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Early Learning Standards



Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

Arizona Department of Education

EARLY LEARNING STANDARDS

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ACKNOWLEDGEMENTS

Original Edition Contributors

The development process of the *Arizona Early Childhood Education Standards* began in February of 2001, through an *Even Start Family Literacy Statewide Initiative Grant*, which was housed in the Department of Education's Adult Education Section. Under the leadership of Karen Liersch, Deputy Associate Superintendent, the first team of dedicated early childhood practitioners developed and wrote the original *Arizona Early Childhood Standards*. The Arizona State Board of Education approved the original standards document in May 2003.

The Arizona Department of Education wishes to acknowledge the contributions and foundations created by the following early childhood experts: Holly Abbott, Pauline Baker, Elaine Bridschge, Marilyn Box, Kelvin Broad, Eva Curley, Eleanor Droegemeier, Sandy Foreman, Olivia Jimenez, Dari Johnson, Wanda Billings-Reber, Bonnie Lund, Leonor Lundholm, Karen McIlroy, Catherine Mulligan, Garthanne de Ocampo, Nancy Perry, Kay Stritzel Rencken, Rhonda Richardson, Natalie Scott, Ramona Staires, Lois Schneider, Kimberly Tan, June Torrance, Gloria Williams, Sue Yale and Lizzie Zamora.

Refined Edition Contributors

In January of 2004, new focuses, new mandates, and new research brought new attention to the Early Childhood arena. The newly created Early Childhood Education Section of the Arizona Department of Education under the leadership of Karen Woodhouse, Deputy Associate Superintendent, began the refinement process of the Early Childhood Standards. The "Refinement Team" consisted of the many faces and facets of early childhood stakeholders from throughout the state.

The Department wishes to acknowledge and extend its appreciation to "Refinement Team Members" for their commitment, expertise and wisdom in refining the Early Learning Standards:

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In addition, the Department wishes to acknowledge the hundreds of early childhood practitioners, parents and stakeholders who attended focus sessions conducted around the state and who sent comments and suggestions throughout the refinement process. Through their assistance, the newly refined Early Learning Standards have evolved into a quality framework that can be utilized by parents, caregivers, teachers, instructors and administrators.

We acknowledge the assistance provided by Susan Pimentel and the Aha Consultants, as well as many Department personnel and other outside expert reviewers.



STATEMENT OF PURPOSE

The Arizona Early Learning Standards have been developed to provide a framework for the planning of quality learning experiences for all children 3 to 5 years of age. The standards cover a broad range of skill development and provide a useful instructional foundation for children from diverse backgrounds and with diverse abilities. The standards are intended for use by all those who work with young children in any early care and education setting in urban, rural and tribal communities.



Every Child


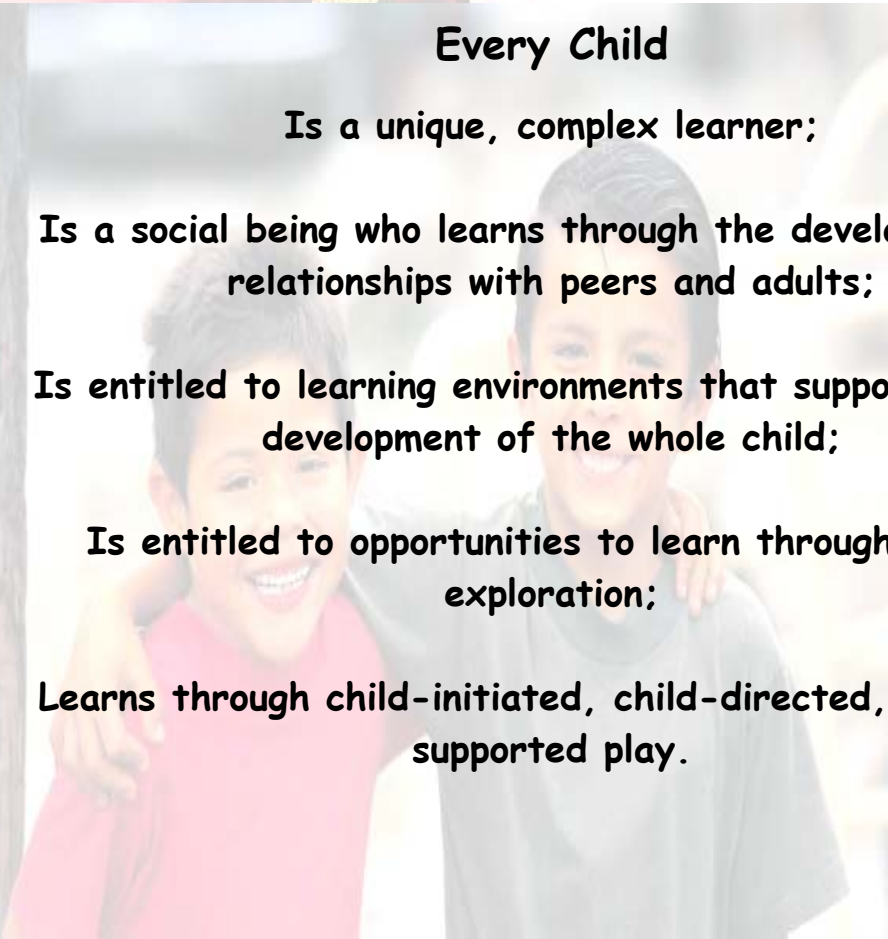
Is a unique, complex learner;

Is a social being who learns through the development of relationships with peers and adults;

Is entitled to learning environments that support optimal development of the whole child;

Is entitled to opportunities to learn through active exploration;

Learns through child-initiated, child-directed, teacher-supported play.





Introduction

Although the Early Learning Standards document is separated into specific domains of learning, the intent is not to suggest that children's skills develop separately or apart from each other. Nor is it the intent that isolated skill instruction be used as an appropriate way to support learning during the preschool years. The standards document is based on the premises that learning occurs on a continuum and that developmental domains are highly interrelated. Children succeed to their highest potential in nurturing environments that support their learning across domains.

GUIDING PRINCIPLES

- Each child progresses at a unique rate, has an individual learning style and possesses diverse abilities.
- Young children learn through active exploration of their environment where there is a balance between self-discovery and adult initiated/selected activities.
- Children's learning is based on prior knowledge and experiences that are constructed through play, social interactions with other children, and consistent experiences guided by nurturing adults.
- Optimal learning occurs in environments where the adult is respectful of the child, the family, the language, the culture, and the community.
- Children's progress is best understood through observable behavioral change using ongoing observation, anecdotal recordkeeping, and collection of children's work.
- Children develop a sense of empowerment by having many opportunities to make choices within their daily routines.
- Children learn best when their health and nutritional needs are met.
- Families are the primary caregivers and educators of young children.
- Young children are capable and competent regardless of their backgrounds, their experiences and their varying abilities.

INCLUSIVE PRACTICES

Early Childhood Special Education

Standards are an essential first step for designing effective preschool curricula since they represent an agreed upon agenda for teaching and learning. They assist all early education professionals in setting high expectations for children rather than lowering expectations for children with disabilities or other challenges. Therefore, the Arizona Early Learning Standards should be used for students with disabilities as well as with typically developing children. Because these standards establish the content for learning, the focus for classrooms no longer needs to be on an age, grade, or specific functional level but on actual performance on a standard. Like any quality standard, the Arizona Early Learning Standards are designed to be used to plan creative experiences that support children in reaching their highest potential, capture their interest in learning, and build on what they already know.

English Language Learners

All children have acquired knowledge as a result of the language used in their home since birth. The richer the home language and background experiences, the easier it is for children to learn a second language. Children develop language much the same way they acquire other skills, along a continuum, at different rates, and with individual learning styles. Some children may experience a silent period while they learn English; other children may practice their knowledge by mixing or combining languages; still others may quickly acquire English-language proficiency. Each child's progress in learning English needs to be respected and viewed as acceptable, logical, and part of the ongoing process of learning any new skill. The skills needed for young English language learners to become proficient in English are fully embedded in the Arizona Early Learning Standards. Using the standards to plan enriching experiences will enhance children's proficiency in English and enable them to become successful learners.

The Arizona Early Learning Standards are:

- A framework that provides an essential first step for designing and/or choosing an effective, high-quality preschool curricula
- Common, agreed upon goals and outcomes for teaching and learning
- Building blocks that illustrate the interconnectedness of emotional, social, language, cognitive and physical development and learning that address the whole child
- A reflection of current brain development, early childhood research and best practices
- A continuum of learning outcomes for preschool children
- A link between early learning expectations and school readiness
- A framework that links content and curriculum, professional development and assessment tools to ensure age-appropriate activities, goals and performance outcomes for three to five year old children
- Appropriate for all children regardless of background, language and diverse needs
- Flexible; can be modified up or down to meet the specific needs of all children
- A step toward eliminating fragmentation in early care and education programs throughout Arizona
- Separated into domains; yet the indicators in each domain are interrelated and interdependent. They all need to be woven together into daily routines, activities and play
- A tool to assist parents, caregivers and teachers in creating meaningful and appropriate learning experiences for preschool children

The Arizona Early Learning Standards are not:

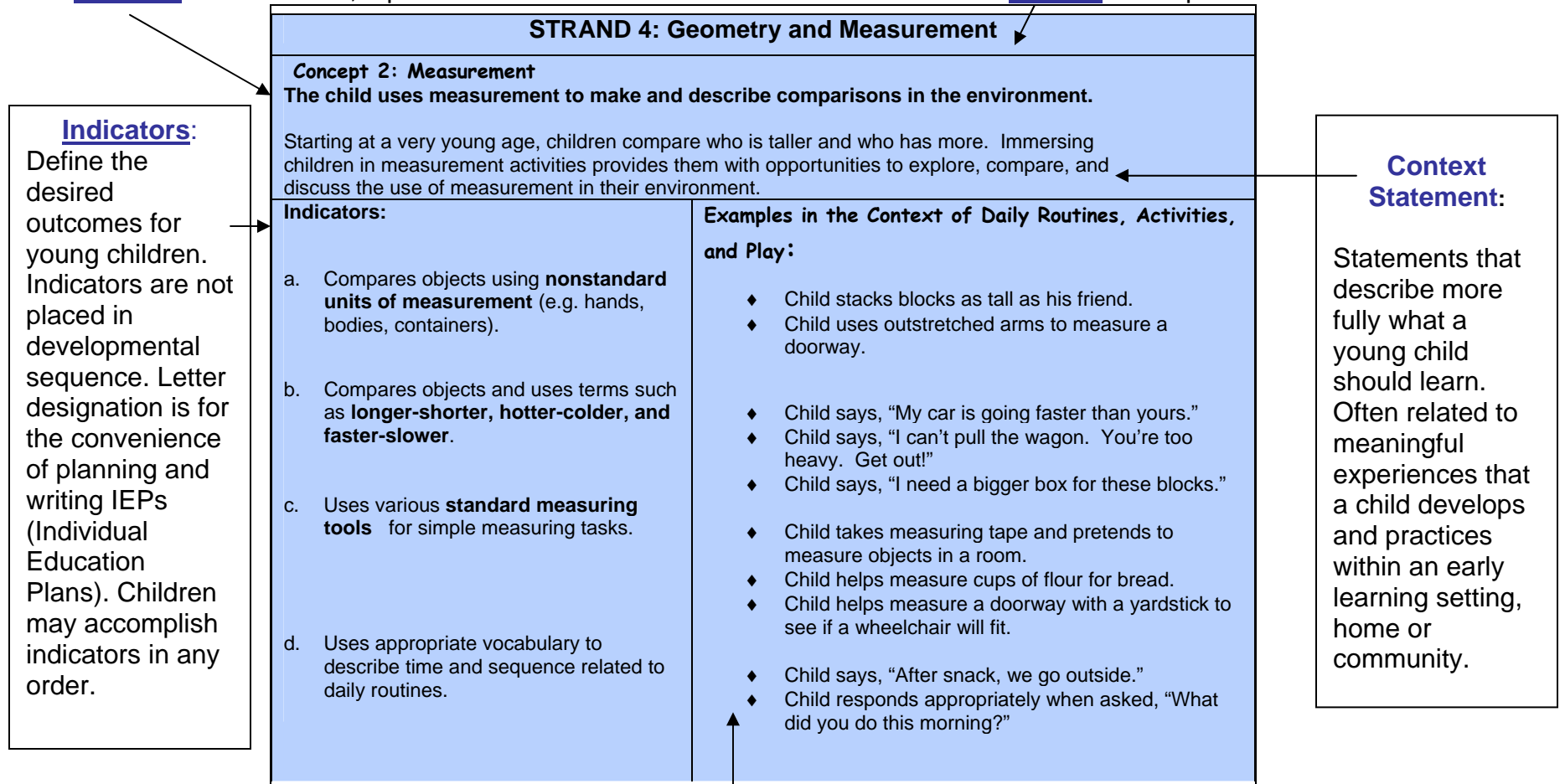
- Intended for use as a curriculum
- Intended for use as a checklist
- Intended for use as an assessment tool
- Meant to be used in isolation
- Meant to stifle the creativity of caregivers or teachers
- Intended to imply that only formal and structured activities are to be planned for young children

A Visual Explanation of the Arizona Early Learning Standards Components

Standard: An agreed upon framework of skills that young children need to experience in order to develop a foundation for higher levels of learning. (**Mathematics**)

Concept: One element, topic or sub-skill of the strand.

Strand: A component of the standard.



Indicators:
Define the desired outcomes for young children. Indicators are not placed in developmental sequence. Letter designation is for the convenience of planning and writing IEPs (Individual Education Plans). Children may accomplish indicators in any order.

Context Statement:
Statements that describe more fully what a young child should learn. Often related to meaningful experiences that a child develops and practices within an early learning setting, home or community.

Examples in the Context of Daily Routines, Activities and Play:
These are samples of activities that children might perform in the context of play and daily routines that demonstrate learning of a particular skill or knowledge and understanding of a particular concept.



Social Emotional Standard

SOCIAL EMOTIONAL STANDARD

For Young Children From Three to Five Years Old

Overview

Children learn and thrive when they feel emotionally secure and physically safe. Early in life children demonstrate feelings of competence and take pride in their accomplishments. Children need to develop the capacity to experience, express, and gain self-control over their emotions and social interactions in order to mature socially and emotionally. This development is enhanced through nurturing relationships and positive early learning experiences.

A consistent and predictable environment strengthens a child's confidence in approaching new challenges. Confident children approach new tasks and situations enthusiastically. They recognize and express emotions appropriately as well as share information about themselves and others.

Social and emotional development is the building block of children's **cognitive development** and life long learning. This domain becomes the foundation for helping children understand themselves, form constructive social relationships and relate to the larger world.

The Social/Emotional Standard is organized into the following strands and related concepts:

Strand 1: Knowledge of Self

- **Self Awareness**
- **Recognition and Expression of Feelings**

Strand 2: Social Interactions with Others

- **Separation**
- **Cooperation**

Strand 3: Responsibility for Self and Others

- **Self Control**
- **Respect**

Strand 4: Approaches to Learning

- **Curiosity**
- **Initiative**
- **Persistence**
- **Creativity**
- **Problem-Solving**
- **Confidence**

Social Emotional Standard Definitions

Cognitive Development is the development of knowledge and skills, which help children think about and understand the world around them.

Empathy is the ability to recognize, respond and share in another's emotions, thoughts or feelings.

Initiative is the action of taking the first step.

Refusal Skills are evident when a child states "no" upon determining that an action would be wrong, harmful or dangerous.

Self-awareness is the ability to look at one's self and to understand one's self.

STRAND 1: KNOWLEDGE OF SELF

Concept 1: Self-Awareness

The child demonstrates an awareness of his or her self.

Children develop a sense of personal identity as they begin to recognize the characteristics that make them unique as individuals and to build self-esteem.

Indicators:

- a. Demonstrates self-confidence

- b. Makes personal preferences known to others.

- c. Demonstrates knowledge of self-identity.

- d. Shows an awareness of similarities and differences between self and others.

Examples in the Context of Daily Routines, Activities, and Play:

- Child acknowledges his own accomplishments and says, "I can hit the ball."
- Child tells her friends, "I don't like that."

- When asked to name a favorite color, child signs, "red."
- Child says, "I like chocolate ice cream."

- While looking in the mirror, child says, "I have new glasses."
- Child says, "My birthday is in May."

- Child says, "I am bigger than you."
- Child points to his shirt and then to his friend's, indicating that they are wearing the same color of shirt.

STRAND 1: KNOWLEDGE OF SELF

Concept 2: Recognition and Expression of Feelings

The child recognizes and expresses feelings of self and others.

Children develop the ability to effectively and appropriately express themselves and learn that their attitudes and feelings are an important aspect of emotional well-being. Children develop an awareness of the feelings of others through daily interactions with friends and family.

Indicators:

- a. Associates emotions with words and facial expressions.
- b. Identifies and describes own feelings.
- c. Demonstrates **refusal skills** by saying "No" to/in harmful situations.
- d. Identifies and describes feelings of others.
- e. Expresses **empathy** for others

Examples in the Context of Daily Routines, Activities, and Play:

- When shown a puppet with a smile, child uses Sign Language to sign "happy".
- While listening to a story child covers his eyes and says, "This is scary!"
- A child says, "I am happy today, it's my birthday!"
- When playing outside, child says, "It makes me mad when you take my bike!"
- Child walks away when a stranger asks "What's your name?"
- Child says "No, I won't jump off the slide."
- Child approaches an adult and says, "Jamal is sad. He is crying."
- After drawing a picture of her mom, child says, "My mom will be so happy to see my picture."
- Child sees his friend crying, and then gives her a hug.
- After seeing his friend fall down, child asks, "Are you OK?"

STRAND 2: SOCIAL INTERACTIONS WITH OTHERS

Concept 1: Separation

The child demonstrates the ability to separate from familiar adults.

Positive social relationships between adults and children develop in an environment where children feel safe and secure.

Indicators:

- a. Interacts with others when family member is nearby.

- b. Separates from family members without undue stress.

- c. Seeks comfort and security from familiar adults.

Examples in the Context of Daily Routines, Activities, and Play:

- While child's mother talks to another parent, their children play together on the slide.
- Child continues to play after acknowledging a family member's arrival.

- Child runs off to play, when his Nana drops him off at his friend's house.
- Child doesn't cry when dropped off at school or child care provider's home.

- When child hurts her finger while playing with a toy truck, she runs to her caregiver for comfort.
- Child occasionally seeks hugs from her teacher.

STRAND 2: SOCIAL INTERACTIONS WITH OTHERS

Concept 2: Cooperation

The child demonstrates the ability to give and take during social interactions.

Children's cooperation with peers and adults implies an understanding of mutual rights and the ability to balance their needs with those of others.

Indicators:

- a. Responds when adults or other children initiate interactions.
- b. Initiates and sustains positive interactions with adults and friends.
- c. Demonstrates positive ways to resolve conflict.

Examples in the Context of Daily Routines, Activities, and Play:

- Child pretends to eat a hamburger and answers "Yes" when asked "Do you want French fries?"
- Child says, "I want to play outside when asked, "What do you want to do now?"
- While putting together a puzzle, child asks if he can help. The children finish putting the puzzle together.
- Child says, "Let's build a road for our cars." Children work together to build a road.
- Child trades toys with a friend.
- Child agrees to share blocks with her friend who wants to play with them.

STRAND 3: RESPONSIBILITY FOR SELF AND OTHERS

Concept 1: Self-Control

The child follows and understands rules and routines in various environments.

Young children develop self-control as they acquire the ability to regulate impulses and follow rules and routines. This enables children to function successfully and independently in both personal and social contexts.

Indicators:

- a. Manages transitions, daily routines and unexpected events.
- b. Understands and follows rules in the learning environment.
- c. Accepts the consequences of actions positive or negative.
- d. Adjusts behavior for alternate activities and in different settings of the learning environment.

Examples in the Context of Daily Routines, Activities, and Play:

- When it is time for a story, child puts away the blocks and goes to where the children are gathered.
- Child asks, "Who is that?" when seeing an unexpected visitor, and then continues with activity.
- Child reminds friends that running is for outside.
- Child puts his puzzle away when "Clean Up Time" is announced.
- Child gets a sponge to wipe up his milk, after spilling it on the table.
- Child gets an ice pack for her friend after accidentally hitting him on the hand with a block.
- Child uses a quiet voice when visiting the library.
- Child shares learning materials during group activities.

STRAND 3: RESPONSIBILITY FOR SELF AND OTHERS

Concept 2: Respect

The child acknowledges the rights and property of self and others.

When children interact with others, they become aware of the limits and boundaries of acceptable behavior and begin to learn about the possible consequences of their actions. They learn to manage their behavior and develop appropriate social interactions with other children. Additionally, children thrive in environments when they have a sense of ownership.

Indicators:

- a. Asks permission before using items that belong to others.
- b. Defends own rights and the rights of others.
- c. Uses courteous words and actions.
- d. Participates in cleaning up the learning environment.
- e. Shows respect for learning materials and toys.

Examples in the Context of Daily Routines, Activities, and Play:

- Child sees a doll in another child's backpack and asks to play with it.
- Child asks, "May I ride the trike next?"
- Child tells his friend not to knock down his block structure.
- Child says, "Elizabeth, Joe had the bike first."
- Child says, "Thank you" after receiving a snack.
- Child waits for her turn during a conversation.
- Child helps put the crayons away.
- Child picks up books from the floor and places them on the shelf.
- Child reminds friends to take care of the toys.
- Child picks up crayons from the floor and returns them to the correct container.

STRAND 4: APPROACHES TO LEARNING

Concept 1: Curiosity

The child is inquisitive about new experiences.

Children are active learners, naturally curious, and eager to learn. Curiosity relates to children's tendencies to explore all aspects of the environment, from objects and people, to ideas and customs. It is through finding the answers to their own questions that children construct knowledge.

Indicators:

- a. Selects an activity when choices are provided.
- b. Shows interest in learning new things and trying new experiences.
- c. Expresses interest in people.
- d. Asks questions to get information.

Examples in Context of Daily Routine, Activities, and Play:

- When given the choice to either play with the toys or paint, the child chooses to paint.
- Child runs to the slide during outside activities.
- Child says, "Let me have a turn" when a microscope is brought into the room for the first time.
- Child asks, "How did you make the play dough?"
- Child inquires why his friend is not at school.
- Child asks, "Do you have any sisters?"
- When going on a walk, the child asks, "Where are we going?"
- After listening to a story about a dog, child asks, "What kind of dog do you have?"

STRAND 4: APPROACHES TO LEARNING

Concept 2: Initiative

The child demonstrates independence.

Initiative refers to a child's ability to exhibit a spirit of independence and sense of control over his or her choices. It also reflects the child's ability to initiate social relationships, and demonstrates a growing sense of self-sufficiency and confidence while interacting with others.

Indicators:

- a. Initiates interaction with others.
- b. Makes decisions independently.
- c. Develops independence during activities, routines and play.

Examples in the Context of Daily Routines, Activities, and Play:

- While playing outside, child asks a friend to play with her on the slide.
- Child joins three other children to play in the sand.
- Instead of playing with friends, the child chooses to read a story by himself.
- Upon entering the learning environment, the child hangs up his coat and backpack.
- Child washes his hands when he is finished painting without being told to do so.

STRAND 4: APPROACHES TO LEARNING

Concept 3: Persistence

The child demonstrates the ability to maintain and sustain a challenging task.

Starting at a very young age, children develop an understanding of how to maintain and sustain a task. Children's capacities to engage in what they are doing and to meet challenges appropriate to their level of development, demonstrate persistence. The ability to persist in a task is an important element in learning.

Indicators:

- a. Continuously attends to a task.
- b. Pursues challenges.
- c. Copes with frustration or disappointment.

Examples in the Context of Daily Routines, Activities, and Play:

- Child works on building a Lego structure throughout the course of the day.
- Child repeatedly attempts to tape two paper towel tubes together.
- Child asks for a puzzle with many pieces.
- Child attempts to swing across the monkey bars.
- Child spills a cup of juice on the floor, cleans it up and asks for some more juice.
- Child says, "We have to go inside, it is raining. We can come back out when it stops."

STRAND 4: APPROACHES TO LEARNING

Concept 4: Creativity

The child demonstrates the ability to express his/her own unique way of seeing the world.

Creativity can be expressed in many ways. We commonly think of this word in association with the expressive arts. However, creativity involves being able to cope with new situations and problems as well as to see things from a different perspective. A creative child extends and elaborates on ideas and has a sense of humor.

Indicators:

- a. Uses imagination to generate new ideas.

- b. Appreciates humor.

Examples in the Context of Daily Routines, Activities, and Play:

- Child creates a story about a picture she has drawn.
- While playing house with a friend, child says, "Let's take the babies to the park."

- Child reacts with a laugh or smile when something silly occurs in the story.
Child says, "That is a funny story."

STRAND 4: APPROACHES TO LEARNING

Concept 5: Problem-solving

The child demonstrates the ability to seek solutions to problems.

Problem solving involves the child's ability to look for or find solutions for everyday problems. This ability is crucial for constructing knowledge as the child builds on his or her prior experiences and integrates new information.

Indicators:

- a. Recognizes problems.
- b. Tries to solve problems.
- c. Seeks adult assistance when support is required.
- d. Works to solve a problem independently.

Examples in the Context of Daily Routines, Activities, and Play:

- When setting the table, child recognizes that there are not enough cups and asks for additional cups.
- When child discovers paint on his pants, he wets a paper towel and wipes the paint off.
- When putting on her jacket, the child asks, "Will you zip my jacket?"
- Child tells adult, "He took my toy."
- When ropes on the swing become tangled, child works to untangle them.

STRAND 4: APPROACHES TO LEARNING

Concept 6: Confidence

The child demonstrates self-assurance in a variety of circumstances.

Confident children feel positive about themselves and their ability to do things or to adapt to changing situations. A confident child is willing to take a reasonable risk, to express or defend ideas, to try new experiences, or to engage in challenging tasks.

Indicators:

- a. Expresses opinions or ideas.
- b. Views self as competent and skilled.
- c. Is willing to take risks and consider a variety of alternatives.

Examples in the Context of Daily Routines, Activities, and Play:

- Child indicates red is her favorite color and then chooses it.
- While building a castle, the child says to his friend, "I know how to get the top to stay on."
- The child says, "I can pour the juice myself."
- Child tells his friend, "I don't want you to help. I can do it!"
- When offered "broccoli and ranch dressing", the child says, "I want to try it."

STRAND 1: KNOWLEDGE OF SELF

| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
|---|--|--|
| Self-Awareness | Social & Emotional Development | Comprehensive Health |
| Demonstrates self-confidence. | Develops growing capacity for independence in a range of activities, routines, and tasks. Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments. | |
| Makes personal preferences known to others. | Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences. | |
| Demonstrates knowledge of self-identity. | Develops ability to identify personal characteristics including gender, and family composition. | |
| Shows an awareness of similarities and differences between self and others. | Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures. | Interact positively with students in class regardless of personal differences. |
| | | |
| Recognition and Expression of Feelings | Social & Emotional Development | Comprehensive Health |
| Associates emotions with words and facial expressions. | | Identify verbal and nonverbal communication |
| | | |

STRAND 1: KNOWLEDGE OF SELF - CONTINUED

| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
|---|---|--|
| Recognition and Expression of Feelings | Social & Emotional Development | Comprehensive Health |
| Identifies and describes own feelings. | Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property. | Identify basic emotions. |
| Identifies and describes feelings of others. | | Identify a need, want, and feeling. |
| Demonstrates refusal skills by saying, "No" to/in harmful situations. | | Identify refusal skills that enhance health. |
| Expresses empathy for others. | Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others. | Identify how to communicate care, consideration, and respect of self and others. |

STRAND 2: SOCIAL INTERACTIONS WITH OTHERS

| Separation | Social & Emotional Development | Comprehensive Health |
|---|--|-----------------------------|
| Interacts with others when family member is nearby. | Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. | |
| Separates from family members without undue stress. | | |
| Seeks comfort and security from familiar adults. | | |
| | | |

STRAND 2: SOCIAL INTERACTIONS WITH OTHERS - CONTINUED

| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
|---|---|--|
| Cooperation | Social & Emotional Development | Comprehensive Health |
| <p>Responds when adults or other children initiate interactions.</p> <p>Initiates and sustains positive interactions with adults and friends.</p> | <p>Develops increasing abilities to give and take in interactions; to take turns in games or using materials, and to interact without being overly submissive or directive.</p> <p>Shows progress in developing friendships with peers.</p> | <p>Identify characteristics of attentive listening skills that build and maintain healthy relationships.</p> <p>Share space and equipment with others.</p> |
| <p>Demonstrates positive ways to resolve conflict.</p> | <p>Show increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.</p> | <p>Differentiate between negative and positive behaviors used in conflict situations.</p> <p>Demonstrate nonviolent strategies to resolve conflict.</p> |

STRAND 3: RESPONSIBILITY FOR SELF AND OTHERS

| Self-Control | Social & Emotional Development | Comprehensive Health |
|---|--|--|
| <p>Understands and follows rules in the learning environment.</p> <p>Adjusts behavior for alternate activities and in different settings of the learning environment.</p> | | <p>Apply, with teacher reinforcement, classroom rules and procedures and safe practices.</p> |
| <p>Accepts the consequences of actions positive or negative.</p> | <p>Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.</p> | |
| | | |

STRAND 3: RESPONSIBILITY FOR SELF AND OTHERS – CONTINUED

| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
|---|--|---------------------------------|
| Respect | Social & Emotional Development | Comprehensive Health |
| Asks permission before using items that belong to others. | Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions. | |
| Defends own rights and the rights of others. | Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property. | |
| Uses courteous words and actions. | Shows progress in developing friendships with peers. | |
| Participates in cleaning up the learning environment. Shows respect for learning materials and toys. | Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely and respectfully. | |

STRAND 4: APPROACHES TO LEARNING

| Curiosity | Initiative and Curiosity | Comprehensive Health |
|---|--|-----------------------------|
| Selects an activity when choices are provided. | Develops increased ability to make independent choices. | |
| Shows interest in learning new things and trying new experiences. | Chooses to participate in an increasing variety of tasks and activities. | |
| Expresses interest in people. | Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks. | |
| Asks questions to get information. | | |
| | | |

STRAND 4: APPROACHES TO LEARNING - CONTINUED

| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
|--|--|--|
| Initiative | Initiative and Curiosity | Comprehensive Health |
| Initiates interaction with others. | Chooses to participate in an increasing variety of tasks and activities. | |
| Makes decisions independently. Develops independence during activities, routines, and play. | Develops increased ability to make independent choices. | |
| | | |
| Persistence | Engagement and Persistence | Comprehensive Health |
| Continuously attends to a task. Pursues challenges. | Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences. Demonstrates increasing ability to set goals and develop and follow through on plans. | |
| Copes with frustration or disappointment. | | Identify stressful situations, feelings, and physical responses. |
| | | |
| Creativity | Reasoning and Problem-Solving | Comprehensive Health |
| Uses imagination to generate new ideas. | Develops increasing ability to find more than one solution to a question, task, or problem. | |
| | | |
| Problem-Solving | Reasoning and Problem-Solving | Comprehensive Health |
| Recognizes and tries to solve problems. Works to solve a problem independently. | Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults. | |

STRAND 4: APPROACHES TO LEARNING - CONTINUED

| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
|--|---|---------------------------------|
| Confidence | Self-Concept; Initiative and Curiosity | Comprehensive Health |
| Views self as competent and skilled. | Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments. | |
| Is willing to take risks and consider a variety of alternatives. | Approaches tasks and activities with increased flexibility, imagination and inventiveness. | |
| | | |
| | | |



knowledgeable

talented

confident

A

extraordinary

• Language & Literacy Standard •

LANGUAGE AND LITERACY STANDARD

For Young Children From Three to Five Years Old

Overview

Daily exposure to verbal and written language provides young children with the opportunities to begin acquiring a basic understanding of the concepts of **literacy** and its functions. Through play, children learn to create meaning from language and communicate with others using verbal and non-verbal language, pictures, symbols and print. Environments rich with print, language, storytelling, books, technology, and writing materials allow children to experience the joy and power associated with reading and writing, while mastering basic concepts about print. The preschool environment is respectful and supportive of children's cultural heritages and home languages while encouraging English language acquisition. The abilities to listen, speak, read, and write emerge interdependently in environments designed to meet each child's unique skills, abilities, interests, and needs.

The Language and Literacy Standard is organized into the following strands and related concepts:

Strand 1: Oral Language Development

- **Listening and Understanding**
- **Speaking and Communicating**

Strand 2: Pre-reading Process

- **Print Awareness**
- **Book Handling Skills**
- **Sounds & Rhythms of Spoken Language**
- **Letter Knowledge**
- **Vocabulary Development**
- **Comprehending Stories**

Strand 3: Pre-writing Process

- **Written Expression**

Language and Literacy Standard Definitions

Alliteration contains the same consonant sounds at the beginning of words in a sentence, a group of words, or a line of poetry. For example, the "P" in *Peter Piper picked a peck of pickled peppers.*"

Assistive Technology Devices are tools that help someone communicate, such as picture cards or boards, touch screens, personal amplification systems, or television closed-captioning.

Comparative Words describe people, places, and objects relative to others with regard to such characteristics as quantity, size, weight, or speed. For example, a child says, "My car went *faster* than Joey's car."

Discriminate is a verb that means to recognize or identify a difference.

Inflection is a change in the tone or pitch of the voice.

Inventive Writing is the application of the knowledge of letters and their sounds to create words that are not necessarily spelled correctly.

Literacy is the ability to read and write at a competent level.

Manipulate is a verb that means to maneuver or work with something. For example, the child *manipulates* sounds in words.

Phonemes are the smallest units of spoken language that combine to form words. For example, the word hat is made up of three phonemes (h-a-t).

Phonemic Awareness is the ability to distinguish speech sounds in words.

Phonics is the association of letters with the speech sounds they represent, rather than visual recognition of the whole word as a unit.

Phonological Awareness is the ability to notice and work explicitly with the sounds of language. Phonological awareness activities can involve work with alliteration, rhymes, and separating individual syllables into sounds.

Rare Words are words that are not commonly heard in conversations with young children. The phrase, "rare words," was coined by researcher, Catherine Snow, Harvard University.

Scribbles and Letter-Like Forms are common writing strokes (e.g., horizontal and vertical lines, points, circles, spirals, zig-zag lines, wavy lines) used to approximate letters.

Syllable is a word or part of a word pronounced with a single uninterrupted sound of the voice.

Temporal Words pertain to the time of an event or the relationship between the time of two or more events, e.g., yesterday-today-tomorrow; days-weeks; morning-afternoon-evening; day-night; first-last; always-never-sometimes; sooner-later; before-after.

Tone is the way something is said that is an indicator of what the speaker is feeling or thinking.

STRAND 1: ORAL LANGUAGE DEVELOPMENT

Concept 1: Listening and Understanding

The child listens with understanding to directions, stories, and conversations.

During the preschool years, children learn language more quickly than at any other time in their lives. Associating language with pleasant and stimulating experiences nurtures this development. Young children's sense of words and sentences, sensitivity to **tone**, and understanding of ideas communicated, influences their abilities to listen and to comprehend. Listening involves paying attention to adults and peers as they share their ideas, feelings, and needs. Listening is a blend of building relationships and processing information.

Indicators:

- a. Comprehends finger-plays, rhymes, chants, poems, conversations, and stories.

- b. Follows directions that involve
 - One step

 - Two steps

 - A series of unrelated sequences of action.

Examples in the Context of Daily Routines, Activities, and Play:

- Child responds by gestures, actions, and language.
- Child points to blocks when asked, "Where would you like to play?"
- Child claps when prompted with, "If you're happy and you know it, clap your hands."

- Child places toy truck on shelf when adult says, "Please put the truck on the shelf."
- Child wipes his nose and puts the tissue in the trash when an adult says, "Please wipe your nose and put the tissue in the trash."
- Child responds to directions, "Put the block on the table, put your paper in the cubby, and line up to go outside."

STRAND 1: ORAL LANGUAGE DEVELOPMENT

Concept 2: Speaking and Communicating

The child uses verbal and nonverbal communication to share ideas for a variety of purposes (e.g. ask questions, express needs, and obtain information).

Children develop language by engaging in conversations with others and listening and responding to rhymes, chants, songs, stories, and poems. Children who are encouraged to share their personal experiences, ideas, feelings, and opinions develop confidence using increasingly complex language.

Indicators:

- a. Communicates needs, wants, and thoughts, through non-verbal gestures, actions, or expressions.
- b. Recites finger plays, rhymes, songs, or short poems.
- c. Makes relevant responses to questions and comments from others.
- d. Is understood when sharing experiences, ideas, and feelings with others through the use of language and gestures.
- e. Initiates conversations.
- f. Uses appropriate **tone** and **inflection** to express ideas, feelings, and needs.
- g. Sustains or expands conversations.
- h. Recognizes when the listener does not understand and uses techniques to clarify the message.

Examples in the Context of Daily Routines, Activities, and Play:

- Child leads adult to the bookshelf and points to a book.
- Child sings the words of the song, "The Wheels on the Bus."
- Child says, "I want to paint," when asked, "What would you like to do next?"
- When talking about puppies, child tells or uses sign language to indicate that her dog had puppies. Another child asks, "How many puppies are there?"
- Child approaches peers and asks, "What are you building?"
- Child comforts a crying child and softly speaks, "It's going to be OK."
- After zipping his jacket, child exclaims, "I did it!"
- When someone is talking about a trip to a park, another child adds, "I went to the park too. We had a picnic."
- When child realizes he has been misunderstood, he uses a gesture and/or a different word to clarify the intended message.

STRAND 2: PRE-READING PROCESS

Concept 1: Print Awareness

The child knows that print carries messages.

Through daily experiences with printed materials, young children delight in beginning to understand the connection between spoken and written words. They learn to follow the print as it is read aloud and start to discover that reading and writing are ways to communicate information and to provide pleasure. Children develop understanding that different forms of print, such as signs, letters, telephone books, storybooks, and magazines, have different functions.

Indicators:

- a. Distinguishes between print and pictures.
- b. Identifies signs, symbols, and labels in the environment.
- c. Recognizes that letters are grouped to form words.
- d. Knows that each spoken word can be written and read.
- e. Recognizes own written name.
- f. Recognizes written names of friends and families.
- g. Seeks information in printed materials.

Examples in the Context of Daily Routines, Activities, and Play:

- Child points to words under a picture and says, "What does this say?"
- Child points to a McDonalds sign and says, "That says McDonalds!"
- Child points to the label on a milk carton and says, "That says milk."
- Child completes a painting and asks an adult to write "to Mom" on it.
- Child pretends to read a letter while playing post office.
- Child finds own name card in a basket filled with name cards.
- Child picks up a name card and says, "This says Jose."
- After a nature walk, child looks in a book about rocks and says, "This is like the rock I found."
- Child looks at grocery ads while creating a shopping list.

STRAND 2: PRE-READING PROCESS

Concept 2: Book Handling Skills

The child demonstrates how to handle books appropriately and with care.

It is important to provide young children with many opportunities to interact with, and care for, books in all environments. Young children need to have access to a variety of fiction and nonfiction books throughout the day, including those that reflect diverse cultures. Through these experiences, children learn to hold books right side up and to turn the pages one at a time in order to view the illustrations and to gain a sense of the story or content.

Indicators:

- a. Holds a book right side up with the front cover facing the reader, carefully turning the pages one page at a time.
- b. Identifies where in the book to begin reading.
- c. Understands a book has a title.

Examples in the Context of Daily Routines, Activities, and Play:

- When handed a book upside down, child turns the book right side up before beginning to look at it.
- Child finds the front of the book, the first page of the text, and the first word on the page.
- Child points to the first page and says, "Start here."
- Child makes a book and says, "My book is called *My Mom*."

STRAND 2: PRE-READING PROCESS

Concept 3: Sounds and Rhythms of Spoken Language (Phonological Awareness)

The child hears and understands the different sounds of spoken language.

Young children learn to **discriminate** between the similarities and differences in environmental sounds such as the difference between a dog's bark and a cat's meow or the difference between the ringing of a telephone and the ringing of a doorbell. Such awareness is the foundation of young children's abilities to hear and discriminate different sounds in words (**phonological awareness**). Research indicates how quickly and how easily children learn to read often depends on how much phonological awareness they have. Children's abilities to play with or **manipulate** the smallest units of speech (**phonemes**) are demonstrated in a variety of ways, including using rhymes, **alliteration**, and experimenting with beginning and ending sounds. Phonological awareness and **phonemic awareness** are the foundations that enable some preschool children to match letters and sounds (**phonics**). A preschooler's phonetic skills will further develop at the kindergarten level.

Indicators:

- a. Recognizes words that rhyme in familiar games, songs, and stories.
- b. Invents rhymes and repetitive phrases.
- c. Identifies **syllables** in words by snapping, clapping, or other rhythmic movement.
- d. Recognizes when different words begin or end with the same sound (**phonemic awareness**).

Examples in the Context of Daily Routines, Activities, and Play:

- Child points to pictures of words that rhyme.
- Child whose name is Joy, while playing, spontaneously says, "Joy, noy, boy, loy, toy."
- Child claps each syllable of a name during a name game or name song. (Ben-ja-min = clap, clap, clap)
- Child named Maria says, "My name starts like Monique's name."

STRAND 2: PRE-READING PROCESS

Concept 4: Letter Knowledge

The child demonstrates knowledge of the alphabet.

Young children begin to recognize some printed alphabet letters, especially those letters found in their own names. To support young learners' knowledge of letters, adults need to provide children with easy and repeated interactions with written letters and words that are presented in fun and interesting ways.

Indicators:

- a. Discriminates letters from other shapes and symbols.
- b. Identifies similarities and differences in letters.
- c. Identifies letters in familiar words, including those in own name.
- d. Recognizes and names at least ten (10) letters of the alphabet.
- e. Makes some letter-sound matches (**phonics**).

Examples in the Context of Daily Routines, Activities, and Play:

- Child discriminates between numerals and letters in puzzles, games, or computer software activities.
- Child points to the upper case 'E' and the upper case 'F' and says, "This one [F] lost a leg."
- When Raul sees Rosa's name, he points to it and says, "That's my name."
- Child correctly names letters while playing with alphabet stamps, magnets, cards, or puzzles.
- While writing her name, Taylor makes the "t" sound as she prints the letter.

STRAND 2: PRE-READING PROCESS

Concept 5: Vocabulary Development

The child understands and uses increasingly complex vocabulary.

The early childhood years are a period of vocabulary exploration. Research indicates that there is a strong connection between vocabulary development and academic success. Children gain language and vocabulary skills by having multiple and frequent opportunities to listen, talk, read, share ideas, relate experiences, and engage in interesting conversations. They need to play with familiar language and experiment with language in different settings. Rhymes, songs, and read-alouds that use uncommon words allow children to talk about and develop an understanding of words they would not otherwise hear in everyday conversations.

Indicators:

- a. Identifies familiar objects, people, and events.
- b. Describes familiar objects, people, events, and their attributes with general and specific words and phrases.
- c. Uses new and expanding vocabulary and grammar, including:
 - positional and directional words (e.g. in, on, out, under, off, beside, behind).
 - **temporal words** (e.g. before-after)
 - **comparative words** (e.g. faster-slower, heavier-lighter).
- d. Uses multiple word sentences with grammatical complexity to describe ideas, feelings, activities, and experiences.
- e. Uses **rare words** (uncommon words) in communication.

Examples in the Context of Daily Routines, Activities, and Play:

- Child points to a cup when asked "Show me the cup."
- Child says, "Fire truck," while holding a fire truck.
- Child communicates through words, sign language, or other **assistive technology devices**, "This red flower is a rose."
- Child uses sign language to indicate, "On table," when asked, "Where is the bowl?"
- Child communicates, "After lunch, I'm going to Grandma's."
- Child says, "My car went faster than Joey's."
- Child says, "You build the bridge so I can push my car under it."
- Child says, "Aunt Lydia's hat is *magnificent!*"

STRAND 2: PRE-READING PROCESS

Concept 6: Comprehending Stories

The child shows an interest in books and comprehends stories read aloud.

Children gain understanding about language and reading through their interactions with verbal language, print, and daily routines. In addition, children learn about reading concepts by experiencing a learning environment rich in signs, symbols, words, numbers, and art that reflect diverse cultures. When children are read to regularly and encouraged to interact with printed materials on their own, they develop motivation and skills to read and write by themselves.

Indicators:

- a. Takes an active role in reading activities.
- b. Asks and answers a variety of questions about stories told or read aloud.
- c. Relates stories to life experiences and feelings.
- d. Makes predictions from what is seen in illustrations or heard from stories.
- e. Makes connections between events in a story.
- f. Retells a story in sequence with prompting or props.

Examples in the Context of Daily Routines, Activities, and Play:

- Child imitates reading printed materials.
- Child listens with interest to stories on tape.
- Child chooses a book and asks someone to read it.
- After hearing a story about whales, child asks a question about where whales live.
- After hearing a story about pets, child shares by words, gestures, or drawing, "I have a cat!"
- After hearing the story, *Brown Bear, Brown Bear*, or any other predictable story, child attempts to guess what happens next.
- After hearing the story, *The Cat in the Hat*, child says, "That mom would be really mad if she knew what the cat did in the house."
- Child acts out a familiar story using dramatic play materials.

STRAND 3: PRE-WRITING PROCESS

Concept 1: Written Expression

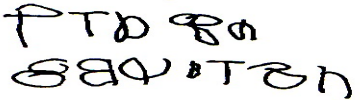
The child uses writing materials to communicate ideas.

Children begin to recognize the relationship between spoken and written messages by engaging in writing, drawing, and related activities that have meaning and purpose for them. Children receive powerful messages about literacy's pleasures and rewards by observing others reading and writing. Children develop as writers when they are encouraged to write in an environment that has readily accessible writing materials.

Indicators:

- a. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.
- b. Dictates thoughts, ideas, and stories to adults.
- c. Produces **scribbles and letter-like forms** to represent words, convey ideas, or tell a story.
- d. Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.
- e. Uses **inventive writing** to form words to convey ideas or to tell a story.

Examples in the Context of Daily Routines, Activities, and Play:

- Child draws or writes using pencils, markers, crayons, paint, and/or shaving cream on paper, cardboard, chalkboard, and/or dry erase board.
- Child draws random lines on a page.
- Child points to a picture he or she drew, and says, "This is my dog."
- Child asks adult to write, "This is my dog, we went for a walk" on a drawing.
- While playing restaurant, child asks, "What would you like to eat?" and scribbles the order on a pad.

- Child writes letter-like forms on a page and says, "This is a note for my mommy."
- Child plays at writing a message by placing spaces between the "words" on the page.
- Child writes own name from left to right on the sidewalk when playing with chalk on the outdoor patio.
- Child writes KP OT and says, "This says, 'Keep out.'"

STRAND 1 – ORAL LANGUAGE DEVELOPMENT

| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
|--|---|---|
| Listening and Understanding | Listening and Understanding | <i>** Oral language development is an important set of skills encompassing both the understanding of what is said and the use of speech to engage in conversation and express ideas, wants, and needs. These skills begin developing at birth and continue progressing throughout a child's pre-K years and beyond. The abilities to listen with understanding and communicate clearly are important precursors, or forerunners, that provide the foundation necessary for developing pre-reading and pre-writing concepts.</i> |
| Comprehends finger-plays, rhymes, chants, songs, stories, poems, and conversations. | Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. | |
| Follows directions that involve one step, two steps and a series of unrelated sequences of action. | Shows progress in understanding and following simple and multiple-step directions. | |
| Speaking and Communicating | Speaking and Communicating | |
| Communicates needs, wants, and thoughts through non-verbal gestures, actions, or expressions. | Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions; and for other varied purposes. | |
| <p>Makes relevant responses to questions and comments from others.</p> <p>Initiates conversations.</p> <p>Sustains or expands conversations.</p> <p>Recognizes when the listener does not understand and uses techniques to clarify the message.</p> | <p>Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</p> | |

STRAND 2 PRE-READING PROCESS

| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
|--|---|--|
| Print Awareness | Print Awareness & Concepts | Print Concepts / Expository Text |
| Distinguishes between print and pictures. | | |
| Identifies signs, symbols, and labels in the environment | Shows increasing awareness of print in classroom, home, and community settings. | Identify signs, symbols, labels, and captions in the environment. |
| Recognizes that letters are grouped to form words. | Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces. | Distinguishes between printed letters and words. |
| Knows that each spoken word can be written and read. | Demonstrates increasing awareness...that speech can be written down, and that print conveys a message. | Recognize that print represents spoken language and conveys meaning (e.g. his/her own name, Exit and Danger signs) |
| Recognizes own written name Recognizes written names of friends and families. | | Recognize that spoken words are represented in written language by specific sequences of letters. |
| Seeks information in printed materials. | Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus. | Identify the purpose for reading expository text. |
| | | |

STRAND 2: PRE-READING PROCESS - CONTINUED

| AZ EARLY LEARNING STANDARD | HEAD START OUTCOME | AZ KINDERGARTEN STANDARD |
|--|--|--|
| Book Handling Skills | Book Knowledge & Appreciation / Print Awareness & Concepts | Print Concepts |
| <p>Holds a book right side up with the front cover facing the reader, carefully turning pages from front to back, one page at a time.</p> <p>Understands that the book has a title, author, and illustrator.</p> | <p>Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.</p> | <p>Hold a book right side up and turn pages in the correct direction.</p> <p>Identify different parts of a book (e.g. front cover, back cover, title page) and the information they provide.</p> |
| <p>Identifies where in the book to begin reading.</p> | <p>Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right...</p> | <p>Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.</p> |
| Sounds & Rhythms of Spoken Language (Phonological Awareness) | Phonological Awareness | Phonemic Awareness |
| <p>Recognizes words that rhyme in familiar games, songs, and stories.</p> | <p>Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</p> | <p>Distinguish spoken rhyming words from non-rhyming words (e.g. run, sun versus run, man).</p> |
| <p>Invents rhymes and repetitive phrases.</p> | | <p>Orally produce rhyming words in response to spoken words (e.g. What rhymes with that?)</p> |
| <p>Identifies syllables in words by snapping, clapping, or other rhythmic movement.</p> | <p>Shows growing ability to hear and discriminate separate syllables in words.</p> | <p>Blend two or three spoken syllables to say words.</p> |

STRAND 2 – PRE-READING PROCESS - CONTINUED

| AZ EARLY LEARNING STANDARD | HEAD START OUTCOME | AZ KINDERGARTEN STANDARD |
|--|--|---|
| Sounds & Rhythms of Spoken Language (Phonological Awareness) | Phonological Awareness | Phonemic Awareness |
| Recognizes when different words begin or end with the same sound. | Shows growing awareness of beginning and ending sounds of words. | Orally produce groups of words that begin with the same initial sound. |
| Letter Knowledge | Alphabet Knowledge | Phonics |
| Discriminates letters from other shapes and symbols. | Knows that letters of the alphabet are a special category of visual graphics than can be individually named. | <i>**Though a specific standard here does not align, discrimination skills are the forerunners to a child's ability to begin identification and naming of specific letters of the alphabet**.</i> |
| Identifies similarities and differences in letters. | Shows progress in associating the names of letters with their shapes and sounds. | |
| Identifies beginning letters in familiar words, including those in own name. | Increases in ability to notice the beginning letters in familiar words. | |
| Recognizes and names at least ten (10) letters of the alphabet. | Identifies at least 10 letters of the alphabet, especially those in their own name. | Identify letters of the alphabet (upper and lower case). |
| Letter Knowledge | Alphabet Knowledge | Phonics |
| Makes some letter-sound matches. (phonics) | Associates sounds with written words, such as awareness that different words begin with the same sound. | Say letter sounds represented by the single-lettered consonants and vowels. |
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| | | |

STRAND 2: PRE-READING PROCESS - CONTINUED

| AZ EARLY LEARNING STANDARD | HEAD START OUTCOME | AZ KINDERGARTEN STANDARD |
|--|--|--|
| Vocabulary Development | Listening & Understanding / Speaking & Communicating | Vocabulary |
| Identifies familiar objects, people and events. | Understands an increasingly complex and varied vocabulary. | |
| Describes familiar objects, people, events, and their attributes with general and specific words and phrases. | | Describe familiar objects and events in both general and specific language. |
| Uses new and expanding vocabulary and grammar in speech, including: positional and directional words, temporal words, and comparative words. Uses rare words. | Uses an increasingly complex and varied spoken vocabulary. | Determine what words mean from how they are used in a sentence, heard, or read. |
| Uses multiple word sentences with grammatical complexity to describe ideas, feelings, activities, and experiences. | Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. | |
| Comprehending Stories | Book Knowledge & Appreciation | Comprehension Strategies / Elements of Literature |
| Takes an active role in reading activities. | Shows a growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children. | Participate (e.g. react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud. |
| | | |

STRAND 2: PRE-READING PROCESS - CONTINUED

| AZ EARLY LEARNING STANDARD | HEAD START OUTCOME | AZ KINDERGARTEN STANDARD |
|--|---|---|
| Comprehending Stories | Book Knowledge & Appreciation | Comprehension Strategies / Elements of Literature |
| <p>Asks and answers a variety of questions about stories told or read aloud.</p> <p>Relates stories to life experiences and feelings.</p> | <p>Shows a growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.</p> | <p>Restate facts from listening to expository text.</p> |
| <p>Makes predictions from what is seen in illustrations or heard from stories.</p> <p>Makes connections between events in a story.</p> <p>Retells a story in sequence with prompting or props.</p> | <p>Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.</p> | <p>Retell or re-enact a story, placing the events in correct sequence.</p> <p>Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.</p> |
| | | |
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STRAND 3 – PRE-WRITING PROCESS

| AZ EARLY LEARNING STANDARD | HEAD START OUTCOME | AZ KINDERGARTEN STANDARD |
|--|---|--|
| Written Expression | Early Writing | Writing Process / Writing Elements / Writing Applications |
| Uses a variety of writing tools, materials and surfaces to create drawings or symbols | Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers. | Draw a picture about ideas generated through class discussion. |
| Dictates thoughts, ideas, and stories to adults. | Begins to represent stories and experiences through pictures, dictation, and in play | Create a group draft, scripted by the teacher. |
| Produces scribbles and letter-like forms to represent words, convey ideas, or tell a story. | Develops understanding that writing is a way of communicating for a variety of purposes. | Communicate by drawing, telling, or writing for a purpose. Use pictures that convey meaning. |
| Organizes writing from left to right indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks. | | Consistently write left to right and top to bottom. Space appropriately between words with some degree of accuracy. Attempt simple sentences (some may be fragments). |
| Uses inventive and phonetic writing to form words to convey ideas or to tell a story. | Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name. | Use pictures with imitative text, letters, or recognizable words to convey meaning. Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g. I lik to d nts. – I like to draw knights). |



Mathematics Standard

MATHEMATICS STANDARD

For Young Children From Three to Five Years Old

Overview

Mathematics is a way of describing the world -- a way of thinking, knowing, and problem-solving that is accessible to all children regardless of their prior knowledge and experiences. Children use their senses to construct knowledge of mathematical concepts through interactions with real objects and events and through their daily observations. They approach these tasks with curiosity and a sense of experimentation. Children deserve environments that encourage thinking and curiosity, are rich in mathematical language, and nurture their natural drive to explore and experiment. Spontaneous and planned math experiences that are developmentally appropriate and are made meaningful through play facilitate a child's learning.

The Math Standard is organized into the following strands and related concepts:

Strand 1: Number Sense & Operations

- **Number Sense**
- **Numerical Operations**

Strand 2: Data Analysis

- **Collection and Organization**
- **Data Analysis**

Strand 3: Patterns

- **Patterns**

Strand 4: Geometry and Measurement

- **Spatial Relationships & Geometry**
- **Measurement**

Strand 5: Structure and Logic

- **Logic and Reasoning**

Mathematics Standard Definitions

Attributes (of shapes) are characteristics or qualities of objects, such as color, position, roundness, shape, size, number of corners. For example, a child notices that the plate is round.

Comparative words are words that describe people, places, and objects in relation to others with regard to such attributes as quantity, size, weight, and speed. For example, a child says, "I have *all* of the blocks. Joey has *none*." Or, "My car went *faster* than Joey's car."

Concrete Representation is a graph/table on which physical objects or pictures are arranged.

Data is information, often in the form of facts or figures, obtained from experiments or surveys, used as a basis for making calculations or drawing conclusions.

Extend (a pattern) means to continue for a distance, in this case, the pattern; to increase the length of the pattern.

Facilitation is the process of making something easy or easier.

Geometric Shapes are forms such as triangles, rectangles, squares, circles, etc.

Graphs display information in an organized manner.

Match is a verb that means to pair items or objects that are identical.

Non-standard measurement is a unit of measure whose values may vary such as a person's foot length, paper clips, paces, or blocks. It is unlike a standard unit of measure, such as inch or pound, whose values do not vary.

Numeral is the written symbol that represents a number. For example "7" is the numeral for the number seven.

One-to-one Correspondence is used to describe a mathematical set of objects such that one object can be paired with another object with another from another set, leaving no remainder (e.g., four forks with four knives).

Operations are mathematical processes such as addition, subtraction, multiplication, and division.

Patterns are regular or repetitive forms, orders, or arrangements of objects, sounds, or movements.

Physical Attribute is the size, color, shape, texture, or physical composition of materials and objects.

Positional Terms are words that describe people, places, and objects in relation to other things or in the way an object is placed or arranged such as in, out, under, over, off, beside, behind, before, after, etc. For example, a child says, "I put the bowl *on* the table."

Spatial Reasoning is a sense of shapes and how they relate to each other in terms of their position or direction.

Sort is a verb that means to assign or classify objects that share certain attributes to a category. For example, assign all red blocks to one category; assign all blue blocks to another.

Standard Measuring Tools are tools such as rulers, yardsticks, scales, thermometers, to measure length, height, weight, temperature, etc.

Symbols are acts or printed signs that represent quantities in mathematics (e.g., using three fingers to represent "3").

Three-Dimensional (geometric shapes) are solid geometric shapes such as cubes, cylinders, spheres, and cones.

Two-Dimensional (geometric shapes) are shapes with flat surfaces such as circles, triangles, squares, or rectangles.

STRAND 1: NUMBER SENSE AND OPERATIONS

Concept 1: Number Sense

The child uses numbers and counting as a means to determine quantity and solve problems.

Learning the meaning of a number begins with hands-on experiences using a variety of objects found in the home, the classroom, and nature. To build an understanding of numbers and to discover number relationships, children need daily experiences involving comparison and counting in ways that are personally meaningful, challenging, and fun.

Indicators:

- a. Uses number words in the context of daily routines, activities, and play.
- b. Uses and creates symbols to represent numbers.
- c. Counts groups of objects using one-to-one correspondence.
- d. Compares two sets of objects using terms such as more, fewer, or the same.
- e. Counts a collection of up to 10 items using the last counting word to tell, "How many?"
- f. Identifies numerals 1-10.
- g. Matches numerals to the quantities they represent.

Examples in the Context of Daily Routines, Activities, and Play:

- Child participates in counting the number of children in the room.
- Child uses number words while pressing buttons on a play phone or while playing store or restaurant.
- Child points to numerals on his shirt and says, "I have a two and a five on my shirt." (The numerals may or may not be a two and a five.)
- Child holds up four fingers when asked, "How old are you?"
- Child pretends to write numerals while playing.
- Child touches or points to objects such as cookies while using phrases, such as "One for you and one for me."
- Child counts out 4 straws for the 4 children at the table.
- Child says, "I have more blocks than you do!"
- Child counts out six eggs. When adult asks, How many? Child responds, "six."
- While playing a board game, child says, "Five jumps!" when spinner lands on the numeral "5."
- Child works on puzzle matching the numeral on one half to the number of objects on the matching half of the puzzle

STRAND 1: NUMBER SENSE AND OPERATIONS

Concept 2. Numerical Operations

The child uses numbers and counting as a means to compare quantity and understand number relationships.

Learning the meaning of a number begins with hands-on experiences using a variety of objects found in the home, the classroom, and nature. To build an understanding of numbers and to discover number relationships, children need daily experiences involving comparison and counting in ways that are personally meaningful, challenging, and fun.

Indicators:

- a. Describes changes in two or more sets of objects when they are combined.
- b. Describes changes in a set of objects when they are separated into parts.

Examples in the Context of Daily Routines, Activities, and Play:

- Child adds her blocks to her friend's blocks and says, "Now we have more."
- Child says, "I have four grapes." Child eats one grape and says, "Now I have three grapes."
- Child shares a box of animal crackers among friends and states, "Now we all have some."

STRAND 2: DATA ANALYSIS*

Concept 1: Data Collection and Organization

The child collects, organizes, and displays relevant data.

Children are natural observers and questioners. To build upon this strength, adults should facilitate children's opportunities to ask questions, collect and display information, and talk about what is meaningful to them.

Indicators:

- a. Gathers **data** about self or the environment.
- b. Organizes and displays information by shared attribute or relationship.

Examples in the Context of Daily Routines, Activities, and Play:

- Child uses a photo of him/herself to indicate a favorite fruit on a class graph.
- Child places objects on the appropriate trays in a "sink or float" activity.
- Child places purple color samples (as from a paint store) in order from lightest to darkest.

**This strand often requires adult facilitation.*

STRAND 2: DATA ANALYSIS*

Concept 2: Data Analysis*

The child uses data to see relationships and make sense of the environment.

Young children learn to use reasoning skills as they gather, collect, display and analyze data and information. Providing children with opportunities to collect and then analyze or interpret information in their natural settings connects mathematics with children's everyday experiences. As children experiment with data collection and observation, they gain insight and understanding of how to ask questions and use the information they have available to discover answers for themselves. With adult support, young children increase their use of comparative vocabulary and learn how to describe similarities and differences discovered or evidenced in the data collected.

Indicators:

- a. Uses descriptive language to compare data in picture **graphs** or other **concrete representations**.

Examples in the Context of Daily Routines, Activities, and Play:

- Child looks at picture graph of selected fruit and says, "A lot of kids like bananas."
- Child identifies which category has more, fewer, or the same number of objects.

** This strand often requires adult facilitation.*

STRAND 3: PATTERNS

Concept 1. Patterns

The child recognizes, copies, and creates patterns.

Recognition and investigation of **patterns** are important components of a child's development. Learning to use patterns to solve problems develops naturally through play. A child's ability to work with patterns is the precursor to mathematical thinking, especially algebraic processes. Children need frequent opportunities to engage in pattern related activities such as sorting and matching objects using puzzles and playing with repetitive sounds and movement.

Indicators:

- a. Copies simple patterns.
- b. Extends simple patterns
- c. Creates simple patterns.

Examples in the Context of Daily Routines, Activities, and Play:

- Child creates a necklace from shaped beads matching the pattern in the necklace to a pattern on a card or picture.
- When shown a series of dominoes with one up, one down, one up, one down, child places the next two dominoes, one up and one down.
- Child extends a rhythmic pattern: clap, pat, clap, pat. . .
- Child makes a bead necklace using a red-blue-white, red-blue-white pattern, and says, "I need a red bead now," after placing a white bead on the necklace string.

STRAND 4: GEOMETRY AND MEASUREMENT

Concept 1. Spatial Relationships and Geometry

The child demonstrates an understanding of spatial relationships and recognizes attributes of common shapes.

Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Children spontaneously make spatial comparisons. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.

Indicators:

- a. Demonstrates understanding of **positional terms** (e.g., between, inside, under, behind).
- b. Identifies or names basic shapes (e.g. circles, cylinders, squares, cubes, triangles) found in the environment.
- c. Represents shapes found in the environment.
- d. Compares and describes attributes of two- and three-dimensional objects using own vocabulary.
- e. Describes the position or location of objects in relation to self or to other objects.

Examples in the Context of Daily Routines, Activities, and Play:

- Child is asked to stand next to Javier and moves next to him.
- Child follows the direction, "Put your milk *on* the table."
- Child points to a door when requested to point to something that is a rectangle.
- Child says, "Square" when asked, "What shape is this?"
- Child says, "My buttons are circles."
- Child uses arms to form a circle to represent the sun.
- Child uses finger to draw basic shapes in shaving cream or sand.
- Child points to a square and counts the sides and then points to a triangle and counts the sides.
- Child says, "The ball doesn't have any corners."
- Child plays with a car on a road constructed out of blocks and says, "The car is on the road."
- Child notices a puppy between two children in a magazine picture and says, "The puppy is in the middle."

STRAND 4: GEOMETRY AND MEASUREMENT

Concept 2: Measurement

The child uses measurement to make and describe comparisons in the environment.

Starting at a very young age, children compare who is taller and who has more. Immersing children in measurement activities provides them with opportunities to explore, compare, and discuss the use of measurement in their environment.

Indicators:

- a. Compares objects using **nonstandard units of measurement** (e.g. hands, bodies, containers).
- b. Compares objects and uses terms such as **longer-shorter, hotter-colder, and faster-slower**.
- c. Uses various **standard measuring tools** for simple measuring tasks.
- d. Uses appropriate vocabulary to describe time and sequence related to daily routines.

Examples in the Context of Daily Routines, Activities, and Play:

- Child stacks blocks as tall as his friend.
- Child uses outstretched arms to measure a doorway.

- Child says, "My car is going faster than yours."
- Child says, "I can't pull the wagon. You're too heavy. Get out!"
- Child says, "I need a bigger box for these blocks."

- Child takes measuring tape and pretends to measure objects in a room.
- Child helps measure cups of flour for bread.
- Child helps measure a doorway with a yardstick to see if a wheelchair will fit.

- Child says, "After snack, we go outside."
- Child responds appropriately when asked, "What did you do this morning?"
- Child relates a sequence of events from a trip to the store.

STRAND 5: STRUCTURE AND LOGIC

Concept 1: Logic and Reasoning

The child recognizes and describes relationships among/between objects relative to their observable attributes.

Recognizing relationships between objects allows young children to make generalizations and predictions beyond information directly available to them. The ability to think logically and to reason (problem-solve) extends far beyond mathematical boundaries.

Indicators:

- a. **Matches** and **sorts** objects by one **attribute** (e.g., size, color, shape, use).
- b. **Matches** and **sorts** objects by two or more attributes (e.g., by size and by color).
- c. Describes relationships between groups of objects.

Examples in the Context of Daily Routines, Activities, and Play:

- Child matches a star shape to a star shape.
- Child says, "I got out all the cars!"
- Child sorts all the large, red cars from a group of cars of various sizes and colors.
- Child matches one shoe to its mate from a pile of shoes.
- Child says, "I put all of these together [helicopter, bee, plane, birds] because they all fly."
- Child sorts buttons and says, "All these have two holes. These have four holes."

STRAND 1 – NUMBER SENSE AND OPERATIONS

| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
|---|--|---|
| Number Sense | Number and Operations | Number Sense / Estimation |
| Uses number words in the context of daily routines, activities, and play. | Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity. | |
| Uses and creates symbols to represent numbers. | | Make a model to represent a given whole number 0 through 20. |
| Counts groups of objects (less than five) using one-to-one correspondence. | Develops increasing ability to count in sequence to 10 and beyond. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects | Count aloud, forward to 20 or backward from 10, in consecutive order (0 through 20). |
| Compares two sets of objects of five or less items, using terms such as more, fewer, or the same. | Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to. | Compare two whole numbers through 20. |
| Counts a collection of up to 10 items and uses the last counting word to tell, "how many?" | Develops increasing abilities to ...name "how many" concrete objects. | Solve problems using a variety of mental computations and reasonable estimations. |
| Identifies numerals 1-10. Matches numerals to the quantities they represent. | | Identify orally a whole number represented by a model with a word name and symbol 0 through 20. (Say 3 and write numeral 3 when presented with three objects). Identify whole numbers through 20 in or out of order. |

| STRAND 1: NUMBER SENSE AND OPERATIONS - CONTINUED | | |
|---|---|--|
| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
| Numerical Operations | Number and Operations | Numerical Operations |
| Describes changes in two or more sets of objects when they are combined. | Develops increased abilities to combine, separate...concrete objects. | Model additions through sums of 10 using manipulatives. |
| Describes changes in a set of objects when they are separated into parts. | | Model subtraction with minuends of 10 using manipulatives. |
| | | |
| STRAND 2 – DATA ANALYSIS | | |
| Data Collection and Organization | Scientific Skills and Methods | Data Analysis (Statistics) |
| Gathers data about self or the environment. | Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships. | Formulate questions to collect data in contextual situations. |
| Organizes and displays information by shared attribute or relationship. | | Interpret a pictograph. |
| | | |
| Data Analysis | Scientific Skills and Methods | Data Analysis |
| Uses descriptive language to compare data in picture graphs and other concrete representations. | | Answer questions about a pictograph. Solve problems based on simple graphs, charts, and tables. |

STRAND 3: PATTERNS

| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
|----------------------------|--|--|
| Patterns | Patterns & Measurement | Patterns, Algebra and Functions |
| Copies simple patterns. | Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials. | |
| Extends simple patterns. | | Extend simple repetitive patterns using manipulatives. |
| Creates simple patterns. | | Create grade-level appropriate patterns. |
| | | |

STRAND 4: GEOMETRY AND MEASUREMENT

| Spatial Relationships and Geometry | Geometry and Spatial Sense | Geometry and Measurement |
|---|---|---|
| Demonstrates understanding of positional terms (e.g. between, inside, under, behind). Describes the position or location of objects in relation to self or to other objects. | Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind. | Identify concepts and terms of position and size in contextual situations: inside/outside, above/below/between, smaller/larger, and longer/shorter. |
| Identifies or names basic shapes (e.g. circles, cylinders, squares, cubes, triangles) found in the environment. | Begins to recognize, describe, compare, and name common shapes, their parts and attributes. | Identify shapes in different environments (e. g. buildings, classroom) |
| Represents shapes found in the environment. | Progresses in ability to put together and take apart shapes. | |
| Compares and describes attributes of two- and three-dimensional objects using own vocabulary. | Begins to be able to determine whether or not two shapes are the same size and shape. | Identify 2-dimensional shapes by attribute (size, shape, number of sides). |
| | | |

STRAND 4: GEOMETRY AND MEASUREMENT - CONTINUED

| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
|---|--|--|
| Measurement | Patterns and Measurement / Scientific Skills and Methods | Geometry and Measurement |
| <p>Compares objects using nonstandard units of measurement (e.g. hands, bodies, containers).</p> <p>Uses various standard measuring tools for simple measuring tasks.</p> | <p>Shows progress in using standard and nonstandard measures for length and area of objects.</p> | <p>Communicate orally how different attributes of an object can be measured.</p> |
| <p>Compares objects and uses terms such as longer/shorter, hotter/colder, and faster/slower.</p> | <p>Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.</p> | <p>Verbally compare objects according to observable and measurable attributes.</p> |
| | | |

STRAND 5: STRUCTURE AND LOGIC

| Logic and Reasoning | Geometry / Patterns & Measurement | Structure and Logic |
|---|--|--|
| <p>Matches and sorts objects by one attribute (e.g. size, color, shape, use).</p> <p>Matches and sorts objects by two or more attributes (e.g. by size and by color).</p> | <p>Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.</p> | <p>Sort objects according to observable attribute.</p> |
| <p>Describes relationships between groups of objects.</p> | <p>Begins to make comparisons between several objects based on a single attribute.</p> | <p>Provide rationale for classifying objects according to observable attributes (color, size, shape, weight, etc).</p> |
| | | |



Science Standard

SCIENCE STANDARD

For Young Children from Three to Five Years Old

Overview:

Children have a natural sense of wonder and curiosity. Scientific inquiry, for young children, is asking questions and seeking answers based on their natural curiosity. Children learn by being actively engaged with hands on experiences, real objects and natural occurrences.

As children seek answers, they will observe, predict, and form conclusions. Children's observations, predictions, explanations, and conclusions, correct or incorrect, should be respected and valued. Children's experiences with scientific inquiry form the basis for further exploration and investigation. Learning science through inquiry requires both the child's curiosity and adult guidance.

The Science Standard is organized into the following strands and related concepts:

Strand 1: Inquiry

- **Observations, Questions, and Hypotheses**
- **Investigation**
- **Analysis and Conclusions**
- **Communication**

Science Standard Definitions

Analysis means breaking up a whole into parts to find out or study the parts.

Attributes are the characteristics of a person or thing.

Hypotheses (plural of hypothesis) are unproven theories or tentatively accepted explanations of a happening or event.

Inquiry is the study of, investigation of, or research into a topic to gain knowledge and insight.

STRAND 1: INQUIRY

Concept 1: Observations, Questions, and Hypotheses

The child asks questions and makes predictions based on observations of events in the environment.

Children use their senses to observe by looking, feeling, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Children explore answers to their questions and form conclusions.

Indicators:

- a. Demonstrates curiosity about objects, living things, and other natural events in the environment.
- b. Uses one or more senses to observe and explore objects, living things, and natural events in the environment.
- c. Examines **attributes** of objects, living things, and natural events in the environment.
- d. Describes changes in objects, living things, and the natural events in the environment.
- e. Observes and describes the relationships between objects, living things and natural events.

continued

Examples in the Context of Daily Routines, Activities, and Play:

- Child looks closely at a beautiful butterfly on the flower.
- Child asks about the sparkle in the rocks she picked up on the playground.
- Child feels and smells the orange blossoms on the tree in his care giver's back yard.
- Child says, "Thunder makes a loud noise!"
- Child notices bean seeds planted in clear bags have sprouted into plants with roots and a stem.
- Child moves in the sunlight and realizes that his own shadow moves when he moves.
- After being measured on a growth chart, child describes how he is bigger now than he was at the beginning of the year.
- Child describes observable changes in weather. "Today it is cloudy; yesterday it rained."
- Child places a picture of a baby chick with a hen.
- Child says, "The sun will dry up the puddle."

continued

f. Responds to questions about relationships of objects, living things, and events in the natural environment.

g. Asks questions about relationships of objects, living things, and natural events in the environment.

h. Predicts the outcome of investigation based on observation.

- Child answers, "It will melt", in response to the question, "What will happen if we put the ice in the sun?"
- When asked, "What does the rabbit eat?" Child says, "He eats lettuce."
- Child asks, "What is the nest made of? How did a bird do this without hands?"
- Child asks, "Does the magnet work under water?"
- Child predicts adding water to red Jell-O mix will turn the water red.
- Child says, "If I step on the balloon, it will pop."

STRAND 1: INQUIRY

Concept 2: Investigation (Scientific Testing)

The child tests predictions through exploration and experimentation.

Children use their senses and a variety of tools and materials to gather information while investigating. Active experimentation requires questioning, experimenting, refining, and persistence. Information gathered in the process extends a child's knowledge of the world.

Indicators:

- a. Uses a variety of appropriate tools and materials to complete a planned task or investigation.
- b. Test predictions through active experimentations.
- c. Changes experiment plan if results are different than expected and continues testing.
- d. Persists with an investigation despite distractions and interruptions.

Examples in the Context of Daily Routines, Activities, and Play:

- Child uses a magnifying glass to examine the insects.
- Child uses tongs to move and examine pieces of a cactus.
- Child selects a scale to figure out how many small blocks will weigh as much as a big block.
- Child puts paper clips and coins into the container and then pours water into the container to make it sink.
- Child mixes blue, orange and red paint to make purple.
- Child continues to mix different colors of paint to try to make purple.
- Child looks for another metal object when the magnet will not stick to the coins.
- Child returns day after day to see if the quail eggs have hatched.
- Child plants seeds and continues to care for them and observe changes.

STRAND 1: INQUIRY

Concept 3: Analysis and Conclusions

The child forms conclusions about his/her observations and experimentations.

Children form conclusions about their observations and experimentations through collecting and thinking about the information gathered.

Indicators:

- a. Compares and contrasts the attributes of objects and living things.
- b. Uses a variety of materials to record and organize data.
- c. Identifies cause and effect relationships.
- d. Forms logical conclusions about investigations.

Examples in the Context of Daily Routines, Activities, and Play:

- While looking at the rocks, child says, "These rocks are hard. This one is shiny; this one isn't."
- As a result of taking care of animals and plants, child recognizes that both animals and plants need water to live.
- Child uses journals or drawings to record information.
- Child creates a collection of items.
- While using a pulley to hoist a bucket, child says, "It fell because I let go of the string."
- Child wants mud and adds water to soil.
- After placing different objects on a ramp, child concludes that round objects roll down the ramp and flat objects slide down the ramp.
- Child says, "Your plant died because you didn't water it."

STRAND 1: INQUIRY

Concept 4: Communication

The child describes, discusses or presents predictions, explanations and generalizations.

Based on past experiences, children use language or alternate communication system to show recognition of scientific principles.

Indicators:

- a. Shares known facts about objects, living things, and other natural events in the environment, through words or pictures.
- b. Describes attributes of objects, living things and natural events. (e.g. weight, texture, flavor, scent, flexibility, and sound).
- c. Displays and interprets data.
- d. Presents scientific ideas in a variety of ways.

Examples in the Context of Daily Routines, Activities, and Play:

- During the reading of a book about a caterpillar, child says, "I saw a caterpillar in my yard."
- Child shows his friend his pet bird and says, "It sings."
- Child says, "The sun shines in the daytime, it makes things hot."
- Child reaches into sensory bag and describes the object inside as bumpy and cold after touching it.
- During a sink/float activity, child places all floating materials on one tray and all sinking items on another tray.
- After collecting leaves on a walk, the child comments that he found 3 different kinds of leaves.
- Child makes own version of the bird nest with twigs, feathers, and other materials.
- After planting seeds and watching them grow, child draws a picture of the plant.

STRAND 1: INQUIRY

| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
|---|---|--|
| Observations, Questions, and Hypotheses | Scientific Skills & Methods; Scientific Knowledge | Observations, Questions and Hypotheses |
| <p>Demonstrates curiosity about objects, living things, and other natural events in the environment.</p> <p>Asks questions about relationships of objects, living things, and natural events in the environment.</p> | | <p>Asks questions based on experiences with objects, organisms, and events in the environment.</p> |
| <p>Uses one or more senses to observe and explore objects, living things, and natural events in the environment.</p> <p>Examines attributes of objects, living things and natural events in the environment.</p> <p>Observes and describes the relationships between objects, living things and natural events.</p> | <p>Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.</p> <p>Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.</p> | <p>Observe common objects using multiple senses.</p> |
| <p>Describes changes in objects, living things, and the natural events in their environment.</p> <p>Responds to questions about relationships of objects, living things, and events in the natural environment.</p> <p>Predicts the outcome of investigation based on observation.</p> | <p>Begins to describe and discuss predictions, explanations and generalizations based on past experiences.</p> | <p>Predict results of an investigation based on life, physical, and Earth and space sciences.</p> |

| STRAND 1: INQUIRY - CONTINUED | | |
|---|---|---|
| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
| Investigation (Scientific Testing) | Scientific Skills & Methods | Scientific Testing (Investigating and Modeling) |
| Uses a variety of appropriate tools and materials to complete a planned task or investigation. | | Perform simple measurements using non-standard units of measure to collect data. |
| Tests predictions through active experimentations. Changes experiment plan if results are different than expected and continues testing. Persists with an investigation despite distractions and interruptions. | Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations. | Participate in guided investigations in live, physical, and Earth and space sciences. |
| | | |
| Analysis and Conclusions | Scientific Skills & Methods; Scientific Knowledge | Analysis and Conclusions |
| Compares and contrasts the attributes of objects and living things. | Compare objects according to their measurable characteristics. | Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps and charts. |
| Uses a variety of materials to record and organize data. | | Organize (e.g. compare, classify, and sequence) objects, organisms, and events according to various characteristics. |
| Identifies cause and effect relationships. Forms logical conclusions about investigations. | Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships. | |
| | | |

STRAND 1: INQUIRY - CONTINUED

| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
|---|--|---|
| <p align="center">Communication</p> | <p align="center">Scientific Knowledge</p> | <p align="center">Communication</p> |
| <p>Shares known facts about objects, living things, and other natural events in the environment, through words or pictures.</p> <p>Describes attributes of objects, living things and natural events.</p> <p>Displays and interprets data.</p> <p>Presents scientific ideas in a variety of ways.</p> | <p>Develops growing awareness of ideas and language related to attributes of time and temperature.</p> | <p>Communicate observations with pictographs, pictures, models, and/or words.</p> <p>Communicate with other groups to describe the results of an investigation.</p> |



Travel

Journey

Wander

Social Studies Standard

SOCIAL STUDIES STANDARD

For Young Children From Three To Five Years Old

Overview

The inclusion of Social Studies in early childhood environments is important in order to nurture children's understanding of themselves and others. Social Studies in the preschool years are critical if children are expected to become active, responsible citizens. Social Studies helps children acquire skills in problem solving, decision-making, critical thinking and assist them in integrating these skills into other environments such as home, school and community. US History, World History, Geography, Economics, Civics and Government are experienced by children in the early years.

The Social Studies Standard is organized into the following strands and related concepts:

Strand 1: American History

- **Research Skills**

Strand 2: World History

- **Contemporary World**

Strand 3: Civics and Government

- **Rights, Responsibilities and Roles of Citizenship**

Strand 4: Geography

- **The World in Spatial Terms**
- **Family Identity/Human Systems**

Strand 5: Economics

- **Foundations of Economics**

Social Studies Standard Definitions

Contemporary refers to taking place currently.

Economics pertains to the production, distribution and use of material goods and money.

Human Systems are sets or arrangements of people related or connected in some manner that forms a larger unit.

Spatial relates to existing in space.

STRAND 1: AMERICAN HISTORY

Concept 1: Research Skills

The child demonstrates an understanding that information can be obtained from a variety of sources to answer questions about one's life.

Children are curious about their world. They thrive on learning experiences that are meaningful and that connect to what they have previously learned. Technology, such as television and computers, has become the way for many children to gather information about their community and world. Children need to be provided with many opportunities and resources to obtain information about questions they have and what they want to know.

Indicators:

- a. Child seeks information from a variety of sources (i.e. people, books, videos, globes, maps, calendars, etc.).
- b. Child relates past events with current events or activities.
- c. Child uses time related words such as yesterday/today/tomorrow.
- d. Child demonstrates awareness of technology and how it is used to get information.

Examples in the Context of Daily Routines, Activities, and Play:

- Child gets a book about people and their homes to find an example of what his/her house looks like.
- Child asks for a book on penguins after seeing a video about Antarctica.
- During a party, a child says, "We had a piñata at my party too."
- Child says, "Yesterday, I went to the store."
- Child tells his friend, "I will play with you tomorrow."
- Child asks to use a tape/CD player and headset to listen to a story.
- Child describes an event she saw discussed on a television news story.

STRAND 2: WORLD HISTORY

Concept 1: Diversity (Contemporary World)

The child recognizes that he lives in a place with many people, and that there are people and events in other parts of the world.

Children become aware of and begin to recognize the similarities and differences between people through their experiences of cultural and traditional events. Children gain awareness of people and their backgrounds through participation in their community and learning environment experiences. Conversation with friends and exposure to the cultures of others helps children begin to understand that events occur outside their own families and their own environment.

Indicators:

- a. Child recognizes that places where people live are made up of individuals from different cultures and who speak different languages.
- b. Child discusses and asks questions about similarities and differences in other people.
- c. Child discusses events happening in her/his neighborhood or other parts of the world.
- d. Child describes some characteristics (e.g. clothing, food, jobs) of the people in his/her community.

Examples in the Context of Daily Routines, Activities, and Play:

- Child says, "Your uncle speaks Navajo."
- Child says, "My uncle is from Mexico."

- Child asks what kind of food is eaten in another country.
- Child says to a peer, "You have brown eyes just like me."

- Child talks about how the Chinese New Year is celebrated.

- Child tells a friend about the parade seen during a Martin Luther King Day celebration.
- Child describes the clothes worn by dancers at the Cinco de Mayo celebration.

STRAND 3: CIVICS/GOVERNMENT

Concept 1: Rights, Responsibilities and Roles of Citizenship

The child demonstrates a sense of belonging to the community and contributes to its care.

Children recognize the importance of self and associate themselves as part of their home and learning environments. Children are given opportunities to experience democratic ideas and to make their own decisions in order to demonstrate their roles as individuals. As children learn to demonstrate respect for ideas and rules, they gain the skills necessary for being good citizens within the larger community.

Indicators:

- a. Child demonstrates responsible behaviors.
- b. Child shows an understanding of how to care for the environment.
- c. Child recognizes the importance of his/her role as part of a group.
- d. Child demonstrates choice by voting.

Examples in the Context of Daily Routines, Activities, and Play:

- Child assists with setting the table.
- Child cleans up the play area when appropriate.
- Child picks up trash outside.
- Child helps to plant flowers.
- Child participates in activities with the group.
- Child announces to the group, "I'm the line leader!"
- Child tells her friends, "Let's vote for which song we want to sing."
- Child tells her friends to vote for having apples for snack time.

STRAND 4: GEOGRAPHY

Concept 1: The World in Spatial Terms

The child demonstrates an awareness of location and spatial relationships.

As young children explore their community and visit a variety of places, they begin to develop a sense of direction and location. While going for rides on the bus or in a car, or while walking in their neighborhoods, children become aware of signs, symbols and other landmarks.

Indicators:

- a. Child uses words to describe directionality and/or location.
- b. Child names the city/state in which he/she lives.
- c. Child describes some physical features (e.g. bodies of water, mountains, weather) of the environment in which he/she lives.

Examples in the Context of Daily Routines, Activities, and Play:

- Child says, "We passed McDonalds on our way to the park."
- Child says, "I live near the Grand Canyon."

- Child tells a friend, "I live in Yuma, Arizona."
- Child says, "I live on the Reservation."

- Child says, "There are a lot of mountains where I live."
- Child says, "There are a cactus and a palm tree in my yard."

STRAND 4: GEOGRAPHY

Concept 2: Family Identity (Human Systems)

The child recognizes self as a member of a family.

As young children begin to experience their own families' cultural traditions, customs and celebrations, they begin to develop an awareness of their unique family heritage and composition. They make observations about the make up of their families and begin to notice how their family is similar to or different from that of others. Through these experiences, children begin to clearly view themselves as members of a family unit.

Indicators:

- a. Child views self as a member of the family unit.
- b. Child can identify family members (mother, father, sister, brother, grandparents, cousins, etc).
- c. Child describes/discusses own family's cultural or family traditions.
- d. Child identifies similarities and differences in her family composition and the families of others.
- e. Child shows knowledge of family members' roles and responsibilities in the home.

Examples in the Context of Daily Routines, Activities, and Play:

- Child says, "I'm going on vacation with my family."
- Child says, "I have a baby brother and a big sister."
- Child draws a picture of his/her family.
- Child points to or names family members in a photograph.
- During a story about a traditional celebration, child states, "We do that at my house."
- Child tells another child about a recent family activity (holiday, birthday, dinner, wedding).
- Child participates in a chart-making activity showing the number of siblings in each family.
- Child says, "Your grandmother lives with you and my aunt lives with me."
- Child says, "My big brother cleans up the kitchen after we eat."
- Child says, "I take the trash out after my brother cleans up the kitchen."

STRAND 5: ECONOMICS

Concept 1: Foundations of Economics

The child demonstrates knowledge of the interactions between people, resources, and regions.

Through exploration and role-playing, young children demonstrate their understanding of the various roles of the people in their lives. They observe family members as they go to work, purchase goods, prepare meals and care for children and begin to develop their own sense of how each person relies on the other.

Indicators:

- a. Child demonstrates awareness that money is used to purchase goods and services.
- b. Child shows an understanding that adults work to earn money to buy things such as groceries.
- c. Child recognizes that people rely on others for goods and services such as farm goods, mail delivery, safety or health care.

Examples in the Context of Daily Routines, Activities, and Play:

- Child asks his mother to buy crayons.
- Child plays store using play money.
- Child announces to a friend, while playing, "You go to work while I cook dinner."
- Child dresses up like a fire fighter while playing.
- Child says, "My mother said this pineapple was grown in Hawaii and came to the grocery store by airplane and truck."

STRAND 1: AMERICAN HISTORY

| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
|---|---|--|
| Research Skills | Approaches to Learning | Research Skills for History |
| Child seeks information from a variety of sources. | Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks. | Use primary source materials (e.g. photos, artifacts) to study people and events from the past. |
| Child relates past events with current events of activities. | | Retell personal events to show an understanding of how history is the story of events, people, and places in the past. Listen to recounts of historical events and people and discuss how they relate to present day. |
| Child uses time related words such as yesterday/today/tomorrow. | | Sequence recounts of historical events and people using the concepts of before and after. |
| | | Contemporary United States |
| Child demonstrates awareness of technology and how it is used to get information. | | Discuss current events from various resources (e.g., newspapers, magazines, television, Internet, books, maps). |

STRAND 2: WORLD HISTORY

| Diversity (Contemporary World) | Knowledge of Families and Communities | Early Civilizations |
|--|--|---|
| Child recognizes that places where people live are made up of individuals from different cultures and who speak different languages. | | Recognizes that groups of people in early civilizations moved from place to place (e.g. Asians, people of the Americas, Africans, Europeans). |

STRAND 2: WORLD HISTORY - CONTINUED

| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
|---|--|--|
| Diversity (Contemporary World) | Knowledge of Families and Communities | (American History) Contemporary United States |
| <p>Child discusses and asks questions about similarities and differences in other people.</p> <p>Child describes some characteristics (e.g. clothing, food, jobs) of the people in his/her community.</p> | <p>Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures.</p> | <p>Recognizes that students in classrooms/schools have diverse backgrounds and customs.</p> |
| | | Contemporary World |
| <p>Child discusses events happening in her/his neighborhood or other parts of the world.</p> | | <p>Discuss current events from various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> |
| | | |

STRAND 3: CIVICS/GOVERNMENT

Some of the Early Learning Standards Indicators and the Head Start performance indicators for this strand are aligned under the Social Emotional Standard section.

| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
|---|--------------------------|--|
| Rights, Responsibilities and Roles of Citizenship | | Rights, Responsibilities and Roles of Citizenship |
| Child demonstrates responsible behaviors. | | Identify examples of responsible citizenship in the school setting and in stories about the past and present. Recognize the rights and responsibilities of citizenship: a. elements of fair play, good sportsmanship, and idea of treating others the way you want to be treated. b. importance of participation and cooperation in a classroom and community c. why there are rules and consequences for violating them |
| Child demonstrates choice by voting | | Responsibility of voting (every vote counts) |
| | | Foundations of Government |
| Child recognizes the importance of his/her role as part of a group. | | Discuss the importance of students contributing to a community (e.g. helping others, working together, cleaning up the playground) |

| CIVICS/GOVERNMENT - CONTINUED | | |
|--|---|--|
| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
| Rights, Responsibilities and Roles of Citizenship | | (STRAND 4 GEOGRAPHY – Environment and Society) |
| Child shows an understanding of how to care for the environment. | | Identify ways of protecting natural resources (reuse, recycle, reduce). |
| STRAND 4: GEOGRAPHY | | |
| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
| The World in Spatial Terms | Knowledge of Families and Communities | The World in Spatial Terms |
| Uses words to describe directionality and/or location. | Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community. | Determine the relative location of objects using the terms near/far, behind/in front, over/under, here/there, left/right/up/down. |
| | | Physical Systems |
| Describes some physical features of the environment in which he/she lives. | | Identify plants and animals in the local environment. Identify the basic properties of earth materials (rocks, soil, water; natural or man-made; reusable and recyclable) |
| Family Identity (Human Systems) | | Human Systems |
| Child describes/discusses own family's cultural or family traditions. | | Discuss the elements (e.g., food clothing, housing, sports, holidays) of diverse cultures, including those in your own community. |
| Shows knowledge of family members' roles and responsibilities in the home. | Develops growing awareness of jobs and what is required to perform them. | |

STRAND 5: ECONOMICS

| Foundations of Economics | | Foundations of Economic |
|--|--|---|
| Child demonstrates awareness that money is used to purchase goods and services. | | Recognize people use money to purchase goods and services. |
| Child shows an understanding that adults work to earn money to buy things such as groceries. | | <p>Discuss different types of jobs that people do.</p> <p>Match simple descriptions of work with the names of those jobs.</p> <p>Give examples of work activities that people do at home.</p> |
| | | (STRAND 3: CIVICS/GOVERNMENT – Rights, Responsibilities, and Roles of Citizenship |
| Child recognizes that people rely on others for goods and services such as farm goods, mail delivery, safety or health care. | | Identify people who help keep communities and citizens safe. (e.g. police, firefighters, nurses, doctors). |



Physical Development, Health, & Safety Standard

PHYSICAL DEVELOPMENT, HEALTH AND SAFETY STANDARD

For Young Children from Three to Five Years Old

Overview

It is important to recognize that children's physical development and their health and safety have as important a place in the curriculum as cognitive development. Children develop higher-order thinking skills necessary for future social and academic success as they explore, combine and refine their physical movements. Thoughtfully planned movement experiences with vigorous outdoor and indoor activities should be part of the daily schedule. Children in our care deserve environments that are safe and encourage healthy living. Therefore, it is important to model healthy living practices and teach children the importance of good hygiene, a healthy diet and the need for exercise and rest.

The Physical Development, Health and Safety Standard is organized into the following strands and related concepts:

Strand 1: Physical and Motor Development

- **Gross Motor Development**
- **Fine Motor Development**

Strand 2: Health

- **Personal Health and Hygiene**

Strand 3: Safety

- **Safety/Injury Prevention**

Physical Development, Health and Safety Standard Definitions

Body Awareness is the sensory understanding of one's body and body parts and their uses.

Dexterity is having skill in using one's hands, body or mind.

Eye-Hand Coordination involves visual and tactile senses working together in order to develop and perfect physical skills.

Fine Motor refers to the physical development of the smaller muscles of the body, which includes the hands, feet and eyes.

Fine Motor Skills are demonstrated when children attempt or perform activities that use and coordinate the small muscles in the hand and wrists.

Gross Motor pertains to the physical development of the large muscles in the legs, arms and torso.

Manipulatives are small items used by children to gain control of their small muscles and to develop eye hand coordination; they are concrete materials used to develop concepts and skills.

Spatial Awareness is the ability to make logical connections about one's surroundings and the objects in them.

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

Concept 1: Gross Motor Development

The child moves with balance and control.

Children are in constant motion. This movement develops young children's large muscles as they run, jump, and play in both structured and unstructured settings. Children increase their ability to control their bodies and learn that regular physical activity can enhance (their) overall physical, social and mental health.

Indicators:

- a. Moves with control (i.e. walks, runs, skips, jumps, gallops, hops).

- b. Moves with balance.

Examples in the Context of Daily Routines, Activities, and Play:

- Child runs during a game of tag, slowing and accelerating as needed to maneuver around equipment and people.
- Child walks backward.

- While taking a walk, child balances along the curb without falling off.
- Child bends, stretches and twists while playing or exercising.

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

Concept 2: Gross Motor Development

Child demonstrates coordination of body movements.

As children grow, their minds and bodies work together to develop control, strength, flexibility, balance and coordination.

Indicators:

- a. Coordinates movements to perform tasks.
- b. Exhibits **body awareness**.
- c. Exhibits body **spatial awareness**.

Examples in the Context of Daily Routines, Activities, and Play:

- Child throws a ball to a friend.
- Child navigates a riding toy through an obstacle course.

- Child draws a picture of himself with head, torso, arms and legs.
- Child names the doll's body parts as he put its clothes on.

- Child moves forward, backward, sideways, up and down.
- Child moves chair to allow enough room for her legs.

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

Concept 3: Fine Motor Development

The child uses fingers and hands to manipulate tools and materials.

Developing **fine motor skills** is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, **dexterity**, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence.

Indicators:

- a. Uses hands and fingers to manipulate a variety of tools and materials, (i.e. crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).
- b. Uses eye-hand coordination to perform simple tasks.
- c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.
- d. Uses fine motor skills in daily living.

Examples in the Context of Daily Routines, Activities, and Play:

- Child tears paper into pieces to make a collage.
- Child draws and paints a mural on paper taped to the wall.

- Child strings large beads.
- Child hits peg with a wooden hammer.

- Child pulls Pop-It beads apart and then pushes them back together.
- Child twists the cap off of a jar.
- Child uses a paper punch to make holes.
- Child uses scissors to cut paper.

- Child buttons, unbuttons, snaps, buckles, laces or ties shoe.
- Child uses eating utensils at mealtimes.
- Child puts on and takes off jacket, sweater or sweatshirt.

STRAND 2: HEALTH

Concept 1: Hygiene and Health Practices

Child demonstrates knowledge of personal health practices and routines.

Personal hygiene and health are essential to one's well being. Children begin at a young age to learn living skills that will assist them in making age-appropriate healthy choices. They learn that good nutrition; exercise and rest are necessary for their young bodies.

Indicators:

a. Demonstrates hygiene practices.

b. Demonstrates healthy practices:

- Nutrition

- Physical Activity

- Rest and Relaxation

Examples in the Context of Daily Routines, Activities, and Play:

- Child gets a tissue to wipe nose when needed and throws the tissue away.
- Child washes and dries hands after using the toilet.
- Child covers mouth/nose when coughing/sneezing, then washes his hands.

- Child participates in a tasting experience and tries a variety of food groups and unfamiliar foods.
- Child makes a collage, using magazine pictures of healthy foods.
- Child requests fruit for his snack.
- Child tells a friend, "Let's play tag."
- Child chooses to join friends in tossing a ball through the basketball hoop.
- Child rests by lying on rug.
- Child puts doll in doll bed and says, "It's your bedtime."

STRAND 3: SAFETY

Concept 1: Safety, Injury Prevention

Child demonstrates knowledge of personal safety practices and routines.

Children demonstrate awareness and understanding of personal and environmental safety rules and how to keep themselves safe. These principles should be relevant to Arizona and to the community/region in which the child lives.

Indicators:

- a. Demonstrates Environmental Safety Practices
 - Water and sun safety

 - Animal and plant safety, specific to child's environment

 - Fire and gun safety

 - Playground safety

 - Tool safety

continued

Examples in the Context of Daily Routines, Activities, and Play:

- Child puts on a hat and sunglasses before going outside in the sun.

- Child warns her friend not to touch the spider because it might bite.
- Child tells friend not to touch the cactus because it will hurt.

- Child says, "Fire will burn you!"
- Child tells his friend, "A real gun can hurt you!"

- Child keeps a safe distance from moving swings.
- Child goes down the slide feet first.

- Child reminds a friend to hold the scissors point end down when walking.
- Child says, "My daddy wears goggles when he uses the saw."

| | |
|--|---|
| <p>Indicators:</p> <ul style="list-style-type: none"> b. Demonstrates Street Safety Practices <ul style="list-style-type: none"> • Crossing street • Car safety c. Demonstrates Personal Safety Practices <ul style="list-style-type: none"> • "Good/Bad" touching • Stranger Dangers • Knows personal information • Poison d. Demonstrates Emergency Safety Practices <ul style="list-style-type: none"> • Emergency Routines | <p>Examples in the Context of Daily Routines, Activities, and Play:</p> <ul style="list-style-type: none"> • While on a neighborhood walk child waits for adult to say it's safe to cross the street. • Child looks to the left and right before crossing a street or road. • While playing house, child tells a friend, "Put the baby in the car seat." • Child reminds others to put on their seat belts. • Child asks an adult for help when made to feel uncomfortable or unsafe by another person. • Child refuses to respond when an unfamiliar adult talks to him/her. • Child tells a friend, "Don't go near that stranger's car." • Child tells a caregiver/teacher her mother's name. • Child tells a caregiver/teacher her address. • Child stays away from cleansers unless supervised by an adult. • Child tells a friend, "My dad says medicine is not candy!" • While playing, a child tells a friend to call 911 because the "doll is hurt." • Playing fire fighter, a child tells her friend to "Stop, Drop and Roll!" |
|--|---|

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
|--|---|---|
| Gross Motor – Balance and Control | Gross Motor Skills | Physical Activity |
| Moves with control. | Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping. | Demonstrate mature form in walking and running. |
| Moves with balance. | Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping. | Demonstrate progress toward the mature form of selected manipulative, locomotor and non-locomotor skills. |
| Gross Motor – Coordination | Gross Motor Skills | Physical Activity |
| Coordinates movements to perform tasks. | Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing. | Demonstrate progress toward the mature form of selected manipulative, locomotor and non-locomotor skills. |
| Exhibits body awareness. | | Describe appropriate concepts to performance (e.g. change direction while running). |
| Exhibits body spatial awareness. | | |
| Fine Motor Development | Fine Motor Skills | Physical Activity |
| Uses hands and fingers to manipulate a variety of tools and materials. | Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paintbrushes, and various types of technology. | |
| Uses fine motor skills in daily living. | | |

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT - CONTINUED

| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
|--|--|---------------------------------|
| Fine Motor Development | Fine Motor Skills | Physical Activity |
| Uses eye-hand coordination to perform simple tasks. | Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors. | |
| Manipulates smaller objects, tools and instruments that require wrist and squeezing motions. | Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer. | |
| | | |

STRAND 2: HEALTH

| Hygiene and Health Practices | Health Status and Practices | Comprehensive Health Education |
|--|--|---|
| Demonstrates hygiene practices. | Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting. | Identify basic symptoms of, and prevention strategies for, common illnesses and diseases. Identify personal well-being health behaviors. |
| Demonstrates healthy practices: Nutrition, Physical Activity, Rest & Relaxation. | Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness. | Identify basic personal health needs and the roles exercise, nutrition, hygiene and relationships play in maintaining them. Identify that physical activity is necessary to build good physical fitness. |

STRAND 3: SAFETY

| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
|---|--|---|
| Safety, Injury Prevention | Health Status and Practices | Comprehensive Health |
| Demonstrates environmental safety practices: water and sun, animal and plant, fire and gun, playground, tool. | Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities. | Identify elements of the environment that affect personal health. |
| Demonstrates street safety practices: crossing street, car safety. | | |
| Demonstrates personal safety practices: good/bad touching, stranger danger, personal information, poison. | | Demonstrate the ability to locate home and school health helpers. |
| Demonstrates emergency safety practices: emergency routines. | | Identify resources and health helpers from home and school that provide health and emergency information. |
| | | |



xtra special

xtraordinary

original

Fine Arts Standard



FINE ARTS STANDARD

For Young Children from Three to Five Years Old

Overview:

The arts nurture the imagination and creative spirit of all children. Sensory awareness (sight, sound, touch, smell, taste) is the foundation for all imaginative activity and creative expression. For young children, the importance of the arts is in the process of creating rather than the end result. As children are involved in the arts process they develop independence, self-esteem, and self-expression. The arts connect all areas of learning and are fundamental to children's development and education. The arts enable all children to discover more about who they are and gain insight into their own culture and the cultures around them.

The Fine Arts Standard is organized into the following strands and related concepts:

Strand 1: Visual Art

- **Creating Art**
- **Art in Context**
- **Art as Inquiry**

Strand 2: Music and Creative Movement

- **Creating Music and Creative Movement**
- **Music and Creative Movement in Context**
- **Music and Creative Movement as Inquiry**

Strand 3: Dramatic Play

- **Creating Dramatic Play**
- **Dramatic Play in Context**
- **Dramatic Play as Inquiry**

Fine Arts Standard Definitions

Improvisations are songs, games, stories or chants that a child makes up.

Instruments can be any traditional or non-traditional devices used or made to create musical sounds.

Media can be any means or materials used to express or communicate an idea or thought.

Processes are methods and procedures used to accomplish a task or make a creation.

Repertoire is the number of stories, plays or song that a child knows.

Scenario (dramatic play) is the theme, topic or script of a real or imagined story or play.

Tools are implements, instruments or utensils, that are used to cut, dig, pound, rub, paint, write or create works of expression.

Vocalizations are oral sounds, words or songs produced by one's voice.

STRAND 1 - VISUAL ART

Concept 1: Creating Art

The child uses a wide variety of materials, media, tools, techniques and processes to explore and create.

Children communicate ideas, experiences and feelings by leaving their mark with crayons, markers, paints, modeling and construction of masterpieces. Children discover that they and others are artists.

Indicators:

- a. Uses a variety of materials/media to create original works of art (i.e. paper, rocks, sand, clay, plaster, fabric, fiber, salt, dough, crayons, markers, paint, chalk, charcoal, pencils, glue, and cardboard).
- b. Uses a variety of tools to create original works of art (i.e. cotton swabs, small/large brushes, drinking straws, sponges, sticks, fly swatters, stamps, fingers, scissors, plastic needles, rollers, and stapler).
- c. Uses a variety of techniques and processes to create original works of art (i.e. drawing, painting, sculpting, printing, weaving, braiding, cutting, construction, collage, bending, folding, sewing, tearing, stapling, and taping).
- d. Uses lines, forms, shapes, colors and texture to create personal art work.
- e. Creates art work with details which represent the child's ideas, experiences and feelings.
- f. Creates art in two and three dimensions.

Examples in the Context of Daily Routines, Activities, and Play:

- Child uses paint on rocks to create original art work.
- Child makes a collage using fabric, torn paper and yarn.

- Child uses a straw to blow paint across the paper.
- Child paints using Q-tips, brushes and sponges.

- Child uses wood scraps with glue to make "constructions."
- Child uses Play Dough/clay to make a sculpture.

- Child uses chalk to draw straight and curved lines on the sidewalk.

- Child uses objects dipped in paint to print shapes on paper.
- Child draws a portrait including facial details.
- Child draws a picture of where he went for vacation.

- Child uses glue and Popsicle sticks to construct a work of art.
- Child uses twigs to construct a house.

STRAND 1: VISUAL ART

Concept 2: Art in Context

The child uses art as he/she begins to make sense of the environment and community.

Art in context for young children is relevant to the experiences with people and cultures within their own community and learning environment. Children view and explore different styles of art from many places and cultures. Art connects children to their neighborhood, and expands their view of the world.

Indicators:

- a. Participates in creative art activities that are part of the child's community and culture.
- b. Participates in visual art activities that are part of other cultures.

Examples in the Context of Daily Routines, Activities, and Play:

- Child draws a picture of his family's Kwanzaa celebration.
- Child creates a sand painting.
- Child draws animals or symbols seen in pictographs using twigs, yucca, or bamboo as paintbrush.
- Child weaves an "Ojo de Dios" or "God's Eye" using sticks and yarn.

STRAND 1: VISUAL ART

Concept 3: Art as Inquiry

The child reflects upon, describes and analyzes the characteristics and qualities of his work and the work of others.

Children begin to develop a vocabulary to share opinions about artistic creations and experiences. Artistic inquiry encourages children to go beyond "I like it" and to ask questions, investigate and develop appreciation for many art forms.

Indicators:

- a. Describes personal art work.
- b. Expresses creative and personal choices when engaging in art activities.
- c. Responds to the art work of self and others through making comments or asking questions.
- d. Describes the details observed in art work.

Examples in the Context of Daily Routines, Activities, and Play:

- Child makes a mask, shares how the mask was made and talks about the details on the mask.
- Child tells a story about the picture he drew.
- Child takes time to select a piece of paper for the desired texture and color.
- Creates a house using drinking straws, fabric paint, precut shapes, colored paper, and foil.
- When observing another child's sculpture, the child asks "How did you make the clay do that?"
- Child says, "I like the bird in your picture."
- Child looks at a picture and says, "That picture has a lot of blue in it."
- Child tells his friend, "The dog you drew looks just like my dog."

STRAND 2: MUSIC AND CREATIVE MOVEMENT

Concept 1: Creating Music and Movement

The child uses a wide variety of instruments, techniques and music to explore and create.

Singing, dancing, making and moving to sounds/rhythms are fundamental musical activities of young children. They use a variety of musical elements, **instruments**, and techniques to explore and to express a personal understanding of their world. Children learn the concept that they and others are musicians and dancers.

Indicators:

- a. Experiments with a variety of instruments, vocalizations, sounds or creative movements.
- b. Creates music/movement that represents child 's ideas, experience and/or feelings.
- c. Sings/moves to familiar rhymes, songs, and/or chants.
- d. Uses familiar songs, rhymes or chants to create her own musical/movement improvisations.

Examples in the Context of Daily Routines, Activities, and Play:

- Using maracas, rattles, rain sticks, **claves** or tambourine, child keeps time with music.
- Child uses a tin pie pan and spoon to make a drum.
- Child says, "Look! I'm walking like an elephant."
- Child marches, slowing down or speeding up with the music.
- Child makes up her own verse and movements to a favorite song/tune.

STRAND 2: MUSIC AND CREATIVE MOVEMENT

Concept 2: Music and Creative Movement in Context

The child uses creative movement and music as he/she begins to make sense of the environment and community.

The exploration of music and movement enhances all areas of a child's learning. Music and creative movement connect children to their own community and expand their personal view of the world.

Indicators:

- a. Listens/responds to different types of music, (e.g. rock, classical, jazz, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).
- b. Uses creative movement and dance to interpret the mood of various types of music and stories.
- c. Joins in music and movement activities that are part of the child's community and culture.
- d. Creates music and movement activities that express the experiences of their own culture and the culture of others.

Examples in the Context of Daily Routines, Activities, and Play:

- Child rocks a baby doll when she hears a lullaby.
- Child says, "I like the music with the drums in it."

- Child creates her/his own dance while listening to music.
- Child twirls a scarf back and forth in the air and moves to the music.

- Child joins in a dance using hoops.

- Child hears Hawaiian music and sways from side to side.
- Child uses ribbons to experiment with rhythms while listening to Native American music.

STRAND 2: MUSIC AND CREATIVE MOVEMENT

Concept 3: Music and Creative Movement as Inquiry

The child responds to music and creative movement through various means.

Universal themes are expressed in musical works. Children think about, describe and analyze the characteristics of many styles of music and creative movement/dance. Children begin to develop a vocabulary to share opinions about musical/movement creations and experiences. Examining music and movement encourages children to go beyond "I like it" and to ask questions, investigate and develop appreciation for music and creative movement.

Indicators:

- a. Talks about music or movement.
- b. Describes music or movement of self and others.
- c. Expresses creative and personal choices when engaging in music or movement activities.
- d. Responds to music or movement of self and others by noticing details commenting and questioning.

Examples in the Context of Daily Routines, Activities, and Play:

- Child talks about which music is his favorite.
- Child says, "You are moving your arms up and down."
- Child teaches a friend a favorite dance move.
- Child says, "I don't like this song."
- Child asks what instrument makes that low sound.
- Child says, "I like the way the ballerina turns on her toes."

STRAND 3: DRAMATIC PLAY

Concept 1: Creating Dramatic Play

The child uses dramatic play and props to explore and create.

Children use the richness of their daily activities to create pretend play, assuming different roles and characters. Personal life experiences, social events, cultural celebrations and stories, generate ideas for exploration. These experiences contribute to children's ability to communicate more effectively and engage in cooperative activity with friends.

Indicators:

- a. Participates in dramatic play activities.
- b. Assumes roles from daily activities using a variety of props.
- c. Dramatizes familiar stories.
- d. Takes on more than one dramatic play role at a time.
- e. Pretends an object exists without using a prop.

Examples in the Context of Daily Routines, Activities, and Play:

- Child plays hospital.
- Child sets up a store and invites friends to go shopping.
- From a box of old clothes, child selects a hat, jacket and piece of rope and portrays a fire fighter putting out a fire.
- Child pretends to be a teacher and reads a book to the stuffed bear.
- Child plays the wolf in "The Three Little Pigs."
- Child says, "My grandfather told me a story about the wind. I'll be the wind."
- Child plays a daddy and a baby by changing his voice.
- Child says, "I'll be the doctor and the nurse. You be the patient."
- Child orders a veggie pizza and reaches into his pocket for imaginary money to pay for the meal.
- Child pretends to put on a hat and coat to go outside.

STRAND 3: DRAMATIC PLAY

Concept 2: Dramatic Play in Context

The child uses dramatic play as he/she begins to make sense of his/her environment and community.

Children develop a repertoire of roles, actions, and behaviors that reflect diversity in their homes and communities. Each dramatic play scenario provides insights into children's interests, experiences and abilities that allow children to express what they know and feel.

Indicators:

- a. Demonstrates an understanding of behaviors important to specific roles.
- b. Demonstrates an understanding of the sequence of events.
- c. Negotiates roles, relationships, and actions during dramatic play activities.
- d. Develops a repertoire of roles, actions, and behaviors that reflect diversity in the community.
- e. Participates in dramatic play situations that reflect the routines, rituals, and celebrations of community and culture.

Examples in the Context of Daily Routines, Activities, and Play:

- Child plays the part of a doctor and pretends to give friend a shot.
- Child pretends to be a teacher and reads a story to a doll.
- Child pretends to cook dinner, serves it, and washes the dishes.
- Child puts on the doll's diaper then pants, shirt, socks and shoes.
- Children create a play for their parents. Child accepts role as a paramedic.
- Children act out specific situations important to them.
- Child pretends to be a store clerk and rings up purchased items and puts them in a bag.
- Child dramatizes participating in a Pow Wow.
- Child asks friends to join him in making tamales using play dough.

STRAND 3: DRAMATIC PLAY

Concept 3: Dramatic Play as Inquiry

The child responds to dramatic play experiences.

Universal themes are expressed through children's dramatic play. Children use a process of inquiry as they observe, organize and interpret their experiences through creative dramatics and pretend play. Children reflect and share opinions about dramatic creations and experiences. Participating in dramatic play encourages children to be themselves, a character from a story, a familiar person or anyone who they dream to be.

Indicators:

- a. Talks about dramatic play experiences.
- b. Adds details and new elements to dramatic play situations over time.
- c. Respects the ideas and suggestions of others during dramatic play.
- d. Responds to the performance of others.

Examples in the Context of Daily Routines, Activities, and Play:

- Child tells his friend what character he played yesterday.
- Child gets more props for her friends.
- Child listens as friends plan what they are going to do.
- Child says, "You can be the wolf today. I can be the pig."
- Child laughs at a funny incident.
- Child applauds other children's performance.

STRAND 1: VISUAL ART

| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
|---|---|--|
| Creating Art | Creative Arts – Art | Visual Arts – Creating Art |
| <p>Uses a variety of materials/media to create original works of art.</p> <p>Uses a variety of techniques and processes to create original works of art.</p> <p>Uses lines, forms, shapes, colors and texture to create personal artwork.</p> <p>Creates art in two and three dimensions.</p> | <p>Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</p> | <p>Identify and use a variety of art media.</p> |
| <p>Uses a variety of tools to create original works of art.</p> | | |
| <p>Creates artwork with details which represent the child’s ideas, experiences and feelings.</p> | <p>Progresses in abilities to create drawing, paintings, models, and other art creations that are more detailed, creative or realistic.</p> | <p>Recognize that the visual arts are a form of communication.</p> |
| Art in Context | Creative Arts – Art | Visual Arts – Creating Art |
| <p>Participates in creative art activities that are a part of the child’s community and culture.</p> <p>Participates in visual art activities that are part of other cultures.</p> | | <p>Show respect for personal work and work of others.</p> |
| | | |

| STRAND 1: VISUAL ART - CONTINUED | | |
|--|--|--|
| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
| Art as Inquiry | Creative Arts – Art | Visual Art – Creating Art |
| <p>Describes personal artwork.</p> <p>Responds to the artwork of self and others through making comments or asking questions.</p> <p>Describes the details observed in artwork.</p> | <p>Begins to understand and share opinions about artistic products and experiences.</p> | <p>Begin to look at, and talk about, art.</p> |
| STRAND 2: MUSIC AND CREATIVE MOVEMENT | | |
| Creating Music and Movement | Creative Arts – Music/Movement | Creating Art – Music / Dance |
| <p>Experiments with a variety of instruments, vocalizations, sounds or creative movements.</p> <p>Sings/moves to familiar rhymes, songs, and/or chants.</p> <p>Creates music/movement that represents child’s ideas, experience and/or feelings.</p> <p>Uses familiar songs, rhymes or chants to create her own musical/movement improvisations.</p> | <p>Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</p> <p>Experiments with a variety of musical instruments.</p> <p>Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</p> | <p>Sing/play a variety of songs.</p> <p>Improvise simple rhythmic and melodic ostinato accompaniments on a variety of classroom instruments and materials.</p> |

STRAND 2: MUSIC AND CREATIVE MOVEMENT - CONTINUED

| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
|---|---|--|
| Music and Creative Movement in Context | Creative Arts Music/Movement | Creating Art Music/Dance |
| Listens/responds to different types of music. | Shows growth in moving in time to different patterns of beat and rhythm in music. | Echo short rhythms and melodic patterns. |
| Uses creative movement and dance to interpret the mood of various types of music and stories. | | Improvise simple rhythmic and melodic ostinato accompaniments on a variety of classroom instruments and materials. |
| <p>Joins in music and movement activities that are part of the child's community and culture.</p> <p>Creates music and movement activities that express the experiences of their own culture and the culture of others.</p> | | Show respect for personal work and the work of others. |
| | | |
| <i>Music and Creative Movement as Inquiry</i> | Creative Arts - Music/Movement | Creating Art - Music/Dance |
| Talks about music or movement. | | Use appropriate terminology ...while moving to a beat and changes in tempo. |
| Describes music or movement of self and others. | | Identify and demonstrate the range and types of movement abilities of one's own body. |
| Responds to music or movement of self and others by noticing details, commenting, and questioning. | | <p>Identify the sound of a variety of band orchestra and classroom instruments.</p> <p>Identify variation in tempo and dynamics.</p> |

STRAND 3: DRAMATIC PLAY

| AZ EARLY LEARNING STANDARD | HEAD START CHILD OUTCOME | AZ KINDERGARTEN STANDARD |
|---|--|--|
| Creating Dramatic Play | Creative Arts – Dramatic Play | Creating Art - Theatre |
| Participates in dramatic play activities. Dramatizes familiar stories. | Participates in a variety of dramatic play activities that become more extended and complex. | Use natural language patterns with familiar phrases as they play out a story. |
| Assumes roles from daily activities using a variety of props. Pretends an object exists without using a prop. | Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations. | Sustain a pretend scene using appropriate language or movement with the teacher role-playing or giving cues. |
| Dramatic Play in Context | Creative Arts – Dramatic Play | Creating Art – Theatre |
| <i>Though there are not specific items which directly align under this section, the skills are embedded in the objectives and indicators under Creating Dramatic Play and Dramatic Play as Inquiry.</i> | | |
| Dramatic Play as Inquiry | Creative Arts – Dramatic Play | Creating Art – Theatre |
| Talks about dramatic play experiences. Adds details and new elements to dramatic play situations over time. Responds to the performance of others. | | Describe the setting of a story to be dramatized and, with teacher guidance, establish spaces for the dramatization, and select materials that suggest the furniture and objects needed. |
| Respects the ideas and suggestions of others during dramatic play. | | Show respect for personal work and the work of others. |



Resources

Resources

Articles

Young Children with Special Needs

ADE, Early Childhood Education Unit

English Language Learners

ADE, Early Childhood Education Unit

The Benefits of an Inclusive Education: Making It Work

National Association for the Education of Young Children (NAEYC) Critical Issues

Responding to Linguistic and Cultural Diversity:

Recommendations for Effective Early Childhood Education

Position Statement NAEYC

Early Learning Standards: Creating the Conditions for Success

Position Statement NAEYC

Early Education Experts Issue Guidelines for Assessment and Curriculum

Position Statement NAEYC

Web Sites

Early Childhood Curriculum, Assessment, and Program Evaluation
Position Statement NAEYC

Promoting the Use of Content Standards:
Recommendations for Teacher Educators
View Point, NAEYC Journal

Responding to Linguistic and Cultural Diversity
NAEYC Position Statement (full text)

Arizona Resources
Special Needs
Child Care
Family/Parents
Web Sites with Comprehensive Educational Links
Multicultural Education
Organizations
Teacher Magazines
Research

YOUNG CHILDREN WITH SPECIAL NEEDS

Each child is a unique person with an individual personality, learning style, and experiential background. These Early Learning Standards have been designed for use with all young children. Although children develop through a generally predictable sequence of milestones, they may not proceed through them in the same way and in the same amount of time. Development also proceeds at varying rates within the different areas of a particular child's functioning. Some children will exhibit skills far above their age group in some areas of development, while other children may take longer to achieve certain indicators. Some children may skip certain indicators altogether and this is normal for them. Variability among all children, not just those with disabilities, is normal. Uniqueness is to be valued. Therefore, it is important for early care and education professionals to individualize experiences, activities, the environment, and materials to meet the child's developmental needs, including those with developmental delays or specific disabilities.

Adults should view a child's current strengths and skills as the starting point for planning new experiences rather than as a limitation; this applies to children with special needs as well as those who are developing more typically. Each child is unique. Each grows and develops skills and competencies at his own pace. Some children may have a developmental delay or disability that may require program staff members to adapt expectations or experiences so that individual children can successfully achieve a particular standard, concept and/or indicator. All children within an age group should not be expected to arrive at each concept or indicator at the same time or to show mastery to the same degree of proficiency.

**All Children Are Gifted....
Some Just Open Their Presents
Later than Others**

ENGLISH LANGUAGE LEARNERS

As we consider the Arizona Early Learning Standards for young children, it is important to attend to the needs of those who are English language learners. We recognize that regardless of what language children come to us speaking, they have previously acquired knowledge and learning as a result of the language spoken in their home. Through that language, young children have established meaningful relationships and have begun to construct a knowledge base.

The home language is linked to the child's values, attitudes, and cultural traditions. It is critical to be respectful and supportive of the cultural heritage and home language of a child while encouraging English language acquisition. This ensures a partnership between the home and the learning environment. Research shows the stronger the native language foundation the greater the academic success in English language development.

Just as all children learn and develop at different rates, with unpredictable starts, stops, and surges along the way, individual differences also exist among children who are acquiring English as a second language. As young children enter kindergarten, they may still demonstrate some weaknesses, but these limitations tend to disappear for young English language learners with direct instruction in English.

The Arizona Early Learning Standards support English language acquisition. Early childhood settings provide a context for learning, crucial for all children, but especially critical for English language learners. Young English language learners listen purposefully to English speaking teachers and peers to gather information about their new language. Consistent and overt student engagement in the form of active speaking and listening is essential. The types of instructional activities typically present in early childhood settings facilitate the development of English.

Effective instructional strategies for English language learners are effective for all learners. Effective instruction for all children requires a variety of instructional activities and strategies. The following teaching strategies are appropriate for all young learners in all early learning environments or settings:

Oral Communication

- Communicate with the child using words along with some type of gestures, facial expressions, intonations or actions.
- Use nonverbal clues such as pictures, objects or demonstrations.
- Model proper English and enunciate words clearly.
- Build on language that is already understood using graphic organizers, hands-on learning activities, peer models.
- Use repetition. Saying the same thing more than once gives a child more than one opportunity to understand. If the repetition involves a single item, it may provide an opportunity for the child to learn the word.
- Communicate the "here and now." Talking about the present limits the conversation and enables the child to focus on fewer options for response. It also helps the teacher to understand what the child is talking about.
- Rephrase ideas and thoughts orally to clarify meaning.

- Use a variety of oral responses: single words, single sentences, phrases, and statements.
- Avoid using slang.
- Encourage the child to use words from her/his native language when she/he cannot find the appropriate word in English.
- Accept child's approximations of words spoken in English.
- Provide support in the child's native language when needed. This support provides access to his/her knowledge and experience. It also shows a respect for the language/culture and establishes rapport.
- Increase wait time. Give English language learners more "wait and think" time.

Vocabulary Development

- Link vocabulary to first hand experiences with pictures, concrete objects, and real life events.
- Use everyday vocabulary and gradually expand vocabulary so child continues to progress and is challenged.

Learning Environment

- Allow ample time for the child to become familiar with the educational setting before approaching with questions or directives in English. This will create a stress free environment and encourage risk taking.

- Begin with the child's prior knowledge to extend and expand the learning.
- Provide activities and space for child to play or work alone until he/she is ready to interact with other children.
- Establish a daily routine. The child is able to use the cues and become a part of the group without understanding the language. The routine provides structure and a sense of security for children.
- Affirm the children's culture and language through literature, music, learning materials, and resources that are culturally and linguistically relevant.
- Use cooperative learning activities. Participation in small group learning activities promotes positive interaction. All students need frequent opportunities to speak and use language skills. English language learners benefit from face to face interaction in an authentic and meaningful situation and from observing peers.
- Include first and second language speaking children in the same group.
- Identify program and community members who can help with oral and written translations.

Book Use

- Use books which contain repeated, predictable language patterns. Patterns include rhyming and repetition of sounds, words, refrains, or entire sentences.

- Use books with clear illustrations that help tell the story. Use the pictures to explain new vocabulary and hold the attention of young learners. Photographs capture hard to explain emotions.
- Highlight key vocabulary or concepts. Pose a specific listening objective to help children focus, such as asking them to think about three feelings described in the book.
- If there is an aide or adult available ask him/her to sit near a child learning English to quietly reinforce the story if needed.
- If needed, edit a story as you read or tell the story using the pictures or illustrations.
- Pause regularly to do an informal check of child's comprehension and allow him/her to discuss the pictures or story, while not losing focus.
- Use child's words to create a sentence or story. Adult writes down the child's words verbatim. Story or sentence can be read back to the child. It allows child to see and hear her/his own words and builds word knowledge using familiar language.

The Benefits of an Inclusive Education: Making It Work

In an increasing number of early childhood programs around the country, teachers, children, and parents are discovering the benefits of educating young children with special needs together with their same-age peers. Since learning is so important in the early years, this is the best time for children to begin to respect all people's differences and the contributions each individual makes. The key to creating a successful inclusive program is educating ourselves and others about how to ensure every student in the classroom has the chance to reach his or her fullest potential.

Children with disabilities are, first and foremost, children, and then children who may need support or adaptations for learning. The term "special needs" refers to a wide range of developmental disabilities or learning needs that may occur in different areas and to varying degrees. Traditionally, children with special needs were pulled out of regular classrooms and grouped together as if all their needs were alike. Relatively few children with disabilities were served in community-based early childhood programs apart from Head Start or public school programs.

In 1992, the Americans with Disabilities Act (ADA) established equal rights for people with disabilities in employment, state and local public services, and public accommodations including preschools, child care centers and family child care homes. The ADA has helped more and more educators recognize that developmentally appropriate classrooms are places where all children can and should learn together.

Early childhood teachers' strong knowledge of child development helps them to successfully teach young children with all talents, interests, and abilities. In effective inclusive programs, teachers adapt activities to include all students, even though their individual goals may be different. At times, early childhood professionals and children may benefit from the assistance of related professionals such as physical therapists and other school personnel who recognize children's individual interests and strengths.

Some raise concerns about the advisability of creating inclusive environments: Will inclusive classrooms hinder the academic success of children without special needs? How will an inclusive environment meet the needs of children with disabilities? Will children without special needs lose out on teacher time? How can early childhood professionals access resources, support and training? While these questions are valid, parents and teachers will find that creative modifications help all children's learning. According to the director of one NAEYC-accredited center, "Inclusion has helped us better focus on meeting the needs of every child in our program."

Research shows that the benefits of inclusive classrooms reach beyond academics. This is particularly important for young children, who learn best when they feel safe, secure, and at home in their classrooms. An environment that encourages young children's social and emotional development

will stimulate all aspects of their learning.

Children in inclusive classrooms:

- demonstrate increased acceptance and appreciation of diversity;
- develop better communication and social skills;
- show greater development in moral and ethical principles;
- create warm and caring friendships; and
- demonstrate increased self-esteem.

Early childhood professionals who have successfully included young children with special needs note that, contrary to some expectations, they needed few adaptations to meet the needs of all children. They report not necessarily needing more staff, money, or expertise, but rather support from peers and specialists, willingness to adapt to new environments, and positive relationships with families.

Professional development programs, supplemental support staff, and teamwork by parents and school personnel will help achieve inclusion's ultimate goal: to provide a challenging and supportive educational experience for all children.

Resources:

Caring for Children with Special Needs. 1993. San Francisco, CA: Child Care Law Center.

Chandler, P.A. 1994. *A Place for Me*. Washington, DC: NAEYC #237/\$4.50.

Division for Early Childhood, Council for Exceptional Children, 1444 Wazee St., Suite 230, Denver, CO, 80202.

Early Childhood Initiative, Colorado Department of Education, State Office Building, Denver, CO, 80203.

Understanding the ADA. 1993. Washington, DC: NAEYC #514. 50¢ each/ 100 for \$10.

Woolery, M. & J.S. Wilbers, eds. 1994. *Including Children with Special Needs in Early Childhood Programs*. Washington, DC: NAEYC #145/ \$8.

Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education

Linguistically and culturally diverse is an educational term used by the U.S. Department of Education to define children enrolled in educational programs who are either non-English-proficient (NEP) or limited-English-proficient(LEP). Educators use this phrase, linguistically and culturally diverse, to identify children from homes and communities where English is not the primary language of communication. For the purposes of this statement, the phrase will be used in a similar manner.

This document primarily describes linguistically and culturally diverse children who speak languages other than English. However, the recommendations of this position statement can also apply to children who, although they speak only English, are also linguistically and culturally diverse.

The children and families served in early childhood programs reflect the ethnic, cultural, and linguistic diversity of the nation. The nation's children all deserve an early childhood education that is responsive to their families, communities, and racial, ethnic, and cultural backgrounds. For young children to develop and learn optimally, the early childhood professional must be prepared to meet their diverse developmental, cultural, linguistic, and educational needs. Early childhood educators face the challenge of how best to respond to these needs.

The acquisition of language is essential to children's cognitive and social development. Regardless of what language children speak, they still develop and learn. Educators recognize that linguistically and culturally diverse children come to early childhood programs with previously acquired knowledge and learning based upon the language used in their home. For young children, the language of the home is the language they have used since birth, the language they use to make and establish meaningful communicative relationships, and the language they use to begin to construct their knowledge and test their learning. The home language is tied to children's culture, and culture and language communicate traditions, values, and attitudes. Parents should be encouraged to use and develop children's home language; early childhood educators should respect children's linguistic learning styles. In so doing, adults will enhance children's learning and development.

NAEYC's goal is to build support for equal access to high-quality educational programs that recognize and promote all aspects of children's

development and learning, enabling all children to become competent, successful, and socially responsible adults. Children's educational experiences should afford them the opportunity to learn and to become effective, functioning members of society. Language development is essential for learning, and the development of children's home language does not interfere with their ability to learn English. Because knowing more than one language is a cognitive asset, early education programs should encourage the development of children's home language while fostering the acquisition of English.

For the optimal development and learning of all children, educators must **accept** the legitimacy of children's home language, **respect** (hold in high regard) and **value** (esteem, appreciate), the home culture, and **promote** and **encourage** the active involvement and support of all families, including extended and nontraditional family units.

When early childhood educators acknowledge and respect children's home language and culture, ties between the family and programs are strengthened. This atmosphere provides increased opportunity for learning because young children feel supported, nurtured, and connected not only to their home communities and families but also to teachers and the educational setting.

The full text of this position statement includes recommendations for a responsive learning environment with a) recommendations for working with children; b) recommendations for working with families; c) recommendations for professional preparation of early childhood educators; and d) recommendations for programs and practice.

EARLY LEARNING STANDARDS: CREATING THE CONDITIONS FOR SUCCESS

A Joint Position Statement of

**The National Association for the Education of Young Children (NAEYC) and
The National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE)**

Approved November 19, 2002

Introduction

Early childhood education has become part of a standards-based environment. More than 25 states have standards describing desired results, outcomes, or learning expectations for children below kindergarten age; Head Start has developed a Child Outcomes Framework; and national organizations have developed content standards in areas such as early literacy and mathematics. This movement presents both opportunities and challenges for early childhood education. Rather than writing a new set of standards, in this statement NAEYC and NAECS/SDE address the significant educational, ethical, developmental, programmatic, assessment, and policy issues related to early learning standards. The position statement outlines four features that are essential if early learning standards are to be developmentally effective. The recommendations in this position statement are most relevant to young children of preschool or prekindergarten age, with and without disabilities, in group settings including state prekindergarten programs, community child care, family child care, and Head Start. However, the recommendations can guide the development and implementation of standards for younger and older children as well.

The Position

The first years of life are critical for later outcomes. Young children have an innate desire to learn. That desire can be supported or undermined by early experiences. High-quality early childhood education can promote intellectual, language, physical, social, and emotional development, creating school readiness and building a foundation for later academic and social competence. By defining the desired content and outcomes of young children's education, early learning standards can lead to greater opportunities for positive development and learning in these early years. The National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) take the position that early learning standards can be a valuable part of a comprehensive, high-quality system of services for young

children, contributing to young children's educational experiences and to their future success. But these results can be achieved only if early learning standards (1) emphasize significant, developmentally appropriate content and outcomes; (2) are developed and reviewed through informed, inclusive processes; (3) use implementation and assessment strategies that are ethical and appropriate for young children; and (4) are accompanied by strong supports for early childhood programs, professionals, and families.

Because of the educational and developmental risks for vulnerable young children if standards are not well developed and implemented, the recommendations in this position statement are embedded in and refer to the principles set forth in NAEYC's code of ethical conduct¹. According to this code, early childhood professionals and others affecting young children's education must promote those practices that benefit young children, and they must refuse to participate in educational practices that harm young children. Thus, a test of the value of any standards effort is whether it promotes positive educational and developmental outcomes and whether it avoids penalizing children or excluding them from needed services and supports.

Desired Effects of the Position Statement

NAEYC and NAECS/SDE have developed this position statement, and invited other associations to support and endorse its recommendations, in order to:

- Take informed positions on significant, controversial issues affecting young children's education and development
- Promote broad-based dialogue
- Create a shared language and evidence-based frame of reference so that practitioners, decision makers, and families may talk together about early learning standards and their essential supports
- Influence public policies-those related to early childhood systems development as well as to the development, implementation, and revision of standards-that reflect the position statement's recommendations
- Stimulate investments needed to create accessible, affordable, high-quality learning environments and professional development to support the implementation of effective early learning standards.
- Strengthen connections between the early childhood and K-12 education communities
- Build more satisfying experiences and better educational and developmental outcomes for all young children

Background and Context

Standards and the Early Childhood Education Field

One of NAEYC's first publications, written in 1929, was called *Minimum Essentials for Nursery Education*². Since then, NAEYC has developed criteria

for accrediting early childhood education programs³, teacher education standards⁴, guidelines for developmentally appropriate practice⁵ and, in partnership with the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE), curriculum and assessment guidelines⁶. NAEYC publications⁷ have also described the role of professional organizations' content standards in early childhood education.

Yet the U.S. standards movement in elementary and secondary education, begun in the 1980s, did not have an immediate impact on education before kindergarten. In recent years, however, increased public awareness of the importance of early education, the expanded involvement of public schools in education for 3- and 4-year-olds, and reports from the National Research Council, including the influential *Eager to Learn report*⁸, have stimulated a rapid expansion of the standards movement into early education. Preliminary results from a recent national survey show more than 25 states with specific child-based outcome standards for children younger than kindergarten age⁹. The Head Start Bureau has established a "Child Outcomes Framework,"¹⁰ describing learning expectations in each of eight domains. Professional associations have developed content standards in areas including early mathematics and literacy¹¹. National reports and public policies have called for the creation of standards-variously including program standards, content standards, performance standards, and child outcomes-as part of a broader effort to build school readiness by improving teaching and learning in the early years.

The Distinctive Characteristics of Early Childhood

Early childhood is a distinct period of life that has value in itself; the early childhood years also create foundations for later development and learning. States and others must consider the characteristics of early childhood as the standards movement extends into the years before kindergarten.

- The younger children are, the harder it is to create generalized expectations for their development and learning, because young children's development varies greatly and is so heavily dependent upon experience¹².
- Developmental variability also creates greater challenges in assessing young children's progress in meeting standards or achieving desired results¹³.
- To a greater extent than when children are older, young children's development is connected across developmental domains, with progress in one area being strongly influenced by others. This has implications for how standards are written and implemented.
- Young children's development and learning are highly dependent upon their family relationships and environments. The development and implementation of early learning standards must therefore engage and support families as partners¹⁴.
- Our youngest children are our most culturally diverse¹⁵. Early learning standards must take this diversity into account. In addition, many children transition from culturally familiar child care programs and family environments into settings that do not reflect their culture or language. These discontinuities make it difficult to implement early learning standards in effective ways.

- Early childhood programs include an increasing number of children with disabilities and developmental delays¹⁶. These children must be given especially thoughtful consideration when states or others develop, implement, and assess progress in relation to early learning standards.
- Finally, settings for early education before kindergarten vary greatly in their sponsorship, resources, and organization—far more than the K-12 system—and the vast majority of those programs are not regulated by public schools. In such a fragmented system, standards cannot have a positive effect without intensive attention to communication, coordination, consensus building, and financing.

Risks and Benefits of Early Learning Standards

Reflecting on the expanded interest in early childhood education, on more than a decade of experience with systems of K-12 standards, curriculum, assessment, and accountability, and on the experience of a number of states and professional organizations, NAEYC and NAECS/SDE see risks as well as significant potential benefits in the movement toward early learning standards. Both need to be taken into account as early learning standards are developed and implemented. **Possible Risks**

The major risk of any standards movement is that the responsibility for meeting the standards will be placed on children's shoulders, rather than on the shoulders of those who should provide opportunities and supports for learning. This risk carries especially great weight in the early years of schooling, which can open or close the door to future opportunities. Negative consequences potentially face children who fail to meet standards, because the data may be used to label children as educational failures, retain them in grade, or deny them educational services¹⁷. Culturally and linguistically diverse children, and children with disabilities, may be at heightened risk.

Other issues also require thoughtful attention. The development of high-quality curriculum and teaching practices—essential tools in achieving desired results—can be forgotten in a rush from developing standards to assessing whether children meet the standards. Standards can also run the risk of being rigid, superficial, or culturally and educationally narrow. In the K-12 arena, at times standards have driven curriculum toward a more narrowly fact- and skill-driven approach with a resulting loss of depth, coherence, and focus. In the early childhood field, this trend could undermine the use of appropriate, effective curriculum and teaching strategies. Finally, the K-12 experience has shown that even the best-designed standards have minimal benefit when there is minimal investment in professional development, high-quality assessment tools, program or school resources, and a well-financed education system¹⁸. **Benefits**

Despite these cautions, past experience also suggests that under the right conditions early learning standards can create significant benefits for children's learning and development.¹⁹ *Eager to Learn*²⁰, *Neurons to Neighborhoods*,²¹ and other reports underscore young children's great capacity to benefit from experiences that are challenging and achievable. Clear, research-based expectations for the content and desired results of early learning experiences can

help focus curriculum and instruction, aiding teachers and families in providing appropriate, educationally beneficial opportunities for all children. These opportunities can, in turn, build children's school readiness and increase the likelihood of later positive outcomes.

Besides their potential benefits for young children, early learning standards may carry other advantages. The process of discussing what should be included in a standards document, or what is needed to implement standards, can build consensus about important educational outcomes and opportunities. Strong reciprocal relationships with families and with a wide professional community can be established through these discussions. Families can expand their understanding about their own children's development and about the skill development that takes place in early education settings, including learning through play and exploration. Teachers, too, can expand their understanding of families' and others' perspectives on how children learn.

Carefully developed early learning standards, linked to K-12 expectations, can also contribute to a more coherent, unified approach to children's education. Educators, families, and other community members see the connections between early learning opportunities and positive long-term outcomes. For example, they can see that standards emphasizing the value of conversations with toddlers are based on evidence that such conversations promote acquisition and expansion of vocabulary in preschool, which in turn predicts success in meeting reading standards in the early elementary grades²². Finally, a developmental continuum of standards, curriculum, and assessments, extending from the early years into later schooling, can support better transitions from infant-toddler care through preschool programs to kindergarten and into the primary grades, as teachers work within a consistent framework across educational settings.

DEVELOPMENTALLY EFFECTIVE EARLY LEARNING STANDARDS: ESSENTIAL FEATURES

In order for early learning standards to have these benefits for young children and families, NAEYC and NAECS/SDE believe that four essential features must be in place: **(1) significant, developmentally appropriate content and outcomes; (2) informed, inclusive processes to develop and review the standards; (3) implementation and assessment strategies that are ethical and appropriate for young children, and (4) strong supports for early childhood programs, professionals, and families.**

Recommendations in each of these areas follow, with a brief rationale for each. NAEYC and NAECS/SDE have grounded these recommendations in a knowledge base that includes educational, developmental, and policy research; positions and other statements by our own and other organizations and

agencies; and promising practices in a number of states.

1. EFFECTIVE EARLY LEARNING STANDARDS EMPHASIZE SIGNIFICANT, DEVELOPMENTALLY APPROPRIATE CONTENT AND OUTCOMES

To be effective, early learning standards must explicitly incorporate (1) all domains of young children's development; (2) content and desired outcomes that have been shown to be significant for young children's development and learning; (3) knowledge of the characteristics, processes, and sequences of early learning and skill development; (4) appropriate, specific expectations related to children's ages or developmental levels, and (5) cultural, community, linguistic, and individual perspectives.

- **Effective early learning standards give emphasis to all domains of development and learning.**

Young children's development is strongly interconnected, with positive outcomes in one area relying on development in other domains. Therefore, early learning standards must address a wide range of domains—including cognitive, social, emotional, physical, and language development, motivation and approaches to learning, as well as discipline-specific domains including the arts, literacy, mathematics, science, and social studies. Three recent early childhood reports from the National Research Council (*Preventing Reading Difficulties*,²³ *Eager to Learn*,²⁴ and *Neurons to Neighborhoods*²⁵) explicitly underscore this point.

K-12 standards have often focused on academic subject matter rather than including other domains. When standards give undue weight to only a few content areas, while ignoring or lessening the importance of other areas, young children's well-being is jeopardized. Because research has emphasized how powerfully early social and emotional competence predict school readiness and later success, and because good early environments help build this competence, this domain should be given explicit attention in early learning standards. At the same time, early learning standards must create and support expectations that promote children's learning in areas such as language, literacy, and mathematics, which have at times been underemphasized or inappropriately taught.

- **The content and desired outcomes of early learning standards are meaningful and important to children's current well being and later learning.**

In creating early learning standards, states and professional organizations must answer the "so what" question: What difference will this particular expectation make in children's lives? Standards developed for elementary and secondary education have varied in how well they have

addressed the issue of meaningfulness. Those standards that focus on the "big ideas" within domains or academic disciplines appear better able to support strong curriculum, high-quality assessments, and positive results for children. Longitudinal research may provide guidance in selecting significant content for early learning standards-if a specific piece of learning appears to make little difference for children's current well-being or later outcomes, then it may not be worth attending to in a standards document.

- **Rather than relying on simplifications of standards for older children, the content and desired outcomes of effective early learning standards are based on research about the processes, sequences, and long-term consequences of early learning and development**

Pressures to align standards with those in the K-12 system can influence standards for younger children in undesirable ways. For instance, working backward from standards for older children, some may reason that if the kindergarten standards say that five-year-olds are expected to count to 20, then 4-year-olds should be expected to count to 10, and 3-year-olds to count to five. This simplified approach to alignment contradicts developmental research consistently showing that earlier forms of a behavior may look very different than later forms. One example is the finding that non-academic strengths such as emotional competence or positive "approaches to learning" when children enter kindergarten are strong predictors of academic skills in later grades.

For these reasons, early learning standards should be built forward, from their earliest beginnings, rather than being simplified versions of standards for older children. The result will be more powerful content and more valid expectations for early learning and skill development. With this process, early learning standards do align with what comes later, but the connections are meaningful rather than mechanical and superficial.

- **Effective early learning standards create appropriate expectations by linking content and desired outcomes to specific ages or developmental periods.**

An especially challenging task is to determine how the expectations in early learning standards may best be linked to specific ages or developmental levels. When a standard is written to cover a wide age spectrum-for example, from ages three through six-adults may assume that the youngest children should be accomplishing the same things as the oldest children, leading to frustration both for the youngest children and for their teachers. Conversely, with such broad age ranges for standards, adults may also underestimate the capacities of older children, restricting the challenges offered to them.

Alternatives are available. Reports on standards development work from the U.S. Department of Education's Mid-Continent Regional Educational Laboratory (McREL) recommends broadly written content standards but with specific "grade-level benchmarks" being used to

describe year-by-year knowledge and skills related to a particular standard. Yet yearly age- or grade-level expectations may also ignore the wide developmental variability of young children who are the same age or in the same year in school, including children with disabilities. For early learning standards, then, a good approach may be to provide flexible descriptions of research-based learning trajectories or "developmental continua," referring to but not tightly linked to age-related yearly accomplishments (as in NAEYC and the International Reading Association's joint position statement Learning to Read and Write).

- **The content of effective early learning standards, and expectations for children's mastery of the standards, must accommodate the variations-community, cultural, linguistic, and individual-that best support positive outcomes. To do so, early learning standards must encompass the widest possible range of children's life situations and experiences, including disabilities.**

Young children's learning is intimately connected to and dependent upon their cultures, languages, and communities. Research shows that there are wide cultural variations in the experiences and developmental pathways taken by young children, as well as in children's individual needs, including children with disabilities. Early learning standards should be flexible enough to encourage teachers and other professionals to embed culturally and individually relevant experiences in the curriculum, creating adaptations that promote success for all children.

2. EFFECTIVE EARLY LEARNING STANDARDS ARE DEVELOPED AND REVIEWED THROUGH INFORMED, INCLUSIVE PROCESSES

The processes by which early learning standards are developed and reviewed contribute to their credibility and effectiveness. These processes should rely on appropriate expertise, stakeholder involvement, and regular evaluation and revision.

- **The process of developing and reviewing early learning standards relies on relevant, valid sources of expertise.**

Effective early learning standards are developed through a process that uses scientifically valid, relevant evidence to create and review expectations about content and desired outcomes for young children. A sound knowledge base of developmental and educational research exists, including syntheses recently published by the National Research Council, as well as publications from national professional associations. Over time, standards also require rigorous validation through studies demonstrating that the expectations in the standards do indeed predict positive developmental and learning outcomes.

- **The process of developing and reviewing early learning standards involves multiple stakeholders. Stakeholders may include community**

members, families, early childhood educators and special educators, and other professional groups. In all cases, those with specific expertise in early development and learning must be involved.

The wide range of cultures, communities, settings, and life experiences within which young children are educated; the critical importance of families in early learning; and the educational significance of transitions into infant-toddler care, preschool, kindergarten, and beyond, make it essential to engage many participants in developing and refining early learning standards. States and other groups must find effective ways to bring a wide range of stakeholders to the table, creating opportunities for dialogue between the public school community and others responsible for children's early learning.

- **Once early learning standards have been developed, standards developers and relevant professional associations ensure that standards are shared with all stakeholders, creating multiple opportunities for discussion and exchange.**

Standards documents that just sit on shelves cannot be part of an effective early childhood system. Multiple sectors of the early childhood community (e.g., community child care; early intervention; family child care, etc) as well as the K-3 community, families and others committed to positive outcomes for young children can develop an understanding of how standards may be used effectively in early childhood education. This requires that standards be communicated in clear language. It also requires commitment from standards developers and from early childhood professional associations, to create ongoing dialogue about early learning standards and their implications.

- **Early learning standards remain relevant and research based by using a systematic, interactive process for regular review and revision.**

The advancing knowledge base in education and child development, as well as changing community, state, and national priorities, require that standards be regularly re-examined with processes like those used in the standards' initial development. In addition, as K-12 standards are revised and revisited, standards for children below kindergarten age should be part of the process, so that expectations align meaningfully across the age and grade spectrum.

3. EARLY LEARNING STANDARDS GAIN THEIR EFFECTIVENESS THROUGH IMPLEMENTATION AND ASSESSMENT PRACTICES THAT SUPPORT ALL CHILDREN'S DEVELOPMENT IN ETHICAL, APPROPRIATE WAYS

Perhaps the greatest difficulty in creating early learning standards is to establish valid, effective, ethically grounded systems of implementation, assessment, and accountability. In their joint position statement on curriculum and assessment, NAEYC and NAECS/SDE offer detailed guidelines for

the positive uses of child assessment, screening, and accountability systems. NAEYC's code of ethical conduct provides further professional guidance. The recommendations below build on these position statements with specific focus on assessments that are linked to early learning standards.

- **Effective early learning standards require equally effective curriculum, classroom practices, and teaching strategies that connect with young children's interests and abilities, and that promote positive development and learning.**

Early learning standards describe the "what"-the content of learning and the outcomes to be expected-but they seldom describe the "how." While research does not support one best approach to teaching young children, it consistently emphasizes the need for curriculum, educational practices, and teaching strategies that respond to children's needs and characteristics. Language-rich interactions and relationships with adults and peers; challenging, well-planned curriculum offering depth, focus, choice, engagement, investigation, and representation; teachers' active promotion of concept and skill development in meaningful contexts; adaptations for children with disabilities and other special needs; an integrated approach to teaching and learning-these are just some of the components of the rich curriculum and repertoire of teaching strategies that are essential to young children's learning.

- **Tools for assessing young children's progress must be clearly connected to important learning represented in the standards; must be technically, developmentally, and culturally valid; and must yield comprehensive, useful information.**

Assessment is an essential component of effective early childhood education, and the development of appropriate assessments has long been a priority in the field. Appropriate assessment begins with a comprehensive understanding of what is to be assessed-in this case, the content and desired outcomes expressed in early learning standards. Broad, significant content cannot be assessed with narrow instruments. Beyond the important requirements of technical adequacy (reliability and validity), assessments must also be developmentally valid, including observations by knowledgeable adults in real-life early childhood contexts, with multiple, varied opportunities for assessment over time. Of special importance when developing standards-related assessments are the needs of culturally diverse children and children with disabilities. In addition, the information yielded by these assessments must be useful to practitioners and families. A number of states have intentionally addressed these critical assessment issues when developing their early learning standards.

Assessments that are developed or adopted to use with early learning standards should follow the same principles that have been articulated in the joint position statement of NAEYC and NAECS/SDE on Curriculum and Assessment and by other professional groups such as the Commission on Instructionally Supportive Assessment convened by the American Association of School Administrators, the National Association of Elementary School Principals, the National Association of Secondary School Principals, the National Education Association, and

the National Middle School Association, the National Education Goals Panel, the American Educational Research Association (AERA), the American Psychological Association (APA), the National Council on Measurement in Education, and the National Association of School Psychologists (NASP).

Using instruments that were designed for older children to assess younger children's learning is unacceptable. Pulling poorly conceived assessments off the shelf to meet an immediate need, when these assessments do not align meaningfully with the standards or with young children's characteristics, contradicts these expert recommendations. Such assessments yield developmentally, educationally, and culturally meaningless information. Assessments that are appropriate for young children, including classroom-based assessments, are available in all domains of development and learning and for a variety of specific assessment purposes. Professionals need not and cannot compromise assessment quality.

- **Information gained from assessments of young children's progress with respect to standards must be used to benefit children. Assessment and accountability systems should be used to improve practices and services and should not be used to rank, sort, or penalize young children.**

Professional associations are unanimous in stating that, whenever learning is assessed and whenever assessment results are reported, children must benefit from that assessment. These benefits can and should include improvements in curriculum and teaching practices, better developmental outcomes, greater engagement in learning, and access to special interventions and supports for those children who are having difficulty. The misuse of assessment and accountability systems has the potential to do significant educational and developmental harm to vulnerable young children. Children's failure to meet standards cannot be used to deny them services, to exclude them from beneficial learning opportunities, or to categorize them on the basis of a single test score. For example, families should not be advised to keep a child out of kindergarten because a single test shows that their child has not met certain standards. Such misuses of standards-related assessments violate professional codes of ethical conduct.

4. EFFECTIVE EARLY LEARNING STANDARDS REQUIRE A FOUNDATION OF SUPPORT FOR EARLY CHILDHOOD PROGRAMS, PROFESSIONALS, AND FAMILIES

Even the best standards for young children's learning will be ineffective unless early childhood programs themselves meet high standards, and unless programs, professionals, and families are strongly supported.

- **Research-based standards for early childhood programs, and adequate resources to support high-quality programs, build environments where early learning standards can be implemented effectively.**

Research has identified the kinds of early environments and relationships that promote positive outcomes for children. Using this knowledge, national accreditation systems such as that of NAEYC define and assess early childhood program quality. In creating a system of standards for early education, a few states have begun by developing program standards before turning to content or performance standards for young children, believing that clear expectations and supports for program quality are an essential first step.

- **Significant expansion of professional development is essential if all early childhood teachers and administrators are to gain the knowledge, skills, and dispositions needed to implement early learning standards.**

Well-educated, knowledgeable and caring teachers are the key to positive outcomes for children. Efforts to create early learning standards must be accompanied by in-depth professional development, coaching, and mentoring for teachers, administrators, and teacher educators-not just about the standards themselves but about the appropriate curriculum, teaching strategies, relationships, and assessment tools that together make up a systematic approach to improving outcomes for all children.

- **Early learning standards will have the most positive effects if families-key partners in young children's learning-are provided with respectful communication and support.**

Families' hopes and expectations play a critically important role in early development. Families and other community members also provide many of the experiences and relationships needed for young children's success. Any effort to develop and implement shared expectations or standards for early learning will be more successful if families are well supported as part of the process.

CONCLUSION

This position statement is subtitled "Creating the Conditions for Success." In describing the four conditions under which effective early learning standards can be developed and implemented, NAEYC and NAECS/SDE set forth significant challenges to states, professional groups, and the early childhood field. Important, developmentally appropriate content and outcomes; informed, inclusive processes for standards development and review; standards implementation and assessment practices that promote positive development; strong supports for early childhood programs, professionals, and families-each of these requires substantial commitment of effort and resources. Shortcuts are tempting. Yet when these conditions are met, early learning

standards will contribute to a more focused, responsive, and effective system of education for all young children.

APPENDIX

DEVELOPING A JOINT POSITION STATEMENT FROM NAEYC AND NAECS/SDE:

BACKGROUND AND PROCESSES

Background. In July 2000, NAEYC's Governing Board voted to give focused attention to early learning standards as a high priority issue for the organization. Following Board discussions and dialogue at several conference sessions, NAEYC's Governing Board decided to develop a position statement articulating principles or criteria for developing, adopting, and using early learning standards. NAEYC's long history of collaboration with the National Association of Early Childhood Specialists in State Departments of Education quickly led to a decision by both organizations to create a joint position statement.

Developing the position statement. The processes used to develop the position statement have been collaborative, beginning with the establishment of a joint working group and an invitation to multiple stakeholder organizations and experts to help identify the key issues that the position statement should address. Conference sessions and e-mail distribution to the organizations' members, other groups, and individuals with special expertise were used to seek feedback on drafts of the position statement. After further input and revisions, NAEYC's Governing Board and the membership of NAECS/SDE voted to approve the position statement on November 19, 2002.

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Early Education Experts Issue Guidelines for Assessment and Curriculum

New Recommendations for Programs for Children from Birth through Age 8

Chicago, November 6, 2003 - The nation's two leading early childhood education organizations have issued new guidelines for assessment and curriculum in programs for young children, as well as for evaluation of those programs.

The position statement approved this week by the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE), builds on information from the leading early childhood experts and the latest research in child development and learning. The position statement is designed to be a guide for teachers and programs for children from birth through 8 years - including child care, preschool, kindergarten and elementary school - as well as for policymakers, school administrators, and the public.

"Effective and appropriate assessment is a crucial step to improving early childhood education, but there are a lot of misconceptions about how assessment should work," said NAEYC President Jane Wiechel. "With all the calls for assessment of young children and early education programs, it's important to ensure that assessments are designed and applied properly. We need appropriate assessments and program evaluations to get information that will help us raise the quality of early education programs and improve early learning experiences for young children."

The new guidelines update a position statement issued by the two organizations in 1991 and respond to a variety of changes that have occurred in early childhood education since then, including:

- Greater knowledge of the benefits of well-planned systems of curriculum and assessment;
- More focus on subject matter content in curriculum for children below kindergarten age;
- More children from culturally and linguistically diverse backgrounds, and more children with disabilities; and
- State mandates for programs to select curricula or curriculum models with specific characteristics, and to use assessments of young children as part of accountability systems.

"There is much greater recognition today that the early years are learning years, and that means higher expectations, among parents, policymakers and others," said NAECS/SDE President Lindy Buch. "These guidelines are designed to help decision-makers develop appropriate curriculum for young children, and to connect curriculum to effective assessments and program evaluations."

The joint position statement is not a prescription of a specific curriculum or strategy for assessment. Instead, it provides a series of recommendations and indicators of effectiveness in areas including curriculum, child assessment, screening, and program evaluation/accountability. The recommendations include:

- All assessment must lead to benefits for children, families and programs;
- Assessment instruments must meet accepted professional standards of validity and reliability;
- Assessment must respond to culturally and linguistically diverse communities and to the special needs of children with disabilities;
- Content and implementation of early childhood curriculum should be based on sound research and organizing principles about young children's learning and development;
- Curriculum goals should address both developmental and academic content; and
- Curriculum should be regularly reassessed regarding its effects on classroom practices and desired results for children.

The National Association of Early Childhood Specialists in State Departments of Education is a national organization for state education agency staff members with major responsibilities in the field of early childhood education. The Association promotes quality services to young children and their families through improvement of instruction, curriculum, and administration of programs.

The National Association for the Education of Young Children is the largest organization of early childhood educators and others dedicated to improving the quality of early education programs for children from birth through age 8.

Additional NAEYC Articles

Early Childhood Curriculum, Assessment, and Program Evaluation
Position Statement NAEYC

<http://www.naeyc.org/about/positions/pdf/CAPEexpand.pdf>

Promoting the Use of Content Standards:
Recommendations for Teacher Educators

View Point, NAEYC Journal

<http://www.journal.naeyc.org/...00303/PromotingStandards.pdf>

Responding to Linguistic and Cultural Diversity
NAEYC Position Statement (full text)

<http://www.naeyc.org/about/positions/pdf/PSDIV98.PDF>

Arizona Resources

There are many quality resources for children and families in Arizona and within your community. This is not an all inclusive list; this is a starting point.

Arizona Department of Education, Early Childhood Education Unit

www.ade.az.gov/earlychildhood

Arizona Department of Health Services, Office of Child Care Licensure

<http://www.hs.state.az.us/>

Arizona Child Care Resource and Referral

<http://arizonachildcare.org>

Arizona Child Care Association

www.azcca.org

Arizona's Children Association

http://www.arizonaschildren.org/links_topic.asp

Arizona Early Intervention Program
(DES/AzEIP)

<http://www.de.state.az.us/azeip>
ALLAzEIP@mail.de.state.az.us

Arizona Promising Practices

<http://www.azpromisingpractices.com/archive.html>

Arizona School-Age Coalition

<http://www.azsac.org/>

Association for Supportive Child Care

(Apache, Coconino, Gila, Maricopa, Mohave, Navajo, Pinal or Yavapai counties)

480.449.1680 (Maricopa County) 1.800.905.4389 (outside Maricopa county)

Tempe, AZ

<http://www.asccaz.org/>

Child and Family Resources, Inc

(Cochise, Graham, Greenlee, La Paz, Pima, Santa Cruz or Yuma counties)

520.323.4283 (Pima county) 1.800.905.4389 (outside Pima county)

Tucson, AZ

<http://www.Childfamilyresources.org>

Children's Action Alliance

www.azchildren.org

Child Find

<http://www.ade.az.gov/ess/ChildFind/CfHome/asp>

School Readiness Board (School Readiness Resources)

http://www.azgovernor.gov/cyf/school_readiness/Resources.html

Special Needs

Screening To Assessment Resource

www.ade.az.gov/earlychildhood/downloads/ScreeningtoAssessmentmanual.pdf

Individual Education Plan Manual

www.ade.az.gov/ess/AZTAS/iep.pdf

An Administrator's Guide to Preschool Inclusion

www.fpg.unc.edu/products/product_detail.cfm?apubsID=198

Mountain Plains Regional Resource Center

<http://www.usu.edu/mprrc/infoserv/cop-PartB-LRE.cfm>

National Early Childhood Technical Assistance Center

<http://www.nectac.org/inclusion/keyresources/keyresources.asp>

Office of Special Education Programs (OSEP)

<http://www.ed.gov/about/offices/list/osers/osep/index.htm1?src=mr>

Wrightslaw

www.wrightslaw.com

Child Care

About

<http://childcare.about.com/>

After School Alliance

<http://www.afterschoolalliance.org>

Better Baby Care Campaign

www.betterbabycare.org

Child Care Exchange

<http://www.childcareexchange.com>

National Child Care Information Center

<http://nccic.org>

National Network for Child Care

<http://www.nncc.org>

Family/Parents

Clearinghouse on Early Education and Parenting

(Articles in English and Spanish)

<http://ceep.crc.uiuc.edu/poptopics.html>

Family Support America

<http://www.familysupportamerica.org/>

Home Schooler Network

<http://www.homeschoolernetwork.com>

Kid Source On line

<http://www.Kidsource.com>

Net Family News (Links to Family Resources)

<http://netfamilynews.org/links.htm>

Parents Action for Children

<http://iamyourchild.org/>

Parent Education Resources

<http://www.parent-education.com/index.html>

PBS Parents

<http://pbs.org/parents/>

Pediatric Parenting

<http://www.keepkidshealthy.com/>

PTA (National)

<http://www.pta.org>

Web Sites with Comprehensive Education Links

Ask Evelyn

<http://www.askevelyn.com/links.htm>

Administration for Children and Families

Head Start Bureau

<http://www2.acf.dhhs.gov/programs/hsb/>

Discovery School

<http://school.discovery.com/schrockguide/index.html>

Earlychildhood.com

<http://www.earlychildhood.com/Links/index.cfm>

Early Childhood Education Web Guide

<http://www.ecwebguide.com/>

Early Childhood Educators' and Family Web Corner

<Http://users.stargate.net/~cokids/teacher.html>

Early Childhood Links

<http://www.earlychildhoodlinks.com/teachers/>

Education Links

<http://education.bjbarton.com/links>

Education World

<http://www.education-world.com>

Federal Resources for Educational Excellence

<http://www.ed.gov/free/index.html>

Google Directory

<http://directory.google.com/alpha/Top/Reference/Education/Kthrough12/>

National Center for Family Literacy

<http://www.famlit.org/>

National Governors Association

<http://www.nga.org/center/>

PBS Teacher Source

<http://www.pbs.org/teachersource/prek2.htm>

Pre-K Fun

<http://www.prekfun.com/>

Preschool Education.com

<http://www.preschooleducation.com>

Teachers' Top Sites

http://www.americanteachers.com/topsites/index.php?a_m=1

The Activity Idea Place

<http://www.123child.com>

The Teacher's Guide

<http://www.theteachersguide.com>

Yahoo Education Directory
<http://dir.yahoo.com/Education/>

Multicultural Education

Center for Research on Education, Diversity and Excellence
<http://www.crede.org>

Multicultural Education Resource Directory
Oregon Department of Education
(**COMPREHENSIVE** directory organized by resource topics with individual listings under each topic.)
<http://www.ode.state.or.us/teachlearn/specialty/multicultural/multieddirectory03.doc>

National Association for Multicultural Education
<http://nameorg.org/>

Organizations

Arizona Association for the Education of Young Children
Affiliate Chapters of AzAEYC
Central Arizona AEYC
Southern Arizona AEYC

Northern Arizona AEYC
Yuma County AEYC
Valley of the Sun AEYC
<http://www.azaeyc.org/>

Association for Childhood Education International (ACEI)
<http://www.acei.org/>

National Association for the Education of Young Children (NAEYC)
<http://www.naeyc.org/>

National Black Child Development Institute (NBCDI)
<http://www.nbcdi.org/>

Teacher Magazines

Early Childhood Today
www.scholastic.com/earlychildhoodtoday

NAEYC Journal
<http://www.journal.naeyc.org/>

Pre-K Now Newsletter

<http://www.preknow.org>

Teachers Guide

<http://www.theteachersguide.com/magazines.html>

Research

Center for the Improvement of Early Reading Achievement

<http://www.ciera.org/links/index.html>

Council of Chief State School Officers

<http://www.ccsso.org>

Education Commission of the States

http://www.ecs.org/html/links/ECSWeb_links.asp

Education Planet

<http://www.educationplanet.com/search/Education/EarlyChildhoodeducation>

Education Resources Information Center

<http://www.eric.ed.gov>

National Institute of Early Education Research (NIEER)

<http://nieer.org>

National Center for Early Development and Learning

<http://www.fpg.unc.edu/~ncedl/pages/sites.cfm>

Regional Educational Laboratories

<http://www.relnetwork.org>

