrow toward the bottom. If I bite into the apple, how do you think it will taste?"

- Demonstrate and repeat mathematical terms, such as count and classify, to aid children's understanding.

- Point out numbers on signs (e.g., in the grocery store).

- Use number names to say the number of an object. For example: "There are two trees."

`CR` *means culturally responsive practice*   `DL` *means dual language learners*

Math Play & Problem Solving

- Ask children "Which is larger?" or "Which is more?" and listen to the answer. Ask why.

- Ask questions that require comparing numbers of items. (Children might use matching or counting to find the answer or answer in their home language.)

- Pick an object and give clues to that object by using directional language: up, down, over, under, between, through, beside, behind, in front of, and on top of.

- Play games that use position and size words: first, last, big, little, top, and bottom.

- Use words that show sequence when talking about everyday activities: first, second, and finally.

- Have children compare the size of a small animal (such as a bird) with the size of a part of the child's body (e.g., fist, arm).

- Compare two small sets of objects and decide whether one group is more, less, or the same as the other.

- Count steps as you climb them, count as children jump, or count objects as you buy them in a store.

- Use blocks, straws, sticks, and other objects to make shapes and create color or shape patterns.

- Play I Spy with shapes and colors. For example: "I spy a circle," or "I spy something red."

- Go for a walk and offer directions, such as "hop two times" or "take three big steps and one little step."

- Play "Write the next number." You write a number, and the child writes the next number.

- Invite children to solve simple addition and subtraction problems in the environment. For example: "You have two shoes and I have two shoes. How many shoes do we have together?"

- Create a bag of shapes using household items, and practice naming and sorting them. Find common shapes in the environment.

- Compare two objects and ask which object is larger, shorter, heavier, and so on.

- Make up story problems when making everyday decisions. For example: "We have two friends joining us for lunch. How many plates do we need?" Or: "The cake recipe takes four eggs. I only have one here. How many more do we need?"

- Use blocks or other building toys to construct houses, towers, vehicles, and so on. As you build, count pieces by 10s, add and subtract pieces, and pay attention to the different shapes you use.

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& Resources
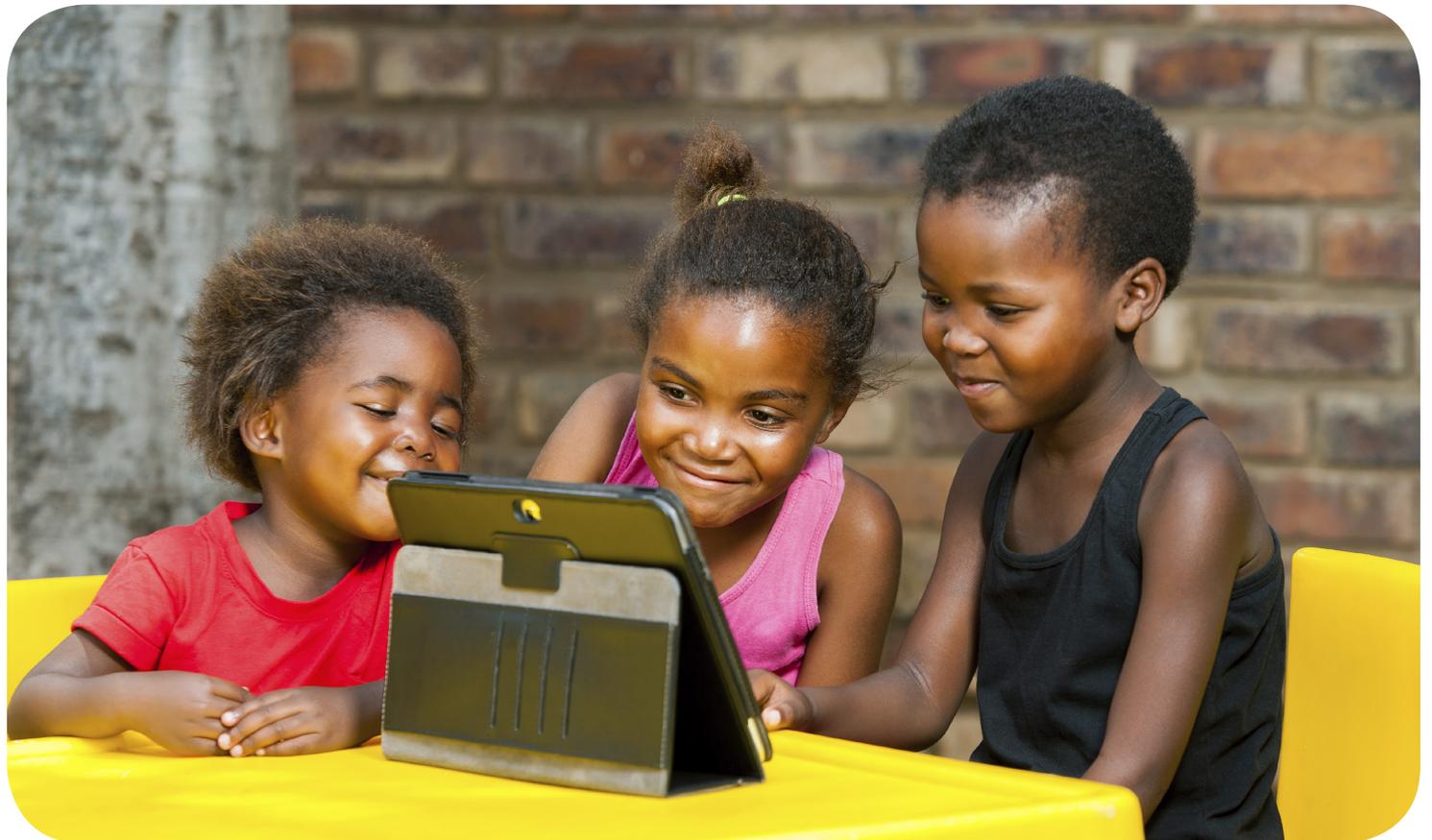
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