

EARLY CHILDHOOD OUTCOMES & PREKINDERGARTEN GUIDELINES ALIGNMENT



Early Childhood Outcomes and Prekindergarten Guidelines Alignment

Copyright ©Notice

Copyright 2011 Education Service Center Region XIII and the Texas Education Agency.

Permission for uses: This alignment document was developed at public expense to benefit Texas public school districts, Texas approved charter schools, Texas regional education service centers and other Texas non-profit Early Childhood entities. Residents of and non-profit entities operating within the State of Texas may freely copy, distribute, create derivative products based on and publicly display and perform this alignment document (“use the document”) for the intended beneficiaries. This document may be used as a resource for educational purposes by educational grantees of federal funds in other states, attributing the material to the copyright owners.

Original Early Childhood Outcomes from:
The Early Childhood Outcomes Center
CB 8040
UNC Chapel Hill
Chapel Hill, NC 27599-8040

Texas Education Agency | IDEA Coordination
William B. Travis Building
1701 N. Congress Avenue
Austin, Texas, 78701

Education Service Center Region XIII
IDEA Coordination
5701 Springdale Road
Austin, TX 78723



Table of Contents

Introduction

Welcome to the <i>Early Childhood Outcomes and Texas Prekindergarten Guidelines Alignment</i>	3
Understanding the Three Early Childhood Outcomes (ECO)	4
Guiding Principles	5

Utilizing the Early Childhood Outcomes and Texas Prekindergarten Guidelines Alignment

Supporting Instruction for Children with Unique Needs	6
Writing Developmentally Appropriate Goals and Objectives	7

Skill Domains

I. Social and Emotional Development	8
II. Language and Communication	28
III. Emerging Literacy: Reading	56
IV. Emerging Literacy: Writing	74
V. Mathematics	85
VI. Science	103
VII. Social Studies	111
VIII. Fine Arts	124
IX. Physical Development	131
X. Technology	136
References	142

Organization of *Early Childhood Outcomes and Prekindergarten Guidelines Alignment*

This document addresses the ten domains of the *Prekindergarten Guidelines*, retaining the same order and color coding.

Some of the original text from the *Prekindergarten Guidelines* has been edited to emphasize the importance and application of these guidelines to a child with a disability who may be functioning like a younger child. Within the document, the gender of the child and teacher are referred to using “his/her” or “he/she” interchangeably.

*Science, Fine Arts, and Technology do not include the developmental continuum column.

Welcome to the *Early Childhood Outcomes and Texas Prekindergarten Guidelines Alignment*

In 2005, the Office of Special Education Programs (OSEP) began collecting data to compile information from State Early Intervention and Preschool Special Education programs to report on child and family outcomes. This information about Early Childhood Outcomes (ECO) is required for all children in preschool programs for children with disabilities (ages 3 through 5), and in Texas is reported on the Child Outcome Summary Form (COSF). This information is collected throughout Texas and other states to reflect the effectiveness of intervention for this age group. In Texas, the summary of data is reported to the Texas Education Agency (TEA) by each Local Education Agency (LEA) as part of the State Performance Plan (SPP 7).

For child outcomes, states are required to report on the percent of preschool children with Individualized Education Programs (IEPs) who demonstrate improved:

1. Positive social-emotional skills (including social relationships);
2. Acquisition and use of knowledge and skills (including early language/communication [and early literacy]); and
3. Use of appropriate behaviors to meet their needs.

The *Texas Prekindergarten Guidelines* offers detailed descriptions of expected behaviors across multiple skill domains that should be observed in 4- to 5-year-old children by the end of their prekindergarten experience.

Statement of Purpose

The purpose of this document is to align each Prekindergarten guideline to one or more of the three Early Childhood Outcomes, and provide educators and families with discussion prompts to explain how each outcome relates to the guideline. The document also provides modifications and adaptations for children with special needs and extends to include a developmental continuum for teachers to use in developing appropriate goals for children who are developmentally functioning below four-year-old expectations, based on the guidelines. Additionally, a separate column is included that lists foundational skills that will lead to expected three-year-old and four-year-old skills. This will provide a direct link to the Prekindergarten Guidelines and a starting point for the students who are the farthest away from age-appropriate skill levels when they enter Early Childhood Special Education Programs. The connection of the foundational skills to the Prekindergarten Guidelines will help educators design developmentally appropriate, individualized goals for their youngest learners including students with disabilities, students learning English as a second language as well as any child who may be at risk educationally.

Some children, regardless of their age level, will be at the beginning of the learning continuum (foundational skills), while others will be further along. Children with disabilities may need accommodations and modifications in order to benefit from the guidelines.

Early Childhood Outcomes materials adapted from the Early Childhood Outcome Center, online at www.the-eco-center.org (Funding provided through the Office of Special Education Programs, US Department of Education [OSEP]). The *Texas Prekindergarten Guidelines* is the joint effort of TEA and the University of Texas System (copyright 2008).

Understanding the Early Childhood Outcomes

The following three Early Childhood Outcomes are considered critical to children becoming active and successful participants across a variety of settings. All states are required to report data to the U.S. Department of Education, Office of Special Education Programs on these child outcomes:

1. Positive social-emotional skills (including social relationships);
2. Acquisition and use of knowledge and skills (including early language/communication [and early literacy]); and
3. Use of appropriate behaviors to meet their needs.

1. **Positive social emotional skills (including social relationships).**

Making new friends and learning to get along with others is an important accomplishment of the early childhood years. Children develop a sense of who they are by having rich and rewarding experiences interacting with adults and peers. They also learn that different rules and norms apply to different everyday settings and that they need to adjust their behavior accordingly. This outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. The outcome includes concepts and behaviors such as attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations in social situations, and social interactions and social play.

2. **Acquisition and use of knowledge and skills (including early language/ communication and early literacy).**

Over the early childhood period, children display tremendous changes in what they know and can do. The knowledge and skills acquired in the early childhood years, such as those related to communication, early literacy, and early numeracy, provide the foundation for success in kindergarten and the early school years. This outcome involves activities such as thinking, reasoning, remembering, problem solving, number concepts, counting, and understanding the physical and social worlds. It also includes a variety of skills related to language and literacy including vocabulary, phonological awareness, and letter recognition.

3. **Use of appropriate behaviors to meet their needs.**

As children develop, they become increasingly more capable of acting on their world. With the help of supportive adults, young children learn to address their needs in more sophisticated ways and with increasing independence. They integrate their developing skills, such as fine motor skills and increasingly complex communication skills, to achieve goals that are of value to them. This outcome involves behaviors like taking care of basic needs, getting from place to place, using tools (such as forks, toothbrushes, and crayons); and, in older children, contributing to their own health, safety, and well-being. It also includes integrating motor skills to complete tasks; taking care of one's self in areas like dressing, feeding, grooming, and toileting; and acting on the world in socially appropriate ways to get what one wants.

Principles that Guide this Alignment

- ❖ Every child is unique and capable of learning.
- ❖ All children can learn and will benefit from high expectations that are:
 - age appropriate
 - individually appropriate
 - culturally appropriate
- ❖ Culture and family have a strong influence in a child's development and learning.
- ❖ Learning is most meaningful when it is integrated across all areas of development.
- ❖ Expectations for children must be guided by knowledge of child growth and development based on observations and defined set of comprehensive standards that are rooted in sound research.
- ❖ Children learn through play, active exploration of their environment and thoughtfully planned activities.
- ❖ Quality early learning experiences are essential to and have a significant impact on a child's future success.




Supporting Instruction for Children with Unique Needs

Are children with different educational needs expected to meet the Texas Prekindergarten Guidelines?

The answer to this question is, “It depends.” Some children who have disabilities that are primarily orthopedic or who have special health needs that may not be accompanied by significant cognitive impairment (e.g., type 1 diabetes, epilepsy) can be expected to work toward the same level outcomes as their typically developing peers. Other children may be able to meet these standards with adaptations in materials or instructional strategies. There will also be some children whose cognitive or language impairments are significant enough that goals will need to be modified in order to be realistically achievable for that individual child. ***It is important, however, not to assume that a child cannot meet the outcomes in each domain without undertaking a careful appraisal of the individual child’s capabilities and needs.*** If the child has a current developmental evaluation report, an existing IEP, or an IEP which is in the process of being revised, these documents can be used to carefully review the *Texas Prekindergarten Guidelines* and determine which are possible for the child to work toward without modifications or accommodations, which are attainable with some accommodations, and which will require modifications. These decisions require thoughtful consideration and should be conducted as part of the team process, including the child’s family and other professionals. Decisions resulting from this process should be documented in writing so that all members of the team are clear about how the child’s needs will be met, what types of accommodations and modifications will be made in different domains, and how his or her educational goals will align with the Prekindergarten Guidelines.

English Language Learners (ELLs)

Children who are English Language Learners (ELLs) may need more intensive language intervention. These children often have language skills that are not as developed as other children their age. This delay may be attributed to acquiring two languages at once rather than a disability. Children who are bilingual often make similar language mistakes as those who have a true language impairment, which can lead to mistaken diagnosis of a disability. Assessment teams must carefully consider cultural aspects when gathering and analyzing data to make this decision. This document will focus on children who have a diagnosed disability (with or without learning English as a second language), but will be helpful for all children with learning differences.

Many of the strategies that are suggested in this document that are useful in differentiating strategies for children with different learning needs will also be useful in teaching ELLs. Additional strategies can be found in the *2008 Texas Prekindergarten Guidelines* (Pages 9-12) and throughout the entire Prekindergarten document indicated by the icon . 

Determining Where to Start

When a student is identified in need of special education services, an Individualized Education Program (IEP) is developed. The goals and objectives within the IEP should be written at the developmental level of the student in the domains that the child is functioning *below age level*. These goals and objectives should link to the Prekindergarten Guidelines, even if at the foundational level. Areas of need that hinder opportunities for inclusion, interfere with social interaction, and affect safety should be targeted first.

Measurable annual goals are statements that describe what a student reasonably can be expected to accomplish within a twelve month period.

IEP goals and objectives are based on a child's Present Levels of Academic Achievement and Functional Performance (PLAAFP)

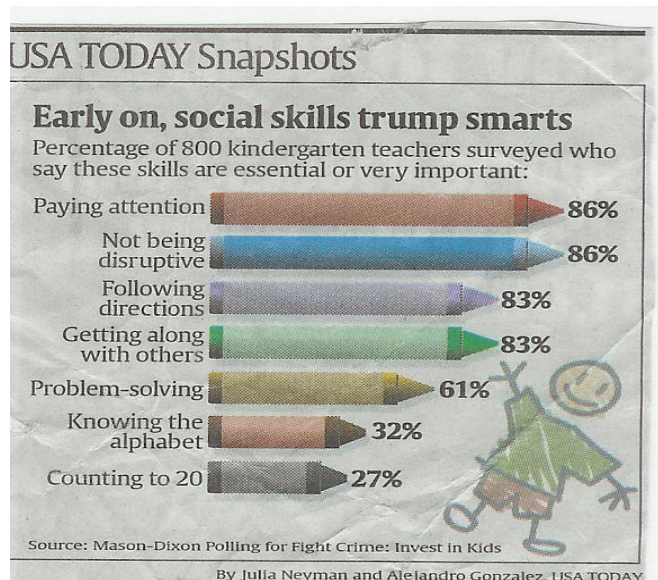
- There should be a direct relationship between evaluation/assessment information and PLAAFP statements.
- Choose areas that are most critical to meet the child's needs, enabling the child to achieve expected Prekindergarten skills/concepts.
- Choose functional skills that are essential to supporting success in the general education environment.

Effective teachers recognize the reciprocal, interactive relations among the different areas of development. They recognize, for example, that when a child is emotionally anxious or frustrated, s/he will have more difficulty using adaptive problem-solving skills or following directions in a group activity. When children are presented with activities that are too far beyond their capabilities, they are more likely to show avoidance, passivity, or acting-out behavior. On the other hand, when children are provided with activities that are interesting, challenging, and developmentally appropriate, they experience pride in their success and are eager to learn more.

Promoting children's school readiness will best be achieved when teachers integrate the guidelines and outcomes into their instructional approach by identifying the developmentally appropriate skill (or foundational skill) while maintaining a perspective that views the child as an active learner who is continually developing, adapting, synthesizing new information, and striving toward competence.

I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

Early experiences influence brain development, establishing the neural connections that provide the foundation for language, reasoning, problem solving, social skills, behavior and emotional health (Findings from the National School Readiness Indicators Initiative, 2005). While a preschool education should include activities that strengthen cognitive skills, it must provide for the development of the social and emotional competencies required for school readiness. The majority of typically developing children acquire social/emotional skills with little or no formal instruction, and can carry these skills over into play and peer interactions. When teaching preschool children with disabilities, it cannot be taken for granted that they will naturally learn these skills, even with appropriate teacher guidance. Many children with disabilities will need **direct** social skills instruction (Bortoli and Brown, 2008).



For some children, especially children with disabilities, providing opportunities to practice social skills without explicit teaching may not be enough to improve their social skills. For these children, teachers should consider (a) providing explicit modeling on not only what a specific social skill is but also how it is used, (b) systematically prompting children's use of appropriate social behaviors, and (c) providing extensive opportunities to practice the social skills that children are taught (Vaughn, Kim, Claire, Hughes, Elbaum, & Sridhar, 2003).

In 2006, a national survey of 350 preschool teachers conducted by the Horizon Research Corporation found that Social Skills trumped academic abilities. The survey revealed that parents who focused on social development such as following directions, communication and getting along with other children with their preschoolers, rather than academic and technical skills such as numbers and letter recognition, had children who were more prepared to enter a school environment.

USA Today published a survey of 800 kindergarten teachers who ranked social skills above academic skills (Neyman & Gonzalez, 2004).

I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

A. Self Concept Skills

Central to understanding emotional development is the idea of self concept—an increasing level of conscious awareness of one’s feelings, thoughts, abilities, likes, and dislikes, as well as awareness of one’s body in space. Preschool children’s emerging ability to perceive these aspects of themselves at a conscious level distinguishes them from toddlers, who lack such awareness. Children begin to generate multiple answers to the question “Who am I?” which is an essential aspect of becoming competent in related areas such as self control and social/friendship skills.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 1: social relationships</p> <ul style="list-style-type: none"> ❖ How does the child respond to touch from others? ❖ Does the child negotiate different areas of the room without tripping or falling or stepping on things? 	<p>I.A.1. Child is aware of where own body is in space, respects personal boundaries.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • builds competence in controlling own body movements (such as balancing, sitting still, starting and stopping in response to requests). • stays in designated personal space without intruding upon others’ (e.g., stays in own seat at lunch table without kicking feet or leaning against neighboring children). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • needs visual reminders of boundaries both within the classroom and with personal space. • can play alongside another child but will still grab at others’ materials if it is something that they want. 	<ul style="list-style-type: none"> • Follows a person’s movement with their eyes • Explores own face, eyes and mouth with hand • Tolerates being physically near others • Plays alongside another child with adult proximity and help • Enjoys simple back and forth games such as hide and seek 	<p>The teacher:</p> <ul style="list-style-type: none"> • uses mats or other special spots to designate a child’s personal space in circle time. • uses cube chairs for children who need physical reminders of their space. • creates clear paths through classroom with designated areas for waiting (e.g., footsteps on floor near bathroom, water fountain, and where to wait in line). • uses trays or tape to define table work areas. • uses visual examples when talking about personal space such as “popping one’s bubble space”.
<p>Outcome 1: social relationships</p> <ul style="list-style-type: none"> ❖ Does the child seek out others after an accomplishment? How? 	<p>I.A.2. Child shows awareness of areas of competence and describes self positively in what he is able to do.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • can identify own physical characteristics and indicate some likes and dislikes when prompted. • describes self using basic characteristics (hair color, eye color, gender). • describes self using personal 	<ul style="list-style-type: none"> • Child can identify own physical characteristics and indicate some likes and dislikes when prompted • Recognize themselves in mirrors and in pictures 	<p>The teacher:</p> <ul style="list-style-type: none"> • acknowledges children’s efforts, providing support when needed. • has a variety of skin tone crayons, markers, paper and dolls • provides a mirror in the home center and at circle time when appropriate. • reads aloud and discusses books about self

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<ul style="list-style-type: none"> ❖ Does the child tend to choose only activities that he is familiar with? ❖ Does the child push away at an adult trying to help, or say, “I can do it!”? 		<p>preferences.</p> <ul style="list-style-type: none"> • describes self in terms of being a member of different communities (family, classroom, school). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • identifies self by gender. • talks about all the things he can do; may show shame at not being able to do something. • can tell what eyes, ears, and nose are used for. 	<ul style="list-style-type: none"> • Will repeat actions when applauded 	<p>awareness.</p> <ul style="list-style-type: none"> • points out observations of progress in children’s growing competence using specific praise. • places photos of children next to their artwork or displayed on a bulletin board to help reinforce children’s images of themselves as competent learners.
<p>Outcome 1: social relationships</p> <ul style="list-style-type: none"> ❖ Is the child tentative when approaching new situations or timid when trying new things? ❖ How does the child ask for help? 	<p>I.A.3. Child shows reasonable opinion of his own abilities and limitations.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • may overestimate or underestimate own abilities. • proud of accomplishments (boasts), believes that she can do anything, may be argumentative. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • shows caution and looks to adult before attempting something new. 	<ul style="list-style-type: none"> • Sense of pride in accomplishments, may cry at failure to accomplish goal 	<p>The teacher:</p> <ul style="list-style-type: none"> • sets appropriate safety limits for children’s age level. • provides help kindly when requested. • encourages children to do as much as they are able independently. • points out and compliments children when they use good judgment (“Jasmine, I’m glad to see you carrying those scissors so carefully.” “Thank you, Derrick, for wiping up that spilled water so no one will slip and fall.”). • models and encourages practice of self-help skills child has not yet mastered.
<p>Outcome 1: social relationships</p> <ul style="list-style-type: none"> ❖ Will the child try to reach for something again if his first attempt is unsuccessfully? ❖ Will the child turn an inset puzzle piece 	<p>I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • shows initiative in trying new activities, but may not persist in solving problems. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • can attend to activities or stories for brief periods of time (5–10 minutes). She will stay involved longer if the activity is a favorite one. • usually wanders away from an 	<ul style="list-style-type: none"> • Child works to do things by self, persists in tasks he finds challenging • Wants praise for good performance • Pushes for autonomy but still needs to stay in touch with caregiver 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides a variety of learning centers and activities that meet the needs and interests of different children. • gives children opportunities to make independent decisions about which learning center or materials to work with, using visuals to aide children in selections. • models appropriate use of materials for independent work or play. • comments on the contributions of children in activities, tasks, and play.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>around to make it fit?</p> <p>Outcome 2: knowledge and skills</p> <p>❖ Tell me about a time when he tried to solve a problem (e.g., overcome an obstacle/problem interfering with something important to him). What did he do?</p>		<p>activity when encountering a problem rather than trying to solve the problem.</p> <ul style="list-style-type: none"> requires very specific help in problem solving and explicit physical guidance when following suggestions. 		<ul style="list-style-type: none"> encourages children to solve problems and persist at challenging tasks.

I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

B. Self Control

Preschool children feel safer and function more successfully in the classroom when rules and routines are consistently followed. A well-organized classroom with well-prepared activities helps children extend their attention span and build self-control and personal responsibility. As children experience new social situations when playing with peers, guidance from teachers will enable them to learn acceptable ways of negotiating friendships, taking turns, following rules, and working well with others.

1. Behavior Control

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skill (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 1: social relationships</p> <ul style="list-style-type: none"> ❖ Does the child show awareness of routines? How? ❖ How does the child respond to transitions, routines or activities? Are the reactions different for familiar vs unfamiliar transitions or different across settings or with different people? ❖ How does the child respond when given a 	<p>I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • can follow instructions given in a small group. • may play familiar games with peers and follow the rules with little adult intervention. • finds established routines very comforting. • feels safer and better able to participate when rules are clear and followed consistently. • can follow simple rules and procedures with gentle reminders. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • begins to internalize rules, but has difficulty transferring rules across time and settings. • participates in the development of classroom rules. • transitions from one activity to another. 	<ul style="list-style-type: none"> • Allows adult to move him/her through routines • Follows classroom routines with assistance such as reminders, picture cues, or physical help 	<p>The teacher:</p> <ul style="list-style-type: none"> • involves children in creating classroom rules and expectations so they feel sense of ownership. • consistently refers to and uses the rules and routines to structure the day. • establishes signals (finger plays, songs, chants, etc.) to help children transition from one activity to another. • uses a daily schedule chart to help children follow the day’s activities.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skill (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>direction?</p> <ul style="list-style-type: none"> ❖ How does the child respond when corrected by an adult? 		<ul style="list-style-type: none"> • comments on the sequence of the day's events, "After centers it's time to go outside." • goes to the daily schedule chart and points out what comes next. 		
<p>Outcome 1: social relationships</p> <ul style="list-style-type: none"> ❖ Does the child participate in clean-up routines? ❖ How does the child treat classroom materials (e.g. toys, furniture, computer, etc.) 	<p>I.B.1.b. Child takes care of and manages classroom materials.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • is able to manage a small number of materials with support. • cleans up and puts materials away in appropriate places (places a puzzle back into its labeled spot). • puts away his belongings in his personal space. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • uses markers/crayons on paper rather than other surfaces. • begins to take care of books (e.g., turning pages slowly). • beginning to learn to take care of materials and put things back where they belong. • needs modeling, guidance, and many reminders to do so. 	<ul style="list-style-type: none"> • Can follow visual cues (matching the object to picture) where materials are put away on shelves/bins • May throw materials when done and check in with caregiver to see if they noticed (showing beginning understanding that this is not acceptable behavior) • Can locate the assigned and labeled area for their personal belongings with some guidance and repetitive practice 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides demonstrations and reminders of appropriate use of materials. • establishes signals (clean-up song) to help children clean up. • provides adequate time for cleaning up materials. • labels materials to make them accessible for children. • uses pictures and print to label shelves for easier clean up and storage of classroom materials. • provides a space for children to store personal belongings. • introduces new materials and shows children how to use them before placing the materials in activity centers.
<p>Outcome 1: social relationships</p> <ul style="list-style-type: none"> ❖ Is the child able to engage in simple social skills like 	<p>I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • needs adult guidance to help manage her behavior. • discriminates appropriate roles and behaviors. • has internalized rules about do's and don'ts. 	<ul style="list-style-type: none"> • Accepts adult solution to resolve a conflict • Follows single step directions • Engages in self-tattling • Shows awareness of adults wishes and 	<p>The teacher:</p> <ul style="list-style-type: none"> • establishes and uses signals to help transition from one activity to another. • responds to a child's request for assistance in a timely manner. • uses center signs to help structure the number of children in a center at any given time.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skill (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>sharing and being kind?</p> <p>❖ How does the child react when frustrated or when angry?</p>		<ul style="list-style-type: none"> • may do something even though he knows it is wrong. • may argue with adult about what he is supposed to do. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • needs adult support to control impulses. • begins to recognize when she needs some help to solve a problem. • communicates appropriately to make needs known. • waits for her turn (e.g., waits patiently at the water fountain for a classmate to finish drinking; selects another learning center when the learning center of her first choice is full). • refrains from impulsive responding (waits turn to be called on during group discussion; requests materials rather than grabbing them). • can refrain from aggressive behavior toward peers or self. 	<p>expectations</p> <ul style="list-style-type: none"> • Conscious of adult approval/disapproval 	<ul style="list-style-type: none"> • reads aloud and discusses books that show characters regulating behavior. • intervenes promptly when child’s behavior begins to escalate.

2. Emotional Control

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 1: social relationships</p>	<p>I.B.2.a. Child begins to</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • expresses emotions that are 	<ul style="list-style-type: none"> • Notices expressions of feelings in others 	<p>The teacher:</p> <ul style="list-style-type: none"> • uses activities that involve children in discussions

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<ul style="list-style-type: none"> ❖ How does the child display emotions? ❖ How does the child read and react to the emotions and expressions of others? ❖ How does the child respond to touch from others? ❖ How does the child maintain interactions with people? ❖ In what situations and ways does the child express delight or display affection? ❖ How does the child show understanding of the connection between behavior and his feelings (e.g., he knows that he hit the other child because he is 	<p>understand difference and connection between <i>feelings</i> and <i>behaviors</i>.</p>	<p>congruent with situations (disappointment when plans are changed; happiness and pride at mastering a challenging task).</p> <ul style="list-style-type: none"> • expresses jealousy, silliness. • uses words to express feelings about specific events (“It makes me mad when you take my toy!”). • verbalizes understanding that all feelings are okay even though some behaviors may not be okay. • uses sign language, a picture system, or an adaptive/assistive device as appropriate to express feelings. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • learns that other people are real and have feelings. This means the child can be upset when other people are upset. 	<ul style="list-style-type: none"> • Reacts to others’ sadness and may try to comfort them, at times with an object • Cries when angry or frustrated • May have fear of the dark, thunderstorms, trains, animal noises • Conveys emotional expressions with whole body • Produces complex facial expressions 	<p>about emotions and how to react to them (e.g., books, role playing, puppets).</p> <ul style="list-style-type: none"> • engages children in discussions of difference between feelings and behaviors (“It is great to feel excited, but you may not jump off furniture.” “It is okay to feel angry, but you may not hit people because it hurts them.”). • models and encourages children to express and act out different feelings in the dramatic play center while role playing. • models appropriate verbalization of emotions during every day events. • acknowledges children’s emotions.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
upset)?				
<p>Outcome 1: social relationships</p> <ul style="list-style-type: none"> ❖ In what situations and ways does the child express delight or display affection? ❖ How does the child display his/her emotions? ❖ Is the child able to express what he/she is feeling? 	<p>I.B.2.b. Child is aware of own feelings most of the time.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • becomes familiar with basic feeling words (happy, sad, mad, and scared) and begins to be able to identify faces reflecting basic feelings. • can identify feelings of characters in storybooks. • can usually label own feelings when prompted. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • may experience many visual fears (masks, darkness). • shows affection. • shows physical anger. • is able to refer to needs and emotions . 	<ul style="list-style-type: none"> • Uses facial expressions to communicate feelings • May have fear of the dark, thunderstorms, trains, animal noises • Conveys emotional expressions with whole body • Produces complex facial expressions 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides classroom materials that introduce feeling words (posters; books). • helps children label their own feelings. • models labeling of own feelings (e.g., “Maria, I am so proud of you. You wrote your whole name today!”; “Please sit down Diego, I am worried that you might fall.” “I’m sad we cannot go outside because it is raining.”). • reads books and sings songs that pertain to feelings. • prompts children to identify characters’ feelings in storybooks, and to explain why characters might be having those feelings.
<p>Outcome 1: social relationships</p> <ul style="list-style-type: none"> ❖ Does the child show behaviors that interfere with relationships or seem inappropriate for the child’s age (e.g., screaming, biting, tantrums)? 	<p>I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • uses appropriate strategies to decrease level of distress (requests help when feeling frustrated with a task; seeks comfort from teacher when feeling sad). • responds positively to adult guidance in using calming strategies (e.g., suggestions to separate self from frustrating situation, take a deep breath, etc.). • enjoys participating in activities that stimulate 	<ul style="list-style-type: none"> • Can delay gratification • Redirects actions when upset <p>Note: Masturbation may be self-calming (18-24 months) before more advanced and socially appropriate self-calming skills are developed</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • establishes consistent signals to prompt children to become quiet and listen to instructions. • models and prompts children to use effective strategies for calming down when they are too excited (e.g., introducing quiet game or activity; spending time alone in quiet area of the room; breathing slowly and deeply). • creates a daily schedule that balances quiet and active times, and allows children opportunities to expend physical energy and be noisy. • arranges the classroom to provide areas for quiet, calm activities. • provides supportive assistance to children during situations that may be emotionally challenging, such

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>When is this most likely to happen?</p> <ul style="list-style-type: none"> ❖ How long does it take the child to calm after being upset? ❖ Does calming require adult intervention? ❖ Is the reaction appropriate to the problem? 		<p>positive emotions (e.g., playground games, musical and singing activities that require alternation of loud/quiet, fast/slow).</p> <ul style="list-style-type: none"> • may demonstrate extremes in emotions. • wants to feel in control of situations and emotions. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • needs adult support to control impulses. • has capacity for self-control. • shows effort to control emotions. 		<p>as separating from family members in the morning.</p> <ul style="list-style-type: none"> • provides opportunities for children to practice modulating levels of emotion and intensity such as songs and games that alternate fast/slow, loud/soft.

3. Control of Attention

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcomes 1 & 2: social relationships & knowledge and skills</p> <ul style="list-style-type: none"> ❖ Can the child accomplish all the steps in a daily routine? Does he need assistance in maintaining focus? 	<p>I.B.3.a. Child sustains attention to personally chosen or routine tasks until they are completed.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • focuses attention on one task at a time but may not stay with it to completion. • selects an activity or book to look at and completes it before selecting a different activity. • makes and carries out a sequence of dramatic play plans with a peer. • follows familiar/routine 3-step directions correctly (e.g., 	<ul style="list-style-type: none"> • Gravitates towards activities he knows he can complete, has done before, or enjoys • Will come to small/large group activities when asked or invited, but stay for only a few minutes • May try to complete a new or challenging activity a few times, before becoming 	<p>The teacher:</p> <ul style="list-style-type: none"> • arranges the classroom to facilitate children’s access to, and selection of, sets of materials with which to complete a task (e.g., access to paint, paper, smock, and paintbrushes in the creativity center; access to pencils, paper, letter stamps, and ink pads in the writing center). • encourages children to continue with their planned activity until it is completed. • refrains from distracting or redirecting children’s attention from their chosen activity/play unless it is clearly necessary to do so. • provides assistance to a child who needs support to

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<ul style="list-style-type: none"> ❖ Is the child able to finish an activity? 		<p>“Go wash your hands, get your lunch kit, and find a seat at the table.”).</p> <p>The 36 month old child:</p> <ul style="list-style-type: none"> • enjoys participating in simple action games that involve minimal time spent waiting for a turn. • can make very simple choices. • chooses one activity over another. • will refuse tasks that he perceives are too hard for him. 	<p>upset or walking away</p>	<p>continue focusing on a task or activity (e.g., praising effort, offering encouragement, offering help if needed, suggesting expansions to child’s play idea, offering additional related props or materials).</p> <ul style="list-style-type: none"> • provides opportunities to practice following multi-step directions.
<p>Outcomes 1 & 3: social relationships & take action to meet needs</p> <ul style="list-style-type: none"> ❖ Does the child show sustained interest in activities and people? ❖ Will the child stick with an activity long enough to learn/become comfortable with it? 	<p>I.B.3.b. Child remains focused on engaging group activities for about 20 minutes at a time.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • sits and listens to stories and/or participates in large group activities for up to 10-15 minutes at a time. • listens attentively to stories and instructions during circle times. • contributes verbal responses that are appropriately related to the topic during group discussion. • attends to peer responses during small- and large-group discussion. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • can attend to activities or stories for brief periods of time (5–10 minutes). • will stay involved longer if 	<ul style="list-style-type: none"> • Will come to small/large group activities when asked or invited, but stays for only a few minutes • Will watch groups from a short distance, but not join 	<p>The teacher:</p> <ul style="list-style-type: none"> • schedules large and small group activities with durations matched to children’s attention spans. • prepares ahead for group activities so that children are not left waiting with nothing to do. • uses lively pacing of group activities and encourages children’s active participation to help children sustain attention. • encourages children to attend to each other’s contributions rather than attending only when it is their turn. • minimizes distractions (extraneous noise; toys left within children’s reach; adults entering and leaving the room frequently) during times when children are expected to attend to group activities.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<p>the activity is a favorite one. However, if she encounters a problem, she usually wanders away from the activity rather than continuing to try to solve the problem.</p> <ul style="list-style-type: none"> requires very specific help in problem solving and explicit physical guidance when following suggestions. 		

I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

C. Social Competence

As preschool children enter school they start forming relationships with the adults and other children in their environment. Teachers can help children develop meaningful and rewarding relationships by offering them facilitative support. During this developmental period, children often begin to develop special friendships with particular peers who increase their feelings of comfort, pleasure, and confidence in their social world. These experiences also help build a sense of empathy and caring for others.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 1: social relationships</p> <ul style="list-style-type: none"> ❖ How does the child interact with familiar caregivers (e.g., child care providers, babysitters)? ❖ Does the child imitate others' socially appropriate behaviors? 	<p>I.C.1. Child uses positive relationships as modeled by his teacher for his [the child's] own pro-social behaviors.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • greets teacher in the morning and says goodbye when leaving. • coordinates eye contact with communication (looks at teacher or peer during communicative exchanges). • engages in conversations with an adult about what he is doing (e.g., discusses what he is painting at the easel). • takes multiple turns during a conversation. • views teacher as a helpful resource for information as well as social support (e.g., approaches teacher to ask questions or solicit help when needed). • enjoys sharing stories and experiences from outside of the school with the teacher. • respects teacher's authority (accepts limits and rules set by teacher). 	<ul style="list-style-type: none"> • Imitates parent or teacher's greetings and other social interactions • Responds when asked a question • Smiles when he sees a familiar person, distinguishes between strangers and familiar persons 	<p>The teacher:</p> <ul style="list-style-type: none"> • displays a warm, welcoming attitude toward all children. • greets children by name at arrival times and says goodbye at departure times. • recognizes that in certain cultures, children's averting eye contact from adults may be considered a sign of respect for authority. • establishes consistent classroom routines and rules. • engages in conversations with each child throughout the day. • asks questions to scaffold conversations with children. • allows ample wait time for children to respond or to ask questions. • gets down to child's level (seated on floor or chair) during conversation as often as possible. • remembers and responds to information specific to individual children (Lauren's mom is about to have a baby; Jake's grandfather died last week; Shana is adjusting to being in a new home.)

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<p>The 36 month old child:</p> <ul style="list-style-type: none"> greet others when reminded. needs prompting (leading questions) to retell stories/events. 		
<p>Outcome 3: take action to meet needs</p> <ul style="list-style-type: none"> ❖ How does the child display understanding of differences in roles, characteristics, and expectations across people and situations? ❖ Does the child take on classroom roles when asked? Without being asked? 	<p>I.C.2. Child assumes various roles and responsibilities as part of a classroom community.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> cares for classroom materials appropriately. recognizes that classroom materials belong to everyone. readily accepts and carries out “classroom helper” jobs. respects other’s work spaces and time with shared materials. takes turns with materials and in activities. participates in individual, small-, and large-group activities (sings along with the group during circle time; plays cooperatively in the block center with classmates to build a tower). takes responsibility for cleaning up own spills and messes. enjoys seeing own work and self-representations displayed in the classroom (artwork on the wall; name and picture on charts and cubbies). <p>The 36 month old child:</p> <ul style="list-style-type: none"> may frequently want the “preferred” job; may become frustrated or angry when it is 	<ul style="list-style-type: none"> Enjoys being the teacher’s helper with small tasks Can follow a simple repetitive routine Is learning to take turns 	<p>The teacher:</p> <ul style="list-style-type: none"> teaches children how to properly care for classroom materials and to clean up after themselves. makes children part of decision making processes (naming the classroom pet). provides meaningful classroom “helper” jobs that allow each child to participate in the classroom community. provides time, space, and materials that allow children to work together in small and large groups. provides interactive songs and activities to engage children during circle time. displays children’s work, names, play products, and pictures in the classroom.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<p>not her turn.</p> <ul style="list-style-type: none"> • may begin a classroom job but ask for help with completion. • shares toys (sometimes with reminders). • helps others. 		
<p>Outcome 1: social relationships</p> <ul style="list-style-type: none"> ❖ Does the child participate in games (e.g., social, cooperative, rule-based, with turn-taking)? ❖ Will the child approach another child to play or say hello? 	<p>I.C.3. Child shows competence in initiating social interactions.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • participates spontaneously in a variety of group activities, tasks, and play. • actively seeks out play partners and appropriately invites them to play (e.g., starts a game with classmates on the playground). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • expresses affection and/or preference for some peers. • converses with peers. 	<ul style="list-style-type: none"> • May move close to a child she wants to interact with • May use physical means to get a peer’s attention 	<p>The teacher:</p> <ul style="list-style-type: none"> • encourages children to show initiative rather than passivity (e.g., inviting children to share their opinions and preferences; saying “Jesse, why don’t you ask Mark if he wants a ride in your wagon?”). • provides time, space, and materials that encourage children to work and play together in small and large groups. • reads aloud and discusses books where the characters deal with a variety of social situations.
<p>Outcome 1: social relationships</p> <ul style="list-style-type: none"> ❖ How and in what situations are interactions with others initiated? ❖ Does the child engage in planning with others about 	<p>I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • shares space and materials with other children comfortably. • follows the lead of others (e.g., enters a center and adapts to the ongoing play of others). • generates joint play goals and carries them out with at least one other child at a time. • demonstrates ability to negotiate & compromise 	<ul style="list-style-type: none"> • Begins sharing (12-24 months) • Combines two toys in dramatic play • Can dramatize simple 3 step sequence • Uses objects functionally in play (17-19 months) and symbolically in play (18-21 months) 	<p>The teacher:</p> <ul style="list-style-type: none"> • models positive interactions by engaging in play with the children. • arranges classroom to provide space for cooperative as well as individual play activities. • assists children in communicating effectively with each other and resolving conflicts appropriately. • encourages quieter/shy children to connect with others, providing assistance to do so when needed.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>what they will play?</p>		<p>with peers to achieve a cooperative goal.</p> <p>The 36 month old child:</p> <ul style="list-style-type: none"> • plays through a sequence of events in common routines. • dramatizes simple songs. • likes to dress up to role play. • plays more than one role. • acts out pretend play with others. • may be possessive with favorite toys, but will share. • play is mainly exploratory, helping children learn about the properties and characteristics of materials and equipment. 		
<p>Outcomes 1 & 3: Social relationships & take action to meet needs</p> <ul style="list-style-type: none"> ❖ How does the child attempt to resolve his/her conflicts? ❖ Will the child ask for help? 	<p>I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • attempts to work out problems with a peer independently before seeking adult help. • asks an adult or peer for help when needed (e.g., “Will you push me on the swing?”). • follows conflict resolution steps with teacher’s guidance to solve a dispute with a classmate. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • may immediately run to teacher to “tattle” when a problem occurs. • may stop activity where the problem is and move to 	<ul style="list-style-type: none"> • Accepts adult solution to resolve a conflict 	<p>The teacher:</p> <ul style="list-style-type: none"> • encourages children to communicate directly with each other in respectful ways. • models appropriate ways to ask for assistance. • involves children in discussions and activities about how to get own needs met while respecting the needs of others (e.g., books, role playing, puppets). • helps children learn steps to take in conflict resolution.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		something else. <ul style="list-style-type: none"> may become frustrated/angry/sad and react physically. 		
<p>Outcome 1: social relationships</p> <ul style="list-style-type: none"> ❖ Does the child respond to other’s emotions? ❖ Will the child sometimes imitate another’s emotional reaction? ❖ Does the child recognize what another child needs (e.g., help putting on backpack or opening a container)? 	<p>I.C.6. Child demonstrates empathy and caring for others.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> shows emotions related to another’s experience (expresses sadness for a character in a book; shows excitement when a classmate crosses the finish line in a race). demonstrates a desire to be helpful (volunteers to help a classmate clean up a spill). demonstrates concern for a classmate (comforts a classmate who is crying; slows down to walk with a classmate with a physical disability). interacts with a variety of peers regardless of race, gender, or ability. <p>The 36 month old child:</p> <ul style="list-style-type: none"> learns that other people are real and have feelings. This means he can be upset when other people are upset. can identify feelings of characters in storybooks. 	<ul style="list-style-type: none"> Notices expressions of feelings in others (looks or reacts by crying or laughing) Imitates other children’s expressions of feelings 	<p>The teacher:</p> <ul style="list-style-type: none"> models concern for others. acknowledges when children help each other. uses activities that introduce children to the concept of perspective-taking (the idea that others may see or feel things differently than they do). uses activities that involve children in discussions about the feelings of others (e.g., books, role playing, puppets). provides active opportunities for children to be helpful and caring (e.g., making get-well cards for a sick classmate; making gifts for family and friends at holiday times; taking care of a classroom pet; pairing a child with a disability with a peer who can help).

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 1: social relationships</p> <ul style="list-style-type: none"> ❖ How does the child engage in mutual activity? ❖ With whom does the child repeatedly want to play? ❖ Who would the child invite to his/her birthday party? 	<p>I.C.7. Child begins to have meaningful friends.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • talks with a friend to plan their play (planning to play house in the pretend and learn center). • seeks help for the friend (going to the teacher for help when a friend falls down). • talks about the friend. • chooses to work with the friend. • copies the friend’s ideas or behaviors at times. • expresses pleasure at spending time with the friend. • follows friend’s preferences or notices concerns at times. • expresses interest in playing with the friend outside of school. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • able to be both leader and follower in play. • shows preference for certain peers over others. • usually engages in parallel play (side-by-side) with only brief interactions with other children. 		<p>The teacher:</p> <ul style="list-style-type: none"> • provides time, space, and materials that allow children to work and play together in small and large groups. • leads activities that involve children in discussions about friendship (e.g., books, role playing, puppets). • acknowledges classmates who are working together or helping each other as doing what friends do. • respects child’s desire for proximity or pairing with a special friend when appropriate (e.g., wanting to sit together at lunch time, partnering for a game).

I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

D. Social Awareness

Preschool children still need adult support and guidance in learning how to operate socially with others. In addition to facilitating peer group and adult-child interaction, teachers can help to reinforce understanding of social situations with rich, socially relevant educational material and thought-provoking questions.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Modalities of Instruction for Children with Learning Differences
<p>Outcome 1: social relationships</p> <p>❖ Does the child notice and/or point out differences in people, such as hair color, clothes or skin color?</p>	<p>I.D.1. Child demonstrates an understanding that others have specific characteristics.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> describes others using specific characteristics (e.g., “Mrs. Smith wears glasses.” “Calvin is the tallest child in the class.”). <p>The 36 month old child:</p> <ul style="list-style-type: none"> describes self in concrete/physical ways (age, clothes, body parts). identifies self as a girl or boy. 	<ul style="list-style-type: none"> Looks and touches objects presented by a child or adult Begins to label attributes 	<p>The teacher:</p> <ul style="list-style-type: none"> uses graphic organizers to compare and contrast children’s characteristics. models using descriptive words to describe others. expands children’s drawings or dictated descriptions of each other to include more characteristics.
<p>Outcome 1: social relationships</p> <p>❖ Does the child ever comment that another child feels a specific emotion but he/she doesn’t feel the same (e.g., “Mary is scared of dogs, but I’m not!”)?</p>	<p>I.D.2. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> uses visual cues from other children to identify how he is feeling. uses words to express own and other’s preferences (“I like to paint with red, and Mary likes to paint with blue.”). uses words to express own and other’s feelings (“Michael thinks that’s funny, but I don’t!”). asks questions that indicate understanding that peers may have a different perspective than themselves (“Do you like raisins?” “Were you scared of that movie?”). beginning ability to attribute 	<ul style="list-style-type: none"> Ability to imitate others Development of Joint Attention: Attention can be directed and shared by the act of pointing, a joint attention behavior which requires taking into account another person’s mental state, particularly whether the person notices an object or finds it of interest 	<p>The teacher:</p> <ul style="list-style-type: none"> models acceptance of someone’s different perspective. reads aloud and discusses books that show characters with differing perspectives. has children identify the feelings of different story characters during read-aloud. provides activities that promote respect for diversity (culture, ethnicity, special needs, and language). introduces activities that give children concrete experiences with the concept of different perspectives (taking turns looking around through different colored lenses or through binoculars; having children pair up and sit back-to-back with their partner and describe what they can see from their position, then trade places).

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Modalities of Instruction for Children with Learning Differences
		<p>mental states—beliefs, intents, desires, pretending, knowledge, etc.—to oneself and others and to understand that others have beliefs, desires and intentions that are different from one's own (Theory of Mind).</p> <p>The 36 month old child:</p> <ul style="list-style-type: none"> • understands other's intentions. • recognizes and names feelings in others. 		<ul style="list-style-type: none"> • uses a graph to compare and contrast children's preferences (favorite food, color, book).

II. LANGUAGE AND COMMUNICATION DOMAIN

Communication begins to develop through social interactions in infancy. As opportunities for communicative interactions continue and increase infants begin to understand and then use language. From these early beginnings the foundation is established for the communication and language skills that will support a lifetime of learning. Children’s daily experiences with language and communication contribute to their later success in literacy. A learning environment that offers opportunities for children to expand their listening and speaking skills, enrich their vocabulary, refine their social use of language, and further develop their syntax (grammar) skills will prepare young children to achieve throughout their school experience. As young children engage in conversations with adults and peers during play and during planned active learning experiences they are building their communication and language capabilities.

Children who have language and/or communication disorders may need therapeutic intervention from a speech-language pathologist who can also support the child’s teacher and parents with suggestions for ongoing, naturalistic scaffolding strategies to improve the child’s language and communication skills. Children with more significant learning needs may need specialized interventions from educators trained in the specific areas of need. Children who are nonspeaking may need augmentative and/or alternative communication strategies and devices to support their ability to engage in interactive communication with others. These strategies may include the use of picture communication symbols, communication boards, and voice output communication aids. Recommendations, decisions, and training for the use of these intervention strategies and devices can be made by the assistive technology team which includes the child’s parent(s). Children who are deaf or hard of hearing will need the specialized services of a teacher trained in the field of auditory impairment. All of these support decisions and recommendations are made by the child’s IEP team.

For children whose first language is other than English, the native language serves as the foundation for communication among family and community members and for building concepts and understanding of the world around them. Most children who are English language learners (ELL) enter our schools with a remarkable knowledge of their native language, a “linguistic knowing” that they utilize instinctively in their daily communications. Educators should take what children already know and understand about language, communication, and literacy in their home language and ensure that this knowledge is used to help them gain skills in a second language.




II. LANGUAGE AND COMMUNICATION DOMAIN

A. Listening Comprehension

From birth (and possibly even before birth), children begin learning by listening to the sounds in the world around them. Through ongoing communicative interactions with those in their environment infants gradually develop receptive language skills followed by expressive language ability. Preschool children are able to comprehend with increasing accuracy the language they hear in conversations and literature. Listening involves not only attending to sounds and words but also understanding their meaning. Making sense of what is heard is a cognitive skill that can grow through interactions with others, experiences, and practice. Young children demonstrate understanding of what they hear through their responses, actions, comments, and questions.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcomes 1 & 2: social relationships & knowledge and skills</p> <ul style="list-style-type: none"> ❖ How does the child relate/interact with others during conversations? ❖ In what ways does the child show he understands what others are saying? 	<p>II.A.1. Child shows understanding [of what is said by others] by responding appropriately.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • responds appropriately to statements or questions involving regular plurals (48-54 mo). • responds appropriately – not necessarily correctly, to “<i>how far</i>” questions (48-54 mo). • points to common objects according to function based on verbal cues (48 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • sorts by named category (42-48 mo). • comprehends approximately 1500-2000 words (42-48 mo). • answers “<i>how much</i>” and “<i>how long</i>” (length of time) questions – not 	<ul style="list-style-type: none"> • Understands position words (e.g., in, on top of, on, under) (33-36 mo) • Understands questions about <i>why</i> and <i>how</i> things function (33-36 mo) • Responds correctly and non-verbally to a stated question (32-38 mo) • Comprehends approximately 900 words (30 -36 mo) • Understands sentences with 2 or more ideas (30-36 mo) • Points to pictures of common objects described by their use (e.g., “Show me what you eat with.”) (30-36 mo) • Repeats finger play with words and actions (24-30 mo) • Comprehends approximately 500 words (24-30 mo) • Answers <i>where</i> questions by pointing (24-30 mo) • Listens to and enjoys simple stories • Understands action words (24 mo) • Understands more than 300 	<p>The teacher:</p> <ul style="list-style-type: none"> • engages in authentic conversations with children about their interests and experiences. • plans opportunities for active learning through experiences that build language and vocabulary, and thus enhance comprehension. • supports comprehension of storybooks that are read aloud through visual representations (e.g., props, illustrations in big books, acting out episodes or scenes from the story, etc.). • engages children in conversations about storybooks that enhance understanding of the words in the stories and the stories themselves.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<p>necessarily correctly (42 -48 mo).</p> <ul style="list-style-type: none"> answers simple questions regarding physical need (36-48 mo). provides objects as they are requested (36-44 mo). responds to <i>yes/no</i> questions with appropriate words or gestures (36-42 mo). comprehends approximately 1200 words (36-42 mo). understands descriptive words (36 mo). understands <i>why</i> questions (36 mo). answers simple <i>who, where, how many, what doing</i> questions (36 mo). 	<p>words (24 mo)</p> <ul style="list-style-type: none"> Understands words used to inhibit actions (e.g., wait, stop, get down, my turn) (21-24 mo) Uses direction of speaker’s gaze to infer the referent of a word (21 mo) Understands some emotion words (e.g., happy, sad, mad) (21 mo) Understands some pronouns (e.g., my/mine, you, me) (21 mo) Responds to <i>what</i> questions (21 mo) 	
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ How does the child respond to directions and requests from others? ❖ How does the child respond to multi-step directions? 	<p>II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> follows two 3-step commands in exact order (60-72 mo). carries out 4 simple related successive commands in order (50-58 mo). follows 3-step instructions in sequence involving 2-3 different objects 	<ul style="list-style-type: none"> Follows 3 step directions (30-36 mo) Follows 2-step related directions (30 mo) Follows single-step directions (18 mo) Follows simple directions with cues (e.g., “Give me the ball,” “Get the shoes,” “Show me”) (15 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> instructs children in expectations for daily routines, such as arrival, setting the table for snack time, going to centers, going outside and to the restroom by giving two- and three-step directions (e.g., “Please put your things away and then sit down on the carpet.”). provides two- and three-step directions for children to complete specific tasks during transitions (e.g., clean up, get a book to read, and sit on the carpet). uses visual representations of directions or

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<p>(48-54 mo).</p> <p>The 36 month old child:</p> <ul style="list-style-type: none"> • follows 2-step commands involving sequence (42-48 mo). • responds to 3 commands (e.g., “Pick up the spoon, put it in the cup, and bring it to me.”) (42-48 mo). • follows 2-3 step unrelated instructions (42 mo). • carries out 3 simple related successive commands in order (36-48 mo). • responds to 2 simple unrelated commands (e.g., “Put your cup on the table and bring me your sweater.”) (36-46 mo). 		<p>multi-step daily routines to help children understand, remember, and follow them (e.g., what to do upon arrival to the classroom each morning, steps for hand washing, etc.).</p> <ul style="list-style-type: none"> • plays or sings songs requiring children to act out multiple behaviors and multi-step directions (“Hokey, Pokey”, “If You’re Happy and You Know It”).
<p>Outcome 2: knowledge and skills</p> <p>❖ How does the child who is learning English (ELL) respond when spoken to in English?</p>	<p>II.A.3.</p> <p> Child shows understanding of the new language being spoken by English-speaking teachers and peers (ELL).</p>		<p>The child:</p> <ul style="list-style-type: none"> • follows a set of routines for activities and can make sense of what is happening. • responds to consistent and simplified language when instructed in literacy activities and assignments. • responds to questions by using thumbs-up thumbs-down to represent answers. 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides scaffolds in how to use strategies, skills, and concepts. • adjusts own use of English to make concepts comprehensible. • accepts responses in child’s native language. • selects and incorporates children's responses, ideas, examples, and experiences into lesson. • always gives children think time before asking for a response. • ensures quality of independent practice. • asks questions to ensure comprehension. • provides extra instruction, practice, and review as needed.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
				<ul style="list-style-type: none"> • maintains close proximity to children. • uses the child’s home language as base to support the development of English oral language (in Bilingual and ESL programs). • allows children to respond in their home language (in Bilingual/ESL instructional settings). • provides and reads culturally relevant books for children.

II. LANGUAGE AND COMMUNICATION DOMAIN

B. Speaking (Conversation) Skills

Preschool children gain the ability to use language in a variety of settings and for a variety of purposes. They become increasingly able to describe wants and needs, carry on conversations with others, and share information with peers and adults. The skill of engaging others in conversations involves initiating, listening, and responding, as well as using verbal and nonverbal communicative exchanges. Children who are English language learners and many children with disabilities may require more time to process and respond to language and thus need longer wait-time from conversation partners.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcomes 1, 2, & 3: social relationships, knowledge and skills, & take action to meet needs</p> <p>❖ How does the child use the words and communication skills he has (e.g., answering, requesting, greeting, describing, explaining, seeking attention, etc.)?</p>	<p>II.B.1. Child is able to use language for different purposes.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • bargains with other children (50-66 mo). • tells or gestures to adult about any danger/injury (48-60 mo). • uses correct words to request an object (48-54 mo). • requests food/drink be passed at the table (48-60 mo). • participates in conversations and discussions (48-60 mo). • speaks with inflection describing event/action (48-54 mo). • uses indirect requests (48-60 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • says <i>hello</i> and <i>goodbye</i> at correct times (42-48 mo). • asks "<i>Is...?</i>" and "<i>Do...?</i>" questions (37-42 mo). • changes speech depending on listener (36-42 mo). 	<ul style="list-style-type: none"> • Replaces jargon with sentences (29-31 mo) • Asks <i>where</i> questions (26-32 mo) • Sings familiar songs with adults (24-30 mo) • Requests assistance (24-30 mo) • Uses word or sign combinations to describe remote events (24-30 mo) • Asks simple questions with a vocalization or gesture (24-30 mo) • Clarifies and requests clarification (24-36 mo) • Experiments with communication - frustrated when not understood (24-28 mo) • Asks questions using rising intonation (25-28 mo) • Asks <i>what that</i> questions (25-28 mo) • Attempts to tell about experience using words and jargon (21 mo) • Meaningfully says "<i>no</i>" (18-21 mo) • Requests desired object with a word (18 mo) • Greets familiar people with an appropriate vocalization or sign (15-18 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> • engages children verbally during center activities, role playing, outdoor play, mealtimes, etc. • plans experiences that require children to talk, play and work cooperatively. • provides engaging materials that elicit speech and language during play (e.g., telephone in home center, toys to make a fire station in block center, restaurant materials in dramatic play area). • engages children in science demonstrations with active participation in problem-solving (e.g., "What do you think will happen if...?" "How would it change if...?" "What might happen when...?"). • supports children in using language at center time to plan which center(s) they will go to and what they will do there. • facilitates children's recall of what they did during center time. • expands children's linguistic contributions and responses by encouraging them to add details (e.g., story time, small group time, author's chair, morning meeting). • uses social stories to teach how to give and receive greetings, introduce self to others, express feelings. • implements the use of augmentative and

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> talks on phone and waits for turn to respond (36-42 mo). responds to and makes verbal greetings (36-42 mo). asks <i>who</i> questions (36-40 mo). 		<p>alternative communication (AAC) strategies and aids as appropriate to support naturally-occurring interactive communication (e.g., picture communication symbols, communication boards, voice output device) .</p> <ul style="list-style-type: none"> models use of augmentative and alternative communication (AAC) across various communicative functions. models other communicative functions other than requesting, since many young children with limited language, and children with Autism Spectrum Disorder (ASD), start with requesting and have difficulty going to commenting, describing, etc.
<p>Outcomes 1 & 2: social relationships & knowledge and skills</p> <p>❖ How does the child initiate and maintain communicative interactions with others?</p>	<p>II.B.2. Child engages in conversations in appropriate ways.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> stays on topic during a conversation (54-60 mo). participates in conversation/discussion (48-60 mo). asks questions related to another person’s statement in order to maintain a conversation (48-52 mo). takes 4 turns in a true conversation (48 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> gestures and speech are paired similar to adult level (42 mo). carries on a conversation (36-44 mo). talks on phone and waits for turn to respond (36-42 mo). makes conversational 	<ul style="list-style-type: none"> Sustains conversation for several turns (30-36 mo) Verbally introduces and changes topic of discussion (24-36 mo) Uses attention-getting words such as “hey” (24-36 mo) Takes 1-2 turns in conversation (24 mo) Engages in much verbal turn-taking (18 -24 mo) Uses direction of speaker’s gaze to infer the referent of a word (21 mo) Echoes prominent or last word spoken (17-19 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> engages in authentic conversational exchanges with each child every day. creates a play environment that encourages children to engage in conversations during play. engages children in conversations during greeting circle (e.g., home life, experiences outside of school, upcoming community events or celebrations). engages children in conversations during storybook reading (e.g., talk about the illustrations, characters, what might happen next). supports children in entering an existing play situation and joining into the conversations and play already in progress. provides interesting materials and experiences for children to talk about. uses social stories to help children learn how to engage in and maintain conversations. supports children in exchanging appropriate greetings. implements the use of augmentative and

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		repairs when listener has not understood (36-48 mo). <ul style="list-style-type: none"> requests permission (36-48 mo). changes speech depending on listener (36-42 mo). responds to and makes verbal greetings (36-42 mo). regularly requests clarification (e.g., “Huh?”, “What?”)(36 mo). 		alternative communication strategies and aids as appropriate to support naturally-occurring interactive communication (e.g., picture communication symbols, communication boards, voice output device). <ul style="list-style-type: none"> models use of augmentative and alternative communication (AAC).
Outcomes 1 & 2: social relationships & knowledge and skills <ul style="list-style-type: none"> ❖ Does the child use appropriate language and communication in everyday routines and settings? ❖ Can the child answer questions in meaningful ways? 	II.B.3. Child provides appropriate information for various situations.	The 48 month old child: <ul style="list-style-type: none"> uses twice as many utterances as 3-yr-old to discuss emotions and feelings (48-60 mo). responds appropriately, but not necessarily correctly, to <i>how far</i> questions(48-54 mo). The 36 month old child: <ul style="list-style-type: none"> answers <i>how</i> and <i>when</i> questions (42-48 mo). tells own age and full name (42-48 mo). states gender when asked (42 mo). engages in longer dialogues (36-48 mo). corrects others (36-48 mo). understands <i>how many</i>, <i>who</i>, and <i>whose</i> questions (36-40 mo). 	<ul style="list-style-type: none"> Communicates previous experiences with prompting from adult (30 mo) Begins providing descriptive details to facilitate comprehension (24-36 mo) Clarifies and requests clarification (24-36 mo) Communicates needs, wishes, and feelings with gestures and words (24 mo) Names pictures (21 mo) Responds to <i>what</i> questions (21 mo) Attempts to tell about experience using words and jargon (21 mo) Responds to <i>yes/no</i> questions with head shake and nod (18 mo) Acknowledges questions (e.g., “yes,” “uh huh”) (18 mo) Responds to “Where is ___?” by searching for object or family member (12-16 mo) 	The teacher: <ul style="list-style-type: none"> models ways to greet and respond to new people (e.g., classroom visitor, new class member, reading buddies). teaches children appropriate ways to ask for help and state what they need. helps children learn their personal information and appropriate people with whom to share that information (e.g., first and last name, age, parents’ names, name of street where he lives). reads storybooks in which characters share information, engage in conversations with children about how the characters shared information. implements the use of augmentative and alternative communication strategies and aids as appropriate to support naturally-occurring interactive communication and information sharing (e.g., picture communication symbols, communication boards, voice output device). models use of augmentative and alternative communication (AAC).

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> verbalizes toileting needs (36 mo). understands <i>why</i> questions (36 mo). answers <i>where</i> and <i>what doing</i> questions (36 mo). 		
<p>Outcomes 1 & 2: social relationships & knowledge and skills</p> <p>❖ How does the child engage in verbal communication (e.g., initiation, turn-taking, listening and responding, regard for speaker, staying on-topic or moving to a new conversational topic)?</p>	<p>II.B.4. Child demonstrates knowledge of verbal conversational rules.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> stays on topic during a conversation (54-60 mo). asks questions related to another person’s statement in order to maintain a conversation (48-52 mo). creates interest in a listener by indirect references (48-54 mo). takes 4 turns in true conversation (48 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> makes conversational repairs when listener has not understood (36-48 mo). talks on phone and waits for turn to respond (36-42 mo). changes speech depending on listener (36-42 mo). responds to and makes verbal greetings (36-42 mo). carries on a conversation (36-44 mo). regularly requests clarification (e.g., “Huh?”) 	<ul style="list-style-type: none"> Sustains conversation for several turns (30-36 mo) Responds to request for clarification (24-48 mo) Verbally introduces and changes topic of discussion (24-36 mo) Clarifies and requests clarification (24-36 mo) Takes 1-2 turns in conversation (24 mo) Asks <i>yes/no</i> questions with appropriate inflection (24-30 mo) Uses words or simple signs to request actions (21-24 mo) Uses direction of speaker’s gaze to infer the referent of a word (21 mo) Much verbal turn-taking (18 -24 mo) Initiates topic with 1 word with shared attention (18-24 mo) Echoes prominent or last word spoken (17-19 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> models/uses a social story to teach conversational etiquette of listening and waiting for a turn to talk (e.g., “Carlos is talking now. Your turn is next.”). models/uses a social story to teach how to interrupt a speaker by using the phrase, “Excuse me”. poses open-ended questions about the use of language such as, “I wonder why we talk differently to a baby than we do to our friends?”. models/implements the use of augmentative and alternative communication strategies and aids as appropriate to support naturally-occurring interactive communication (e.g., picture communication symbols, communication boards, voice output device). uses social stories to teach social use of language such as how to exchange greetings, introduce self to others, express feelings, ask for help, listening and waiting for our turn to talk, etc. engages children in conversations based on common experiences, upcoming community events, storybooks, modeling and supporting the social use of language during conversations.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcomes 1 & 2: social relationships & knowledge and skills</p> <ul style="list-style-type: none"> ❖ How does the child use and respond to nonverbal communication (e.g., facial expressions, gestures, proximity, looking at the speaker)? ❖ Describe the child’s eye contact with others. Does it differ across situations or with different people? 	<p>II.B.5. Child demonstrates knowledge of nonverbal conversational rules.</p>	<p>and “What?”) (36 mo).</p> <p>The 48 month old child:</p> <ul style="list-style-type: none"> • matches facial expressions to intent of message (e.g., sad face when talking about something sad) (48 mo). • matches speaker’s emotion on own face (48 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • gestures and language are paired similar to adult level (42 mo). 	<ul style="list-style-type: none"> • Answers simple questions with a verbal, response, gesture, or sign (21-24 mo) • Begins to accompany language with gestures (e.g., stop, hello, no, up, down) (21-24 mo) • Uses direction of speaker’s gaze to infer the referent of a word (21 mo) • Can follow the attention lead of others (looks at what others look at and does what others do) (21 mo) • Directs caregiver to provide information through pointing, a questioning look, vocal inflection, and/or words (15-18 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> • engages children in conversations, modeling listening carefully, positioning self at child-level, and sensitively responding. • develops and uses social stories about nonverbal conversational rules such as attention to speaker, waiting for a turn to talk, understanding facial emotions of a speaker, acknowledging what someone says. • helps children understand the meaning of commonly used gestures. • uses gestures/signs in the classroom for communication (e.g., wait, no, yes, potty, come here, etc.). • develops and uses a social story about reading and understanding facial expressions. • plays a game that engages children in guessing the emotion shown on someone’s face and role play ways to respond to that emotion. • reads storybooks in which the characters display emotionality and have conversations about what other characters should do in response.
<p>Outcomes 1 & 2: social relationships & knowledge and skills</p> <ul style="list-style-type: none"> ❖ How does the child display an awareness of the rules and expectations for the social use of language 	<p>II.B.6. Child matches language to social contexts.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • asks questions about how another person feels (54 mo). • discriminates appropriate roles and behaviors (48 mo). • matches facial expressions to intent of message (e.g., sad face when talking about something sad) (48 mo). 	<ul style="list-style-type: none"> • Spontaneously says (or signs) familiar greetings and farewells at appropriate times (21-24 mo) • Spontaneously uses words (or signs) in pretend play (21-24 mo) • Greets familiar people with an appropriate vocalization or sign (15-18 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> • develops and uses social stories about the social use of language as situations arise (e.g., what to say when delivering a message to another teacher, how to enter a playgroup, what to do at birthday parties). • engages in authentic conversations with children during center time, matching language to the dramatic play themes and play activities as they emerge. • visually represents expectations about voice/noise level (e.g., outside voice, buddy)

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>(pragmatics)?</p> <ul style="list-style-type: none"> ❖ Does the child communicate differently in different social contexts (e.g. quieter in library, more active at birthday parties)? ❖ How does the child communicate with siblings? ❖ How does the child communicate with peers (e.g., at child care, at the park, in playgroups, in the neighborhood)? ❖ How does the child interact with/respond to people in community settings (e.g., park, library, church, grocery store, seeing neighbors outside, etc.)? 		<ul style="list-style-type: none"> • matches speaker’s emotion on own face (48 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • talks on phone and waits for turn to respond (36-42 mo). • changes speech depending on listener (36-42 mo). 		<p>talk, soft voices, whisper, no talking), provides opportunities to learn and practice the differences in voice level.</p> <ul style="list-style-type: none"> • reminds children of appropriate language and volume during different times of the day (e.g., in centers, meal time, in the hall, outside play, small group time, community outings, etc.). • provides and models use of augmentative and alternative communication strategies/devices as appropriate to child’s needs and abilities in order to support authentic social communicative exchanges.


II. LANGUAGE AND COMMUNICATION DOMAIN

C. Speech Production

Young children must learn to articulate, discriminate, and manipulate the speech sounds and the words of language in order to be understood, understand what others are saying, and to generate more words. Although most preschool children can accurately perceive the difference between similar-sounding words, they continue to acquire and refine their own speech sounds.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcomes 1 & 2: social relationships & knowledge and skills</p> <ul style="list-style-type: none"> ❖ Describe the child’s articulation. ❖ Can others understand what the child says? If not, why do they have trouble understanding the child’s speech? 	<p>II.C.1. Child’s speech is understood by both the teacher and other adults in the school.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • most consonant sounds used consistently and accurately, though may not be mastered in all contexts (e.g., errors in producing <i>l, s, r, th</i> may still exist) (54-60 mo). • more errors present in difficult blends (54-60 mo). • intelligible in connected speech (54-60 mo). • few omissions and substitutions of consonants (48-54 mo). • speech is approximately 80% intelligible (48 mo). • produces few consonant substitutions and emissions (48 mo). • produces more consonants: <i>z, v, sh, ch, j</i> (48 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • continued refinement of articulatory skills (42-48 mo). 	<ul style="list-style-type: none"> • Produces speech that is 50-70% intelligible to familiar listeners (30 mo) • Deletes one consonant from a consonant blend (e.g., “top”/stop) (30 mo) • Repeats syllables in some words (e.g., “wawa”/water) (30 mo) • Some substitution and distortion of consonants persists (30-36 mo) • Continuing to improve intelligibility – approximately 80% intelligible (30 -36 mo) • Consonants mastered: <i>p, m, n, w, h</i> (30 -36 mo) • Approximately 70% intelligible (24-30 mo) • May omit final consonant, reduce consonant blends, substitute one consonant for another (24-30 mo) • Experiments with communication; frustrated when not understood (24-28 mo) • Echoes adult’s words and inflections (24 mo) • Approximately 50% intelligible(24 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> • speaks clearly and at an appropriate pace (neither too fast nor too slowly). • encourages children to use language when making requests, expanding upon their language or gestures with appropriate language (e.g., “Oh, you want the red paint? Here’s the red paint.”). • uses songs, chants, and finger plays to enhance speech and language. • uses multisensory approaches for teaching the sounds of the letters of the alphabet. • engages in conversations with children during dramatic play at center time. • works with assistive technology team to provide appropriate support for children who are non-speaking or severely unintelligible (e.g., a voice output device, communication board, picture communication symbols). • asks children whose speech is unintelligible to show what is needed or say it in a different way to improve speech intelligibility. • models correct examples when child uses speech errors (e.g., child says, “I want a tar.” Teacher responds, “You want the CAR? Which one?”). • slightly overemphasizes correct models for sounds students say incorrectly (e.g., “Oh, you want another bookK?”).

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> consonants mastered: <i>b, d, k, g, f, y</i> (42-48 mo). produces speech that is intelligible to unfamiliar listeners (42 mo). uses final consonants most of the time (36-42 mo). simplifies words that are multisyllabic (36 mo). produces substitutions and distortions of consonants (36 mo). speech is 75% intelligible (36 mo). produces sounds made in the back of the mouth (e.g. /c/ car; /g/ go; /ng/ eating) (36 mo). 		
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child appear to understand the difference between words that are similar sounding such as mat/bat, cup/cut, or pan/pin? 	<p>II.C.2. Child perceives differences between similar sounding words.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> completes short poems with appropriate rhyming words (72-84 mo). produces songs/nursery rhymes (54 mo). creates rhyming words (54 mo). plays with words (e.g., creates own rhyming words) (48-54 mo). repeats words that rhyme (48-54 mo). makes rhymes to simple words (48-54 mo). identifies words that rhyme (48-52 mo). sings songs or rhymes of 	<ul style="list-style-type: none"> Sings simple songs or rhymes (30-36 mo) Independently says or acts out parts of rhymes or songs (30-36 mo) Notices or reacts to changes in familiar rhymes, songs, or stories (30-36 mo) Joins in saying nursery rhymes (repeats parts of them) (24-30 mo) Says or sings at least two nursery rhymes or songs in a group with an adult (24-30 mo) Repeats words and sounds (29-36+) Sings phrases of songs (23-27 mo) Anticipates parts of rhymes or songs (21-24 mo) Enjoys nursery rhymes, nonsense rhymes, finger plays, poetry (18-30) 	<p>The teacher:</p> <ul style="list-style-type: none"> reads books with nursery rhymes, poems, storybooks with rhyming words. reads books with rhyming repeated lines that children can join in saying. recites familiar nursery rhymes and pauses prior to the rhyming word allowing children to fill in the “auditory blank” with the missing word. encourages children to join in saying familiar nursery rhymes. supports children in singing songs that have rhyming words (e.g., “Twinkle, Twinkle Little Star”; “Row, Row, Row Your Boat”; “5 Little Ducks”; “The Eensy Weensy Spider”, “I’m Bringing Home a Baby Bumble Bee”). supports children in participating in finger plays that have rhyming words (e.g., “5 Little Monkeys Jumping on the Bed”, “5 Little

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<p>at least 30 words (48-54 mo).</p> <p>The 36 month old child:</p> <ul style="list-style-type: none"> • sings songs or says rhymes of 10-15 lines (some lines may be repeated) (42-48 mo). • may begin to attend to beginning or rhyming sounds in salient words (36-48 mo). • completes lines of familiar rhymes or songs (36-42 mo). • sings complete nursery songs or says complete rhymes of 4-6 lines (36-42 mo). 		<p>Pumpkins”, “5 Little Monkeys Swinging from a Tree”, “Open Them, Shut Them”).</p> <ul style="list-style-type: none"> • reads storybooks with alliteration. • pronounces words distinctly so children can distinguish the differences between similar sounding words, enhances comprehension of words with objects or pictures. • comments when someone says words that rhyme or sound alike. • explicitly draws attention to words that sound alike while reading aloud to students.
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child who is learning English vocalize speech sounds and sound patterns of English? ❖ Does she experiment using English speech sounds and words? 	<p>II.C.3.  Child investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL).</p>		<p>The child:</p> <ul style="list-style-type: none"> • participates in planned oral language activities. • plays with familiar songs using sound substitutions (e.g., the song "Twinkle, Twinkle, Little Star" can be substituted using "la, la, la, la" throughout). • inserts sound play into the lyrics of a familiar song (highlights a particular sound, example /k/; works with the rhymes in “The Cat and the Fiddle" and "Hickory Dickory Dock"). • uses phonograms (e.g., cat, hat, sat, mat, fat, pat) when playing with rhymes. 	<p>The teacher:</p> <ul style="list-style-type: none"> • understands the importance of language development and the sound structure of language acquisition. • selects words that include sounds common to both languages and separates similar sounds. • asks children to repeat words before attempting a task. • has awareness of differences in pronunciation. • accepts oral approximations. • includes rhymes that focus on pairing movement and action with rhythmic passages. • uses choral responses. • Incorporates phonograms (cat, hat, sat, mat, fat, pat) into language instruction. • uses songs, finger plays, storybooks to support second language development.

II. LANGUAGE AND COMMUNICATION DOMAIN

D. Vocabulary

Vocabulary knowledge reflects children’s previous experiences and growing knowledge of the world around them and is one of the strongest predictors of later reading achievement. As children learn through experiences, including play, they develop concepts, acquire new words, and increasingly refine their understanding of words they already know. When introducing vocabulary to children with disabilities and who are English language learners, teachers can use a variety of approaches to extend the child’s vocabulary as they pair new words with experiences, real-life objects, and pictures.


Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child label and describe people he knows or meets? ❖ Can he name familiar places in his environment (e.g., grocery store, park, place of worship, school/child care)? ❖ Does he use a variety of verbs to describe or request actions (e.g., “At the park I can swing and climb.” or “Push me on the swing.”)? 	<p>II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • states similarities and differences between objects (60-72 mo). • names a class of objects from its members (54-60 mo). • uses a variety of adjectives to describe what has been seen, heard, or experienced (54-60 mo). • comparative (-er) emerging (e.g., bigger) (54-60 mo). • labels colors (red, green, blue, orange, purple, yellow, black, brown, pink, gray) (48-54 mo). • knows heavy/light, loud/soft, like/unlike, discriminates long/short (48-54 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • tells how common objects are used (42-48 mo). • names objects by 	<ul style="list-style-type: none"> • Understands “est” adjective marker (e.g., biggest) (30-36 mo) • Names sounds heard in the immediate environment (30-42 mo) • Names most pictures and line drawings of familiar objects (30-36 mo) • Names at least one color (30 mo) • Uses word or sign combinations to describe remote events (24-30 mo) • Identifies and points to extended family members (24 mo) • Names body parts (24 mo) • Names almost anything she has daily contact with at home, outside, and in child care (24 mo) • Identifies action in pictures (24-30 mo) • Uses two-word utterances to indicate nonexistence and recurrence (24-30 mo) • Uses two-word utterances to indicate specificity and characteristics (24-30 mo) • Names 8 or more pictures (29-36 mo) • Names 8 or more line drawings of common objects (24-30 mo) • Names 6 or more pictures of common objects (24-30 mo) • Names 5 pictures (24-29 mo) • Names 3 pictures (21.5-24 mo) • Names 2 pictures (19-21.5 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> • reads storybooks that contain rich descriptive language, models use of new vocabulary words learned in storybooks. • provides experiences that foster the use of rich descriptive language, models use of new vocabulary words learned during experiences. • defines new words when reading aloud by connecting what children already know to the new word and encourages discussion of word meanings (e.g., “This is a shovel. It is like a great big spoon that scoops up the dirt. What can we do with a shovel?”); uses a real object or experience as often as possible when teaching new vocabulary words. • provides and reads to children a variety of concept-related books (farm/zoo animals, vegetables/fruits, the body, transportation). • provides materials and play opportunities that elicit the use of descriptive language (restaurant, grocery store, hospital, construction work); joins the play and models the use of descriptive words in comments about the play scenarios. • during small group time provides objects

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		function (42-48 mo). <ul style="list-style-type: none"> • names examples in classes (42-48 mo). • sorts objects into named categories, but may not be able to label category (e.g., animals, food) (42-48 mo). • describes own feelings (42 mo). • states gender when asked (42 mo). • knows what does <i>not</i> go together (by 42 mo). • describes an action using a verb (36-48 mo). • names action when looking at a picture (36-42 mo). • uses words to describe attributes of toys, foods, or other objects (36-42 mo). • describes events occurring in the environment (36-42 mo). • names primary colors (36-42 mo). • produces words related to spatial, comparative, contrastive, and temporal concepts (36 mo). 	<ul style="list-style-type: none"> • Uses own name to refer to self (18-24 mo) • Names familiar objects (18-24 mo) • Recognizes and identifies objects and pictures by pointing (18 mo) 	and/or pictures for children to categorize, labels categories or supports children in labeling them. <ul style="list-style-type: none"> • initiates games that include following directions that use descriptive words (e.g., “hop slowly”, “run fast”, “tiptoe quietly”). • creates graphs based on interests of children (e.g., age, color of hair, gender, favorite fruit, etc.), works with children to label the categories and the title of the graph.
Outcome 2: knowledge and skills ❖ How does the child show that she understands	II.D.2. Child demonstrates understanding of terms used in the instructional	The 48 month old child: <ul style="list-style-type: none"> • shows understanding of time concepts (e.g., before/after, yesterday/today) (48 mo). 	<ul style="list-style-type: none"> • Understands approximately 900 words (30-36 mo) • Repeats new words to self (30-36 mo) • Listens carefully to new words (may ask for repetition) (30-36 mo) • Comprehends approximately 500 words 	The teacher: <ul style="list-style-type: none"> • displays the daily schedule using written words matched with visual representations, posted at child-level, uses it throughout the day to indicate current, next, and previous activities.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>words the teacher uses during instruction and daily routines?</p> <p>❖ Does she use those words on her own during play or in another setting?</p>	<p>language of the classroom.</p>	<ul style="list-style-type: none"> understands spatial concepts (e.g., behind, in front, next to) (48 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> understands words for basic shapes and sizes (42 mo). understands descriptive concepts (e.g., hard, soft, rough, smooth) (42 mo). understands in front of, behind, top, bottom, between (42 mo). understands how many, who, and whose questions (42 mo). understands approximately 1200 words (36-42 mo). understands descriptive words (36 mo). 	<p>(24-30 mo)</p> <ul style="list-style-type: none"> Comprehends approximately 300 words (18 -24 mo) 	<ul style="list-style-type: none"> engages the children in conversations each day as a way to expand vocabulary and language use. reads books that support vocabulary growth, has conversations with children about the new words in these books. supports children in using positional and descriptive words during planning and recall of their center time activities. incorporates use of songs and rhymes that teach positional words (e.g., “Eensy Weensy Spider”, “5 Little Ducks”, “I Wish I Had a Little Red Box”), enhances understanding through use of props. includes language about position when commenting on children’s play, (e.g., “I see Maya sitting beside the block tower.”). includes descriptive characteristics of people, objects, and actions when commenting on children’s play, (e.g., “Adam stretched his arms up really high so he could put that block on top of the tower.”).
<p>Outcome 2: knowledge and skills</p> <p>❖ Does the child easily learn the meaning of new words?</p> <p>❖ How does the child demonstrate that he understands newly learned</p>	<p>II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> comprehends 2500 to 2800 words (54-60 mo). uses 1500 to 2000 words (54 -60 mo). understands approximately 2000-2500 words (48-54 mo). mean sentence length = 4.6 words (48-54 mo). asks word meanings or otherwise indicates awareness that words 	<ul style="list-style-type: none"> Comprehends approximately 900 words (30 -36 mo) Uses 500 intelligible words (30-36 mo) Repeats new words to self (30-36 mo) Listens carefully to new words (may ask for repetition) (30-36 mo) Comprehends approximately 500 words (24-30 mo) Uses 200 intelligible words (24-36 mo) Comprehends approximately 300 words (18 -24 mo) Uses approximately 50 recognizable words (18 -24 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> engages the children in conversations each day as a way to expand vocabulary and language use. reads books that support vocabulary growth, has conversations with children about the new words in these books. creates opportunities for children to experience the meaning and use of new words in multiple ways. engages children in authentic conversations during play subtly infusing new vocabulary words based on the play

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>words?</p> <ul style="list-style-type: none"> ❖ Does the child seem to understand about the same number of words as children similar in age? 		<p>have meanings (48-54 mo).</p> <ul style="list-style-type: none"> • uses new word in conversation soon after hearing the word or having been told the meaning of the word (48-54 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • defines 5 or more simple words using at least one descriptor (42-48 mo). • comprehends 1500 to 2000 words (42 -48 mo). • uses 1000 to 1500 words (42-48 mo). • comprehends 1200 words (36-42 mo). • uses 800 words (36-42 mo). • defines two or more simple words using at least one descriptor (36-42 mo). • understands descriptive words (36 mo). 		<p>theme.</p>
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child incorporate newly-learned words into her oral vocabulary? 	<p>II.D.4. Child uses a large speaking vocabulary, adding several new words daily.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • uses 1500 to 2000 words (54-60 mo). • asks word meanings or otherwise indicates awareness that words have meanings (48-54 mo). • uses new word in conversation soon after hearing the word or 	<ul style="list-style-type: none"> • Repeats new words to self (30-36 mo) • Listens carefully to new words (may ask for repetition (30-36 mo) • Uses 500 intelligible words (30-36 mo) • Uses 200 intelligible words (24-30 mo) • Uses approximately 50 recognizable words (18-24 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> • engages in conversations with children during storybook reading, focuses some of the conversation on new vocabulary words in the story. • plans for vocabulary growth through experiences, models using the new words and listens for child use, comments upon child use of the new words (e.g., “Claire, I noticed that you said ‘triangle’ just now. That’s one of our new words.”).

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<p>having been told the meaning of the word (48-54 mo).</p> <p>The 36 month old child:</p> <ul style="list-style-type: none"> • uses 1000 to 1500 words (42-48 mo). • uses 800 words (36-42 mo). 		<ul style="list-style-type: none"> • plans field trips with the intent of building vocabulary based on experiences, models and encourages use of the target vocabulary words. • supports learning of new words when reading aloud by connecting what children already know to the new word. • provides numerous daily opportunities for children to talk to other children and adults in the classroom. • supports children in expanding their responses and adding details while engaged in group activities, such as read aloud time, show and tell, author’s chair.
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Can the child label categories (e.g., says “fruit” for a collection containing apple, banana, grapes)? 	<p>II.D.5. Child uses category labels to understand how the words/objects relate to each other.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • selects pictures that belong in a category (60-72 mo). • states similarities and differences between objects (60-72 mo). • names 3 things needed for an activity (60-72 mo). • comparative (-er) emerging (e.g., bigger) (54-60 mo). • names classes/categories of sorted objects (54-65 mo). • Sorts items by category (54--65 mo). • knows heavy/light, loud/soft, like/unlike, discriminates long/short (54-60 mo). • selects an item based on category or function (54-60 mo). 	<ul style="list-style-type: none"> • Selects objects/pictures to indicate an understanding of at least two relative concepts or comparisons (30-36 mo) • Understands “est” adjective marker (e.g., biggest) (30-36 mo) • Selects objects by usage (30-36 mo) • Identifies objects by their function (30 mo) • Selects a similar object/picture when shown a sample and asked to find “another one” (24-30 mo) • Selects objects/pictures that are “the same” or “like this” (24-30 mo) • Selects examples of two or more inclusive categories (e.g., animals, toys, food) (21-24 mo) • Sorts objects/pictures into simple categories (e.g., dogs, cats, houses, chairs) when given an example (18-21 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides opportunities for children to manipulate items into different categories, and has children share their collections by verbally labeling each item and the category name. • labels containers and areas of the classroom to indicate where materials belong, uses visual representations along with words on the labels so children can read them. • supports children in selecting a symbol or attaching their photograph to go with their name labels throughout the classroom. • supports children as they sort materials during clean up time, comments on their actions, refers to labels in the classroom that indicate where materials belong. • creates graphs based on interests of children (e.g., color of eyes, how they travel to school, favorite vegetable, etc.), works with children to label the categories and the title of the graph.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> identifies first, last, middle (48-54 mo). categorizes by size, type, color, and shape in problem solving (48 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> describes functions of objects (42-48 mo). categorizes sounds (42-46 mo). sorts objects into categories- may not be able to label categories (e.g., animals, colors) (42-48 mo). knows what does <i>not</i> go together (by 42 mo). identifies most common objects and their pictures (42 mo). understands that objects can be put into categories (36 mo). 		<ul style="list-style-type: none"> during small group time provides objects and/or pictures for children to categorize; labels categories or supports children in labeling them.
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ How does the ELL child demonstrate that he understands English words? ❖ What are some English words and phrases the ELL child has recently learned 	<p>II.D.6.</p>  Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English (ELL).		<p>The child:</p> <ul style="list-style-type: none"> participates as a speaker and listener in group activities including child-initiated imaginative play (e.g., plays the role of the store clerk or a waiter in a restaurant). follows directions when introduced to a situation. responds appropriately to simple instructions given by the teacher (e.g., follows two consecutive instructions, or chooses two flowers from the tray and draws pictures of them). follows a command using actions. 	<p>The teacher:</p> <ul style="list-style-type: none"> finds out if new words learned in English are only new labels for concepts already known or if the concept itself must be taught. illustrates meanings with pictures or diagrams. uses artifacts and hands-on manipulatives. uses anchor charts, graphic organizers, and semantic mapping. encourages role plays or pantomimes. makes drawings on the dry erase board. makes use of how things are said (volume, pitch, rate, and emphasis), using as many

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
to use?			<ul style="list-style-type: none"> • sequences story picture cards. • retells a story in his own words. • role plays or pantomimes stories. • listens attentively and responds to stories and poems (tells a story; enacts a poem; draws a picture to illustrate a story or poem). 	<p>cues as possible to help child gain the meaning.</p> <ul style="list-style-type: none"> • uses the Spanish word and has the child repeat the new word in English, if necessary. (e.g., “El tiene hambre.” “He is hungry.” “Hungry”). • uses facial expressions, hand gestures or acts out stories to promote child's understanding. • restates important information by using synonyms, cognates, paraphrasing, and visual cues. • uses the child’s home language as base to support the development of listening skills in English. • provides instruction in the child’s home language followed by English (as needed).

II. LANGUAGE AND COMMUNICATION DOMAIN

E. Sentences and Structure Skills (Syntax)

Effective communication requires that children use their knowledge of vocabulary, grammar, and sense of audience to convey meaning. Children’s use of invented words and the over generalization of language rules (e.g., saying “*foots*” instead of “*feet*” or [Spanish] “*yo no cabo*” instead of “*yo no quepo*”) is a normal part of language acquisition. Preschoolers become increasingly adept at using language to express their needs and interests, to play and pretend, and to share information and ideas. Sentence and grammatical complexity develops in young children through interactions and experiences during the daily routine, storybook reading, and authentic conversations with more sophisticated speakers.



Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ How many words are in the child’s typical sentence? Can you think of an example? ❖ Does the child speak using grammatically-correct sentences? 	<p>II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • uses complete sentence with correct word order in “<i>wh</i>” questions (54-60 mo). • combines 5-8 words in sentences (54-60 mo). • combines 4-7 words in sentences (48-54 mo). • repeats five- to six-word sentences maintaining grammatical structure (48-54 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • average sentence length = 4.4 words (42-48 mo). • “<i>What was...</i>” “<i>What were...</i>” questions emerging (42-48 mo). • “<i>Was...</i>” “<i>Were...</i>” (<i>yes/no</i> questions) emerging (e.g., Was he there?) (42-48 mo). • repeats four-word sentences including adjectives (42-48 mo). • imperatives and emphasis 	<ul style="list-style-type: none"> • Average sentence length = 3.4 words (30-36 mo) • Uses three-word phrases to specify, to indicate rejection, and/or to describe (30-36 mo) • Repeats three-word sentences (30-36 mo) • Uses “<i>is</i>” + adjective (e.g., ball is red) (30-36 mo) • Uses contracted form of “<i>is</i>” (e.g., he’s running) (30-36 mo) • Uses imperatives (commands: go get it, don’t, stop) (30-36 mo) • Asks “<i>where</i>” questions (26-32 mo) • Asks questions using rising intonation (25-28 mo) • Asks “<i>what that</i>” questions (25-28 mo) • Average sentence length = 3.1 words (24-30 mo) • Uses two-word utterances to indicate nonexistence and recurrence (e.g., more book) (24-30 mo) • Uses some contractions (e.g., don’t, can’t, that’s) (24-30 mo) • Asks basic questions (e.g., Daddy gone?) (24-30 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> • expands child’s utterances into sentences. • supports children in generating sentences by using pictures as structure for subject, verb, and direct object (e.g., pictures to represent dog, eating, bone to make sentence “The dog ate the bone.”). • asks a child to predict what will be next in daily routine encouraging use of subject-verb agreement, refers child to visual representation of daily schedule for support if needed. • helps child tell one sentence about her drawing (e.g., “This is a picture of my teddy bear.”), writes the sentence as the child dictates it, teacher or child reads it back after it is written. • models how and encourages children to play “Guess What I Am?” by feeling then describing a familiar object hidden in a cloth bag, others try to guess what it is (e.g., “I feel something hard. It has four legs. It has a long neck and a small head.”). • supports children in expanding their responses and adding details while engaged in conversations during morning meeting, small and large group time, center time, storybook reading, outdoor play time. • models expanded utterances using augmentative/alternative communication


Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<p>used consistently (e.g., “It’s <u>mine!</u>”) (42-48 mo).</p> <ul style="list-style-type: none"> parts of speech now in stable relationship (42-48 mo). average sentence length = 4.3 words (36-42 mo). beginning to use “is” at beginning of questions (36-42 mo). uses three- to four-word complete sentences that include subject-verb-object (36-42 mo). 		<p>strategies/devices as appropriate to child’s needs and abilities.</p>
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child speak using grammatically-correct sentences? 	<p>II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> uses endings on verbs or nouns to indicate the activity of a person or thing (54-60 mo). possessive pronouns emerge (e.g., <i>his, her</i>) (54-60 mo). uses “<i>will</i>” to form future tense (54-60 mo). reflexive pronouns become more consistent (e.g., <i>myself</i>) (54-60 mo). irregular plurals used fairly consistently (e.g., <i>child/children</i>) (48-54 mo). “<i>our, they, and their</i>” used consistently (48-54 mo). uses correct verb forms, both irregular and regular, for past, present, and future actions (48-54 	<ul style="list-style-type: none"> Uses personal pronouns (30-36 mo) Irregular past tense emerging (30-36 mo) Regular past-tense verbs appear (e.g., <i>walk/walked</i>) (30-36 mo) Uses pronouns – I, me, you, mine, (he, she, & it emerging) (30-36 mo) Uses “s” for possession (e.g., <i>Daddy’s car</i>) (30-36 mo) Uses contracted form of “is” (e.g., <i>it’s mine</i>) (30-36 mo) Begins to use “do, can, and will” (emerging future tense) (30-36 mo) Regular plural forms emerging (e.g., <i>cat – cats</i>) (24-30 mo) Appropriate use of at least 2 pronouns (24-30 mo) Uses “-s” on ends of some words to form plurals (24-30 mo) Uses auxiliary verbs, usually shortened (e.g., <i>gonna, wanna, hafta</i>) (24-30 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> models correct examples when a child over-generalizes language rules (e.g., child says, “My foots are cold.” Teacher responds, “Your feet are cold. Why are your feet cold?”). demonstrates how to tell about one’s own picture and other children’s pictures beginning with the words “my picture”, “his picture”, “her picture”. expands children’s responses to sentence-form while engaged in conversations with them during storybook reading. reads storybooks that contain pictures of objects/animals/people that have irregular plurals (e.g., <i>man/men, knife/knives, leaf/leaves</i>). plays word games to encourage children to say phrases and sentences with irregular plurals, enhances understanding with use of pictures (e.g., <i>foot/feet, mouse/mice, child/children</i>). (“Here is one foot, now there are two _____. Now there is one _____.”). supports children in recalling what they did during center time, encourages their use of past

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<p>mo).</p> <ul style="list-style-type: none"> passive voice emerging in some children (e.g., The baby was kissed by the girl.) (48-54 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> uses most irregular past-tense verb forms correctly (e.g., I went home.) (42-48 mo). pronouns <i>he, she, I, you, me, mine</i> used consistently (42-48 mo). <i>our, they, their</i> used inconsistently (42-48 mo). reflexive pronoun <i>myself</i> emerging (42-48 mo). possessive marker “<i>s</i>” consistent (e.g., Ann’s toy) (42-48 mo). regular third-person singular (-<i>s</i>) consistent (e.g., he runs) (42-48 mo). simple past tense (<i>t, d</i>) consistent (e.g., walk, walked) (42-48 mo). uses “<i>I</i>” instead of given name (36-42 mo). uses “<i>s</i>” on ends of words to indicate possession (36-42 mo). present progressive “<i>is + ing</i>” consistent (e.g., She is running.) (36-42 mo). third-person singular present tense “<i>s</i>” emerging (e.g., he runs) 		<p>tense verbs or restates their utterances using past tense form.</p> <ul style="list-style-type: none"> asks a child to predict what will be next in daily routine encouraging/expanding use of subject-verb agreement; uses visual representation of daily schedule for support if needed.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		(36-42 mo). <ul style="list-style-type: none"> irregular plural forms emerging (e.g., child/children) (36-42 mo). uses “are” with plural nouns (e.g., boys are running) (36-42 mo). regular plural forms are consistent (36-42 mo). 		
Outcome 2: knowledge and skills ❖ Can you think of the longest sentence that the child has said?	II.E.3. Child uses sentences with more than one phrase.	The 48 month old child: <ul style="list-style-type: none"> “If” and “so” appear in sentences (48-54 mo). retells the sequence of a story (54 mo). The 36 month old child: <ul style="list-style-type: none"> uses prepositional phrases in sentences (42-48 mo). uses complex sentences. uses compound sentence with “and” (36-42 mo). uses “and” as conjunction (36-42 mo). 	<ul style="list-style-type: none"> Uses prepositional phrases (30-36 mo) Uses three-word phrases to specify, to indicate rejection, and/or to describe (30-36 mo) Combines 2 words into phrase in noun + verb or noun + adjective format (24 mo) 	The teacher: <ul style="list-style-type: none"> supports children in generating sentences with phrases by using pictures as structure for noun, verb, direct object, phrase (e.g., pictures to represent dog, eating, bone, grass to make sentence “The dog ate the bone in the grass.”), extend by asking, “Where else can a dog eat a bone?”. expands child’s utterances by adding phrases onto her sentences. reads storybooks that contain sentences with phrases. when children recall what they did during center time helps them expand their descriptions with phrases (e.g., where they worked/played, with what materials, with what friends, etc.). engages children in singing songs or saying chants with prepositional phrases (e.g., “I Wish I Had a Little Red Box”, “Eensy Weensy Spider”, “Twinkle Twinkle Little Spider”, “Humpty Dumpty”, “5 Little Monkeys Jumping on the Bed”, etc.); accompanies songs/chants with objects or pictures to support understanding and learning of prepositional phrases.
Outcome 2: knowledge and skills	II.E.4. Child combines more than one	The 48 month old child: <ul style="list-style-type: none"> describes how to do something (54 mo). 	This ability emerges after 36 mo. of age.	The teacher: <ul style="list-style-type: none"> provides simple science experiments and encourages children to predict what might

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<ul style="list-style-type: none"> ❖ Does the child use complex sentences (e.g., “The horse ate my apple because he was hungry.”)? 	<p>idea using complex sentences.</p>	<ul style="list-style-type: none"> • “if” and “so” appear in sentences (48-54 mo). • uses “and”, “or”, “but”, or “because” to connect two sentences (48-60 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • complex sentences used frequently (42-48 mo). • conjunction “because” emerging (42-48 mo). • uses compound sentence with “and” (36-42 mo). • uses “and” as conjunction (36-42 mo). 		<p>happen and/or tell what did happen (e.g., “The crayon sank to the bottom when I put it in the water. I think the rock will sink, too.”).</p> <ul style="list-style-type: none"> • helps the children use complex sentences when retelling familiar stories (“When Goldilocks woke up and saw the three bears, she ran home.”). • uses pictures or objects to support using complex sentences. • restates children’s utterances using complex sentence form. • encourages children to describe common occurrences using complex sentence structures (e.g., “When we come to school in the morning, we put our backpacks away.”). • supports children in expanding their utterances while engaged in conversations during dramatic play, block play, storybook time, large and small group time. • models describing the events of the day by using complex sentence structures pairing language with visual representations for the daily schedule.
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child use compound sentences (e.g., “The white horse ate my big, red apple so now I am hungry.”)? 	<p>II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • reports experience with details, without adult prompting (60 mo). • describes how to do something (54 mo). • gives descriptions of past events with support (54 mo). • describes celebrations and family events in detail (48-60 mo). • provides rich descriptions of about past, present, and future events (48-60) 	<p>This ability emerges after 36 mo. of age.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • demonstrates by doing a “think aloud,” and telling how to think about what the child wants to write or draw in a journal, writing/drawing it, and then sharing about one’s own journal. • engages children in conversation about an expository book, helping them expand and elaborate on their sentences. • prompts for more detail, clarification, and elaboration as the children tell about experiences (e.g., “Juanita, tell us about your birthday party. Who was there? Where was it?”). • engages children in conversation during a science experiment, helps them describe what

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		mo). <ul style="list-style-type: none"> joins in conversations communicating own viewpoint clearly (48-60 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> complex sentences used frequently (42-48 mo). 		happened and predict what might happen.
<p>Outcomes 1 & 2: social relationships & knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child who is learning English use nonverbal communication strategies to communicate with others who do not speak her language (e.g., gestures, facial expressions, eye gaze)? 	<p>II.E.6.  Child engages in various forms of nonverbal communication with those who do not speak her home language (ELL).</p>		<p>The child:</p> <ul style="list-style-type: none"> uses gestures, or points to objects or people. responds to greetings with simple words, gestures, and other nonverbal behavior. uses gestures to communicate basic needs (points toward door when needing to go to the restroom). 	<p>The teacher:</p> <ul style="list-style-type: none"> is aware that English language learners, depending on their comfort level with English when they enter the preschool classroom, may pass through a "silent" stage before they begin speaking in English. This "silent" period should not be seen as a reflection of the child's abilities or willingness to participate. provides a non-invasive environment. engages learners in cognitive learning strategies, choral responses, group discussions. creates multiple opportunities for children to use English in both English as a Second Language and Bilingual classroom settings.
<p>Outcomes 1 & 2: social relationships & knowledge and skills</p> <ul style="list-style-type: none"> ❖ What words and/or phrases does the ELL child typically use to 	<p>II.E.7.  Child uses single [English] words and simple phrases to communicate meaning in social situations (ELL).</p>		<p>The child:</p> <ul style="list-style-type: none"> identifies by name a few familiar objects, people, and events (family members; body parts; clothing; pets; foods; common occupations; seasons; common school, classroom, and home objects). speaks in isolated words (usually single noun or verb), depending heavily on gestures to express 	<p>The teacher:</p> <ul style="list-style-type: none"> begins all lessons by pre-teaching the vocabulary and language objective. focuses on the language function that the child will need to use to carry out the lesson. focuses on meaningful activities that involve "hands on," choral readings, and singing. pre-teaches new vocabulary words in the child's home language and also English (as needed). supports children in expanding their responses

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
communicate with others?			meaning.	and adding details while engaged in group activities, such as read aloud time, show and tell, author’s chair.
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ What are some new words and phrases the child has learned recently? ❖ Does he use these words in his everyday speech? 	<p>II.E.8.  Child attempts to use new [English] vocabulary and grammar in speech (ELL).</p>		<p>The child:</p> <ul style="list-style-type: none"> • comprehends a limited number of common words and simple phrases in conversations held on topics of personal relevance (basic greetings and courtesies when spoken slowly and with extensive rephrasing, repetitions, and contextual clues). • comprehends and follows simple routine instructions for classroom activities that depend on gestures and other contextual clues (e.g., “Let’s line up to go outside.”). 	<p>The teacher:</p> <ul style="list-style-type: none"> • engages children in real conversations. • groups children of similar proficiency levels in groups of two to three to facilitate instructional conversations. • groups English learners with English native speakers so they can hear English spoken regularly.

III. EMERGING LITERACY: READING DOMAIN

The journey toward literacy begins in infancy during communicative interactions with others. As young children engage in communication exchanges they gradually broaden their language use and build their vocabulary. This early linguistic development serves to build the foundation for the later emergence of literacy skills in reading and writing.

When young children observe people in their environment engaged in reading they are motivated to want to read and be read to, as well. Enjoyment of the social interactions and learning that occurs during storybook reading serves to enhance the experience and create a desire for more opportunities for reading.

The language and literacy experiences infused throughout the day contribute further to the development of literacy. A print-rich environment that contains a plethora of written materials that are meaningfully represented so children can read them, as well as drawing and writing materials that are readily available for children to explore and use, all work together to foster growth in this domain.

Children with learning differences may benefit from the use of multisensory approaches in learning to read. Some children may need assistive technology devices, equipment, and accompanying teaching strategies in order to engage in literacy activities.



III. EMERGING LITERACY: READING DOMAIN

A. Motivation to Read

From an early age children begin to develop literacy through social interactions with others. One of the goals of early education is to cultivate appreciation, interest, and growth in literacy. Children benefit from classroom activities and environments that create an association between reading and feelings of pleasure and enjoyment. These early experiences will come to define their assumptions and expectations about becoming literate and influence their motivation to read and write.

Reading to children and engaging in conversations with them about what is read will contribute to their understanding and appreciation of the everyday functions of print and foster a desire and interest to engage in its use. There should be daily storybook reading experiences with new books and rereading of old favorites.

Children with limited experiences or language differences, delays, or disorders may have difficulty listening to stories and comprehending what they are hearing. Supporting and enhancing their understanding through the use of pictures, objects, actions, and experiences can facilitate their participation and learning.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ How does the child show enjoyment of reading? ❖ Does the child like to read the same book over and over? ❖ How does the child participate in reading related activities? 	<p>III.A.1. Child engages in pre-reading [early reading] and reading-related activities.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • reads short passages smoothly (72-84 mo). • reads 10 printed words (72-84 mo). • reads by looking at pictures (60-72 mo). • recognizes frequently occurring words and environmental print (60 mo). • identifies own name when printed (48-60 mo). • points to a word in a story being read (48-54 mo). • recognizes own name in print (48 mo). • identifies simple, high-frequency words (48 mo). <p>The 36 month old child:</p>	<ul style="list-style-type: none"> • Moves finger or hand across a line of print in a favorite book and verbalizes text exactly or accurately paraphrased (32 mo) • Reads books to others by making multiple-word utterances (30-36 mo) • Accurately reads familiar books aloud (especially predictable books and those with repeated lines) (30-36 mo) • Reads some environmental print (30-36 mo) • Recognizes some familiar environmental signs or symbols (30 mo) • Recognizes and labels the covers of familiar books (30 mo) • Recognizes familiar signs (30 mo) • Asks to read books to adults and 	<p>The teacher:</p> <ul style="list-style-type: none"> • pairs child’s photograph or a child-selected symbol with the child’s written name as a support for child to be able to read it independently. • supports child in locating and reading own name in learning environment (cubby, where to sit at circle time, classroom job chart, attendance chart, etc.). • pairs written words in the classroom (children’s names, daily schedule, labels, classroom jobs, classroom behavior expectations, etc.) with objects, line drawings/picture communication symbols, and/or photographs so the written words become meaningful to the children. • supports children in reading and understanding environmental print such as restroom signs, labels for centers and materials, stop signs, daily schedule, labels on

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> names action when looking at a picture book (42 mo). tells story when looking at a familiar picture book (42 mo). understands what print is (36+ mo). knows that it is print that is read in stories (36-48 mo). recognizes print in the local environment (36-48 mo). 	<p>may be able to recite several simple, predictable books accurately (28-34 mo)</p> <ul style="list-style-type: none"> Reads familiar book to self (24-36 mo) Searches for favorite pictures in books (24-36 mo) May recite simple stories from familiar books (24-36 mo) Coordinates text read (words) with pictures (24-36 mo) Enjoys tactile books (24-29 mo) Finds detail in favorite picture book (24-27 mo) Attends to books for several minutes independently (24 mo) Turns pages one at a time (21-24 mo) Turns pages of a book (18-24 mo) Talks about characters and events in books in ways that show understanding of the story (20-26 mo) Relates pictures in stories to own experiences (20-26 mo) Identifies objects in a photograph (18-24 mo) Listens as pictures are named (18-24 mo) Engages in reading behavior with dolls, stuffed animals, or self (17-25 mo) 	<p>milk and/or juice containers, etc. Pairs writing with visual representations.</p> <ul style="list-style-type: none"> makes favorite books available through assistive technology. models the use of assistive technology to access and to read books.
<p>Outcome 2: knowledge and skills</p> <p>❖ How does the child interact with books,</p>	<p>III.A.2. Child uses books and other written materials to engage in pre-[early] reading</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> reads short passages smoothly (72-84 mo). sight reads 10 printed words (72-84 mo). reads by looking at pictures 	<ul style="list-style-type: none"> Moves finger or hand across a line of print in a favorite book and verbalizes text exactly or accurately paraphrased (32 mo) Reads books to others by making multi-word utterances (30-36 	<p>The teacher:</p> <ul style="list-style-type: none"> encourages children to read familiar words (e.g., their names, environmental print, a repeated line they have memorized) when a storybook is being read aloud. programs and models the use of a voice

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
pictures, and print?	behaviors	<p>(60-72 mo).</p> <ul style="list-style-type: none"> identifies simple, high frequency words (48 mo). recognizes own name in print (48 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> reads a story aloud to self or another person while looking at pictures in a book (42-48 mo). recognizes print in the local environment (36-48 mo). knows that it is print that is read in stories (36-48 mo). 	<p>mo)</p> <ul style="list-style-type: none"> Recognizes some familiar environmental signs or symbols (30 mo) Asks to read books to adults and may be able to recite several simple, predictable books accurately (28-34 mo) Listens to stories (27-30 mo) Matches an object to a picture (24-30 mo) Enjoys tactile books (24-29 mo) Finds detail in favorite picture book (24-27 mo) Attends to books for several minutes independently (24 mo) Makes associations across books (24 mo) Distinguishes print from non-print (18-24 mo) Talks about characters and events in books in ways that show understanding of the story (20-26 mo) Turns pages one at a time (21-24 mo) 	<p>output device or switch to say the repeated line in a story when the child activates it. It is preferable that the recording be a child's voice rather than an adult's.</p> <ul style="list-style-type: none"> offers choices of books during storybook reading time, allows children to vote on which one to read, or a rotating class job is for a child to select the storybook from a choice of 2 or 3 books. reads books with storylines, characters, and pictures that are easy for the child to understand, remember, and re-enact. reads (and rereads) books with repeated lines and encourages the child to join in during the reading of the repeated lines. rereads favorite storybooks. demonstrates reading behaviors by sweeping her hand or finger under the print as she reads, matching her spoken words to the print. creates an inviting, cozy, comfortable place for children to engage in independent reading. provides a variety of books in book center for children to look at and read during center time, selects books based on interests of children. places books that have been read and acted out in centers for children to access during center time. provides technology-based literacy materials (computer software featuring storybooks, interactive iPad™ storybooks) along with support for use. provides assistive technology in order to make accommodations to allow children independent use of literacy materials (e.g., page fluffers, book holder, recorded

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
				<p>storybooks, etc.).</p> <ul style="list-style-type: none"> models the use of assistive technology as a support for accessing and reading books and other literacy materials. provides props for children to use to re-enact a favorite story (e.g., puppets, objects from the story, dolls or felt board characters). places theme-related books in each center to support project activities (books on buildings or bridges in the block area; menus and cookbooks in dramatic play; books on plants in the science center). works with children to develop a class storybook about an activity or event they experienced together, children illustrate the book and write in any words, letters, or symbols they can (e.g., their own names, a symbol that represents a word); asks the children where they want to put the class-made storybook so they can read it whenever they want to; encourages and supports children in reading their book. models and discusses appropriate book handling behaviors, comments when he observes children engaged in appropriate book handling behaviors.
<p>Outcome 3: take action to meet needs</p> <ul style="list-style-type: none"> ❖ Does the child ask others to read to her? ❖ Does the child ask about the meaning of written words or messages 	<p>III.A.3. Child asks to be read to or asks the meaning of written text.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> points to pictures that go with sentences read to him (60-72 mo). attends to long stories when read, especially with pictures (60 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> identifies missing parts of a picture storybook that has been read several times (42- 	<ul style="list-style-type: none"> Enjoys being read to and looks at books independently (30-36 mo) Asks to read books to adults and may be able to recite several simple, predictable books accurately (28-34 mo) Listens to stories (27-30 mo) Protests when adult misreads a word in a familiar story; typically offers correct word (25-28 mo) Recites whole phrases from favorite stories if adult pauses at 	<p>The teacher:</p> <ul style="list-style-type: none"> offers to re-read favorite books. places favorite books in the book center or asks children for suggestions of where to store favorite books so they can read/look at them whenever they want. makes favorite books available through assistive technology and models its use. uses storybook reading to build vocabulary. asks children to predict what they might learn from a book based on the cover and/or title. models asking questions about words in a

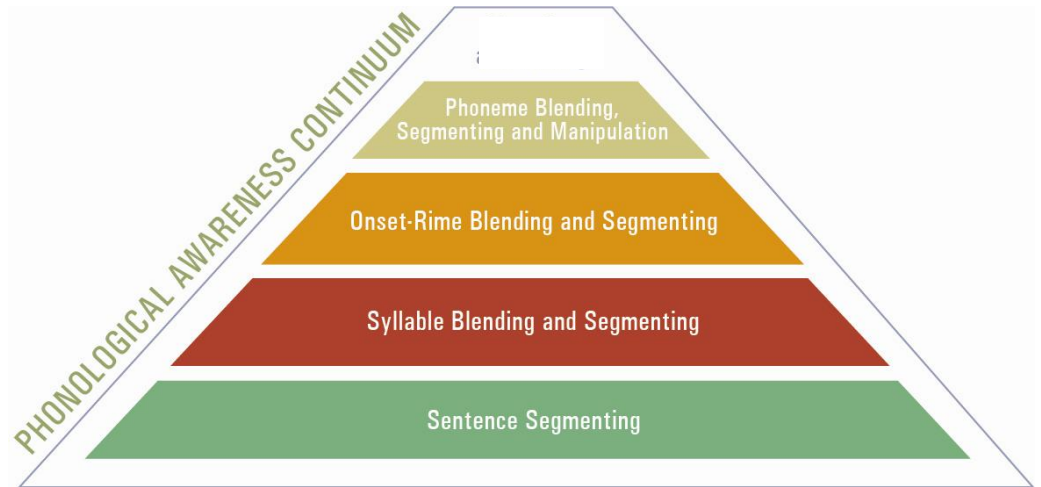
Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>(e.g., does she ask what signs on streets or in buildings say)?</p> <ul style="list-style-type: none"> ❖ What does the child do when she needs help in reading? ❖ How does the child respond to delays in receiving expected attention and/or help in reading from others? 		<p>48 mo).</p> <ul style="list-style-type: none"> • recognizes print in the local environment (36-48 mo). • knows that it is print that is read in stories (36-48 mo). • when being read a story, connects information and events to real-life experiences (36-48 mo). • questions and comments demonstrate understanding of literal meaning of story (36-48 mo). • listens to longer stories (36+ mo). • listens to simple stories (36-42 mo). 	<p>opportune times (24-30 mo)</p> <ul style="list-style-type: none"> • Enjoys nursery rhymes, nonsense rhymes, finger plays, poetry (18-30 mo) • Fills in a word in the text when the reader pauses, says the next word before the reader does, or reads along with the reader when a predictable/familiar book is read (15-28 mo) 	<p>book and how to find out the answers (e.g., “I wonder what a ‘cocoon’ is? How can we find out?”).</p> <ul style="list-style-type: none"> • models using print to find answers to questions children ask (e.g., “Let’s look in this book to see if we can find out the answer to Morgan’s question about how the caterpillar turns into a butterfly.” Or, better yet, shows a choice of two books and asks children to select the one that might answer Morgan’s question). • works with children to use information gained from print (e.g., makes play dough by following a recipe). • incorporates new vocabulary words from story/book into her own language when talking about the story/book. • encourages and supports children in actively participating in literacy experiences (e.g., talking about stories, predicting outcomes, recalling events in stories, retelling the story).

B. Phonological Awareness

As children become increasingly competent in language, their ability to think about the language they use each day develops. This is called “metalinguistic ability”. When children have metalinguistic ability they can think about the speech sounds and the words that comprise their spoken language. Awareness of speech sounds and words in one’s language and the ability to manipulate them is called “phonological awareness” and is one of the key predictors of later reading success.

Phonological awareness is an **auditory and oral** skill (van Kleeck, 2003) based on an understanding of words and sounds of one’s spoken language. As indicated in the diagram based on the work of Anthony, Lonigan, Driscoll, Phillips, & Burgess (2003), the hierarchical and sequential order of the development of phonological awareness includes:

- distinguishing individual words in a spoken sentence
- blending syllables to make words
- dividing words into syllables
- recognizing and producing rhyming words
- phonemic awareness
 - ❖ blending phonemes (speech sounds) to make words
 - ❖ segmenting words into individual phonemes



Because phonological awareness emerges before children have learned the letter-sound correspondences, supporting the development of phonological awareness does not require print. However, attainment of phonological awareness is a crucial step toward understanding the alphabetic principle (i.e., letters or groups of letters can represent speech sounds) which is another skill that is highly predictive of success in reading.

Basic proficiency in English is a prerequisite to the development of phonological awareness in English for second-language learners; however, a child’s competence in using his home language can help support the development of phonological awareness in English. Therefore, children who receive Bilingual/ESL instruction can be taught phonological awareness skills in their primary language while simultaneously developing English language skills.

Children who have language delay/disorders may need specific and multisensory instruction in order to learn the concepts that comprise phonological awareness. Experiences during which children can manipulate objects associated with the speech sounds and words, access visual representations that illustrate these associations, and engage in many opportunities to apply, explore, and expand their growing understanding are crucial for successful development in this area.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Can the child orally separate a sentence into words? 	<p>III.B.1. Child separates a normally spoken four-word sentence into individual words.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • begins to develop metalinguistic ability. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • claps to beat of familiar songs or to speech patterns (40-46 mo). 	<p><i>Note: Phonological awareness begins to develop between the ages of 36 and 60 months. Younger children should be engaged in listening to storybooks, poems, nursery rhymes, and songs that feature rhyme and alliteration.</i></p>	<p>The teacher:</p> <ul style="list-style-type: none"> • engages children in clapping to the beat of a familiar song or chant (e.g., “Row, Row, Row Your Boat”). • models sentence segmenting with two- to three-word sentences (e.g., jumping three times while saying “I can jump.”; pairing each jump to a spoken word), encourages children to do it with him. • offers choices of actions for children to pair with words in a sentence (e.g., I can.... clap, tap, hop, nod, stomp, whisper, yell, blink, etc.).
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Can the child orally combine two words to generate a compound word? 	<p>III.B.2. Child combines words to make a compound word.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • ability to think about compound words emerges (54-60 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • this ability emerges after 48 mo. of age. 	<p>This ability emerges after 48 mo. of age.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • uses objects or picture cards to demonstrate blending two words to make a new word (compound word) (e.g., “butter” container and a picture of a “fly”, placed side-by-side to represent the two words that when blended form the compound word “butterfly”). • encourages children to make a variety of compound words by adding different endings to the beginning word (teacher says “fire”, ending responses could be “fly”, “man”, “works”, “house”); uses pictures/objects to facilitate generating compound words.
<p>Outcome2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Can the child orally separate the two words that make a compound word and omit one of the words (e.g., cowboy; cow – 	<p>III. B.3. Child deletes a word from a compound word.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • ability to think about compound words emerges (54-60 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • this ability emerges after 48 mo. of age. 	<p>This ability emerges after 48 mo. of age.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • uses objects or picture cards to demonstrate separating the words in compound words (e.g., pictures of a doghouse, a dog, and a house; manipulates the pictures to demonstrate the concept); scaffolds for children to be able to do the same. • points out compound words when reading stories.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
boy = cow)?				
<p>Outcome 2: knowledge and skills</p> <p>❖ Can the child orally blend syllables to form a word (e.g., ar-ma-dil-lo = armadillo)?</p>	<p>III.B.4. Child combines syllables into words.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • begins to be able to break words into syllables (48-60 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • this ability emerges after 48 mo. of age. 	<p>This ability emerges after 48 mo. of age.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • models clapping one time for each syllable in children’s names, then encourages children to follow along and do the same. • makes name-clapping syllabication into a game where child whose name was clapped out gets to select next child whose name will be clapped out, etc. • says the first syllable in a familiar two-syllable word while indicating an object or picture representing that word, then pauses and encourages children to fill in the second syllable (e.g., holding up a piece of paper, says “pa” and pauses for children to say “per”), then model or elicit blending the syllables (“paper”). • supports children in selecting a word from a story, experience, or activity that they will clap out by syllables. • provides and models the use of a step-by-step voice output switch pre-programmed to vocalize a syllable with each touch, classmates guess the word.
<p>Outcome 2: knowledge and skills</p> <p>❖ How does the child indicate ability to orally delete a syllable from a word (e.g., “pepper” – “per” = “pep”)?</p>	<p>III.B.5. Child can delete a syllable from a word.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • begins to break words into syllables. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • this ability emerges after 48 mo. of age. 	<p>This ability emerges after 48 mo. of age.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • sings “BINGO” song with children, leaving off a letter with each verse. • visually represents two-syllable word, says word with children, then asks what the word would sound like if we didn’t say the last part (e.g., shows a picture of a ladder, says “ladder” with children, asks what would “ladder” sound like if we didn’t say “der” at the end?).

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Can the child generate a rhyming word to match a word spoken to him (e.g., After hearing “deer”, the child says “near”.)? 	<p>III.B.6. Child can produce a word that rhymes with a given word.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • completes short poems with appropriate rhyming words 72-84 mo). • produces songs/nursery rhymes (54 mo). • creates rhyming words (54 mo). • plays with words (e.g., creates own rhyming words) (48-54 mo). • sings songs or rhymes of at least 30 words (48-54 mo). • repeats words that rhyme (48-54 mo). • begins obtaining phonemic awareness through rhymes, poems, songs (48-54 mo). • begins to identify rhymes and rhyming sounds in familiar words (48 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • claps to beat of familiar songs or to speech patterns (40-46 mo). • says a favorite rhyme (36-48 mo). • may begin to attend to beginning or rhyming sounds in salient words (36-48 mo). 	<ul style="list-style-type: none"> • Sings parts and phrases of familiar songs (32-44 mo) • Sings simple songs or rhymes (30-36 mo) • Recites a few nursery rhymes (30-36 mo) • Joins in saying nursery rhymes (repeats parts of them) (24-30 mo) • Sings phrases of songs (23-27 mo) • Enjoys nursery rhymes, nonsense rhymes, finger plays, poetry (18-30) 	<p>The teacher:</p> <ul style="list-style-type: none"> • recites familiar nursery rhymes and pauses prior to the rhyming word allowing children to fill in the “auditory blank” with the missing word. • encourages children to join in saying familiar nursery rhymes. • reads nursery rhymes, poems, and books that have words that rhyme. • supports children in singing songs that have rhyming words (e.g., “Twinkle, Twinkle Little Star”; “Row, Row, Row Your Boat”; “5 Little Ducks”; “The Eensy Weensy Spider”, “I’m Bringing Home a Baby Bumble Bee”). • supports children in participating in finger plays that have rhyming words (e.g., “5 Little Monkeys Jumping on the Bed”, “5 Little Pumpkins”, “5 Little Monkeys Swinging from a Tree”, “Open Them, Shut Them”). • provides and models use of assistive technology that allows child to participate in saying nursery rhymes and singing favorite songs.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Can the child generate words that begin with the same sound? 	<p>III.B.7. Child can produce a word that begins with the same sound as a given pair of words.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • begins to attend to the beginning sounds in familiar words (48-60 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • indicates enjoyment when hearing alliteration in stories (36-48 mo). 	<p>This ability emerges after 48 mo. of age.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • comments on names of children that begin with the same sound, or a word that starts with the same sound as a child’s name. • reads books with alliteration. • provides common objects that children can name and sort into groups that begin with the same beginning sounds. • plays word games focusing on words that begin with the same sound. • provides and models use of assistive technology that allows child to participate in saying words that begin with the same sound.
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ When pictures are available can the child orally combine the first sound and the rest of the word to generate a one-syllable word? (e.g., Child is shown pictures of a ball, cat, and bat, adult asks child to point to the picture that shows /b/ + /at/, child indicates the picture of the bat and says 	<p>III.B.8. Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • begins to attend to the beginning sounds in familiar words (48-60 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • this ability emerges after 48 mo. of age. 	<p>This ability emerges after 48 mo. of age.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • introduces word play games that focus on making rhyming words (e.g., chanting with a beat and gestures: “I say ‘bat’, you say ____ [cat, rat, sat, fat]”. Child fills in the auditory blank with a rhyming word; teacher uses picture cues for the words). • teaches onsets (initial word sounds) beginning with continuant sounds that blend easily with the rimes (e.g., begins by using such phonemes as <i>f, l, m, n, r, s, v, w</i> to blend with phonetic rimes such as <i>-at, -un, -am</i>, etc.). Uses pictures, objects, line drawings to support the phoneme blending activity. • displays pictures, objects, line drawings and child indicates picture/object that teacher says with a pause between onset and rime (e.g., /s/ + “-un” matched to picture of sun). • provides and models use of assistive technology that allows child to participate in saying/indicating words formed from onset + rime.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
"bat".)				
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Is the child able to combine the first sound and the rest of the word to generate a one-syllable word without support from pictures (e.g., /s/ + /un/ = sun)? 	<p>III.B.9. Child combines onset and rime to form familiar one-syllable words without pictorial support.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • begins to attend to the beginning sounds in familiar words (48-60 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • this ability emerges after 48 mo. of age. 	<p>This ability emerges after 48 mo. of age.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • says familiar words with clear separation between the onset and the rime (e.g., "Let's play the /g/ "ame" or "Touch your /h/ "ead"), children try to guess the word. • demonstrates blending sounds to make names using the onset and rest of the word, uses the children's names as examples (e.g., /t/ "anner" = Tanner, /e/ "lla" = Ella). • introduces word play games that focus on making rhyming words (e.g., chanting with a beat and gestures: "I say 'bat', you say ____ [cat, rat, sat, fat]. Child fills in the auditory blank with a rhyming word).
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ How does the child indicate understanding that words are made up of discrete speech sounds? ❖ Can the child manipulate speech sounds to form words? 	<p>III.B.10. Child recognizes and blends two phonemes into real words with pictorial support.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • begins to attend to the beginning sounds in familiar words (48-60 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • pays attention to separable and repeated sounds in language (e.g., alliteration) (36-48 mo). 	<p>This ability emerges after 36 mo. of age.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • reads (and rereads) storybooks containing words with alliteration and rhyming words. • demonstrates blending sounds to make names of classmates using the onset and rest of the word, accompany task with photographs (e.g., /a/ "va" = Ava, /ja/ "cub" = Jacob, children select photo of the child whose name was made). • provides and models use of assistive technology that allows child to participate in phoneme blending activities. • introduces word play games that focus on making rhyming words matched to pictures (e.g., chanting with a steady beat and gestures: "I say 'bat', you say ____ [cat, rat, sat, fat]. Child fills in the auditory blank with a rhyming word represented by a picture).

III. EMERGING LITERACY: READING DOMAIN

C. Alphabet Knowledge

Alphabet knowledge is an essential component of learning to read and write. Knowing that the letters of the alphabet represent speech sounds and that these letters can be combined to make words that people can read is crucial to children’s success in reading. Combined with phonological awareness, alphabet knowledge is the key to children understanding the alphabetic principle which is knowledge of the phoneme-letter connections and how to use this understanding to decode, spell, and write phonetic words. Children with disabilities may need individualized, multisensory strategies to help them learn the concepts underlying the alphabetic principle, such as concrete representations of the letters of the alphabet that the child can physically manipulate; blending the use of visual, auditory, tactile, and kinesthetic senses when teaching the relationship between these letters and speech sounds; and manipulating concrete letters to form different words that can be read.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ When the child sees letters of the alphabet how many can he name? ❖ Does the child name upper case and lower case letters of the alphabet? 	<p>III.C.1. Child names at least 20 upper and at least 20 lower case letters.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • matches upper to lower case letters (72-84 mo). • names capital and lower case letters (84 mo). • names initial letter and corresponding sound in pictures of common objects (60-72 mo). • recites alphabet sequentially (60 mo). • names 5 letters of the alphabet (60 mo). • labels/names most uppercase letters (54-60 mo). • recognizes at least 10 uppercase letters (48-54 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • sings alphabet (A,B,C) song (36-48 mo). • knows that alphabet letters are a category of 	<ul style="list-style-type: none"> • Joins others in singing the A,B,C song (may or may not be intelligible) • Plays with, explores, manipulates concrete representations of the letters of the alphabet (e.g., plastic, sponges, foam, & magnetic letters) 	<p>The teacher:</p> <ul style="list-style-type: none"> • engages children in singing the A,B,C song and “BINGO”, teacher or child indicates each letter as it is sung. • reads alphabet books, talks with the children about the letters in the book. • makes available alphabet letters for children to manipulate during small group and center time (e.g., plastic letters, letter stamps, magnetic letters, etc.). • provides sponge letters for children to press into paint and then on paper; adult says the names of the alphabet letters that the child uses. • encourages children to find hidden letters in sand, foam peanuts, beans in bean table. • engages children in playing a game where they search for a specific letter hidden in the room or outside. • supports a child in choosing a letter to hide, helping him hide several representations of it in the room or outside, and then the rest of the children try to find them, talks about the letter by saying its name. • enthusiastically points out a letter in a word or

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		visual graphics that can be individually named (36-48 mo). <ul style="list-style-type: none"> identifies about 10 alphabet letters, especially those in own name (36-48 mo). shows interest in letters of first name (36-48 mo). shows interest in initial letter of first name (36-48 mo). 		when reading books, charts, or poems; link it to a letter in a child’s name (e.g., “Look here is a W, just like Wade has in his name!”). <ul style="list-style-type: none"> plays games with letters in child’s name (e.g., “If your name starts with ‘J’ stand up”; while showing the “J” letter card). makes poster-size representations of several letters of the alphabet that the children know, arranges them in a large play area, makes a game where they run to the letter that is called out (teacher or child calls out the letters).
Outcome 2: knowledge and skills <ul style="list-style-type: none"> ❖ Can the child match the correct letter to a given letter sound for at least 20 letters? 	III.C.2. Child recognizes at least 20 letter sounds.	The 48 month old child: <ul style="list-style-type: none"> names initial letter and corresponding sound in pictures of common objects (60-72 mo). begins to make letter-sound matches (48-60 mo). becomes aware that letters can represent speech sounds (48-60 mo). The 36 month old child: <ul style="list-style-type: none"> this ability emerges after 48 mo. of age. 	This ability emerges after 48 mo. of age.	The teacher: <ul style="list-style-type: none"> comments on/makes the letter sounds during child play with letters of the alphabet. vocalizes the sound that a letter makes simultaneously as he is writing it as an isolated letter or within a word. models writing children’s names making letter sounds as he writes each letter (e.g., “Simon starts with /s/. Show me the letter that makes that sound.”). models writing for authentic reasons, saying words slowly, matching the letter- sound (phoneme) to the letter being written. provides and models use of assistive technology that allows child to indicate letter-sound correspondences.
Outcome 2: knowledge and skills <ul style="list-style-type: none"> ❖ Can the child say the sounds for at least 10 letters? ❖ How many 	III.C.3. Child produces the correct sounds for at least 10 letters.	The 48 month old child: <ul style="list-style-type: none"> names initial letter and corresponding sound in pictures of common objects (60-72 mo). generates invented and conventional spellings using phonemic 	This ability emerges after 48 mo. of age.	The teacher: <ul style="list-style-type: none"> tells or reads engaging stories about the letter sounds. demonstrates and encourages children to join in making the sound of the letter while “air writing” it (draws a large representation of the letter so all children can see it while they are “air writing” it).

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
letter-sound pairs can the child tell you?		<p>awareness and letter knowledge (48-60 mo).</p> <p>The 36 month old child:</p> <ul style="list-style-type: none"> • this ability emerges after 48 mo. of age. 		<ul style="list-style-type: none"> • while modeling writing, pairs the sound of the letter being written precisely with writing it. • connects the sound that a letter makes with that specific letter (e.g., says, "Matthew starts with /m/." while indicating his name card). • provides opportunities for children to practice recognizing letter/sound connections with letters in their names. • provides and models use of assistive technology that allows child to participate in saying or indicating letter-sound correspondences.

III. EMERGING LITERACY: READING DOMAIN

D. Comprehension of Text Read Aloud

Frequent book reading relates strongly to literacy development. The interactive conversations between teachers and children about literature are rich opportunities for children to broaden vocabulary, language, and cognitive skills. Exposure to many kinds of books, both fiction and expository, helps young children become familiar with the language of books and story forms. Through these reading experiences children can develop concepts of story structures, character actions, and informational text structure which influence their ability to understand, interpret, and link what they already know to new information. This understanding of how stories and books work facilitates the development of reading comprehension which is the end goal of reading.

Reading books in English with children who are English language learners will increase their knowledge of the structure of the English language and broaden their vocabulary. It is also critical that children are read literature in their home language whenever possible. Concepts of story structure, character actions, and informational text can be learned through texts in either language.

Children with disabilities may need individualized, multisensory strategies to help them understand the language and vocabulary of storybooks and expository books. Such activities as experiences that enhance the understanding of words, acting out the meaning of words, visual representations of new words, and opportunities to experience and explore the concepts in books can give a deeper understanding for those who struggle when they encounter new vocabulary and ideas.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Is the child able to participate in acting out a story after hearing it read? ❖ Is the child able to retell a story after hearing it read? 	<p>III.D.1. Child retells or re-enacts a story after it is read aloud.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • enjoys re-enacting stories and experiences for others to watch (72-84 mo). • recognizes story sequences when presented 6 or more picture cards (72-84 mo). • creates elaborate dramatic play from remembered stories, movies (60 mo). • recites verses, short stories, and songs (60 mo). • retells the main elements of an unfamiliar story after it is read (60 mo). • points to pictures that go with sentences read to him (60-72 	<ul style="list-style-type: none"> • Fills in missing words or corrects adult with familiar rhymes, songs, or stories (30 mo) • Searches for favorite pictures in books (24-36 mo) • May recite simple stories from familiar books (24-36 mo) • Talks about characters and events in storybooks in ways that suggest understanding of the story (20-26 mo) • Relates story to own experiences (20-26 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> • builds or activates background knowledge through conversation, objects, pictures or experiences <u>prior</u> to reading. • provides props, puppets, felt characters, etc., for children to use while acting out a familiar story. • provides assistive technology for retelling stories; models the use of the technology so children understand how they can use it. • encourages children to provide sound effects through musical instruments or environmental noises that fit what is happening in the stories as they are read aloud. • extends the story into centers for children to extend the story line, character development,

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<p>mo).</p> <ul style="list-style-type: none"> retells the sequence of a story (54 mo). recalls 3-4 elements of a story without prompts (48-54 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> recalls 1-2 elements of a story that was just read (42-48 mo). places illustrations in correct sequence (44-52 mo). identifies missing parts of a picture storybook that has been read several times (42-48 mo). remembers finger plays (36 mo). tells story when looking at a picture book that has been read many times (36-42 mo). names actions when looking at a picture book (36-42mo). dramatizes simple songs, scenes from books, movies (36 mo). is interested in sequence of events in stories (36-48 mo). 		<p>or concepts in other ways (e.g., draw a picture about the story in the art center).</p> <ul style="list-style-type: none"> reads stories that are culturally relevant to children, provides objects that represent the story and culture for children to use at center time. invites storytellers into the classroom. engages the children in dialogue about the story (e.g., asks questions about the story and characters, helps child relate story to her own experiences, talks about new words in the story). lets children decide where to put storybook that was just read so they can look at it again later. supports children in connecting personal experiences to an event in a story, such as relating a trip to the zoo after a zoo story has been read.
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Can you think of a time when the child applied information she learned from a book? What happened? 	<p>III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> begins to be able to predict what will happen next in an unknown story (48 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> knows that different forms of text are used for different purposes (36-48 mo). when read a story, connects details, information, and events to real-life experiences (36-48 		<p>The teacher:</p> <ul style="list-style-type: none"> builds or activates background knowledge through conversation, objects, pictures, or experiences <u>prior</u> to reading. sets a purpose for reading. reads informational books. engages child in activities after reading an informational text that highlight the content learned from the story (e.g., asks children to tell about a time when they saw what happened in the story). extends information or topics from

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		mo). <ul style="list-style-type: none"> names action when looking at a picture book (36-48 mo). 		storybooks and expository texts into centers by providing materials with which children can interact (e.g., magnifying glass to examine plant parts, watching a caterpillar move and eat). <ul style="list-style-type: none"> supports children in connecting personal experiences to an event in a story (e.g., telling about a trip to the doctor after listening to a story about going to the doctor). provides and models the use of assistive technology as appropriate and needed for child engagement and learning.
Outcome 2: knowledge and skills ❖ What kinds of questions does the child typically ask when someone reads him a book?	III.D.3. Child asks and answers appropriate questions about the book.	The 48 month old child: <ul style="list-style-type: none"> identifies characters, main ideas, settings and plot of stories (72-84 mo). answers questions about a story told (60 mo.). begins to predict what will happen next in an unknown story (48 mo). The 36 month old child: <ul style="list-style-type: none"> questions and comments demonstrate understanding of literal meaning of story (36-48 mo). knows that different forms of text are used for different purposes (36-48 mo). 	<ul style="list-style-type: none"> Points to pictures of named objects, people, actions in books (18-24 mo) 	The teacher: <ul style="list-style-type: none"> provides experiences that connect to specific aspects of a story plot (e.g., reading a story about a gingerbread man, making gingerbread man cookies). engages children in thinking about a familiar story by stopping at strategic points in a story and asking children to predict what might happen next. helps children create new endings to familiar stories using props, puppets, and/or dictation. supports children in creating class-made books, models asking questions based on the elements or features in the class-made book. supports children in creating a mural about a familiar storybook, asks questions about the story based on the elements or features in the mural.


















IV. EMERGING LITERACY : WRITING DOMAIN

As young children observe others producing and using writing, they imitate the forms and explore the functions of this medium. Through these early experiences children build their own understanding in this domain.

Writing often begins as children explore the use of tools to make marks. Typically the early skill of making marks evolves into scribbles, drawings, drawings that resemble letters of the alphabet, and eventually recognizable letters. Spelling emerges during this process beginning with mock letters, followed by random letter strings, using the initial letter to represent the intended word, invented spelling, and finally conventional spelling. With exposure, exploration, experience, and sensitive scaffolding, over time the child's early writing attempts evolve to conventional forms. The figure below illustrates the development of emerging writing skills.



Developmental Stages of Writing (English)

1		Random scribbling – Child makes marks with the starting point any place on the page.	2		Controlled scribbling – Marks progress from left to right.
3		Circular scribbling – Circles or ovals flow on the page.	4		Drawing – Pictures tell a story or convey a message.
5		Mock letters – These can be personal or conventional symbols, such as a heart, star, or letters with extra lines.	6		Letter strings – Conventional letters are formed moving from left to right and progressing down the page. They have no separations and no correlation with words or sounds.
7		Separated words – Groups of letters have space in between to resemble words.	8		Picture labeling – A picture's beginning sound is matched to a letter (Dog).
9		Awareness of environmental print – Environmental print, such as name on cubby, is copied.	10		Transitional stage spelling or invented spelling – First letter of a word is used to represent the word (I went to the nature museum.).
11		Beginning and ending letters are used to represent a word (cat).	12		Medial letter is a consonant (grass).
13		Medial vowel is in correct position, but the vowel is incorrect (grass).	14		Child writes beginning, medial, and ending letters (I like to pick flowers.).
15		Phrase writing develops (rabbit in the sun).	16		Whole-sentence writing develops (This pumpkin is mine.).
17		Whole sentence writing – child writes a complete sentence using conventional spelling and form.			

IV. EMERGING LITERACY: WRITING DOMAIN

A. Motivation to Write

As children watch adults write for many purposes, they develop the understanding that print conveys meaning. With this understanding of the function and meaning of print comes the motivation to produce print. Initially, children engage in scribbling and drawing as a way to convey written messages. Later young children sketch lines that resemble letters of the alphabet, scribble “notes”, and eventually use conventional spelling and forms in an attempt to imitate adults’ writing behaviors and to create their own unique style of writing. It is important that throughout the day children have opportunities to write or draw to convey meaning using the forms for which they are developmentally ready.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ What does the child do when she has access to writing tools? ❖ Describe the marks or forms the child makes when she draws or paints. ❖ Describe the marks or forms the child makes when she says she is writing. 	<p>IV.A.1. Child intentionally uses scribbles/writing to convey meaning.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • writes labels for objects or locations and captions for illustrations (60 mo). • begins to build a repertoire of conventionally spelled words (60 mo). • may use a group of known letters (often consonants) to form a word (48-60 mo). • copies a few words from the environment (48-60 mo). • draws simple pictures (54 mo). • copies some letters and numerals(48-60 mo). • may be able to write own name (48-60 mo). • gradually letter-like forms and actual letters replace scribbles in writing (48-60 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • begins to realize that written symbols convey meaning and starts to produce own symbols (42-48 mo). 	<ul style="list-style-type: none"> • May label and talk about own drawings (30-36 mo) • Draws recognizable forms (30-36 mo) • Can usually indicate which is a picture or writing in own products (24-36 mo) • Engages in early scribble writing; makes organized marks (pictures/writing) (24-36 mo) • Draws zigzags, lines, and loops during scribbling (24 mo) • Begins to draw vertical and horizontal lines (21 mo) • Explores making marks with pencil or crayon (18-24 mo) • Finger paints with whole hand (18-21 mo) • Holds crayon and makes scribbles (18 mo) • Scribbles spontaneously (15-18 mo) • Marks paper with writing instrument (12-15 mo) • Imitates scribble (12 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides a variety of drawing and writing materials in all areas of the classroom (e.g., pencils, crayons, markers, paint, chalk, paper, notepads, greeting cards, clipboards) that are available for children to use during the school day. • encourages children to draw and write as part of play situations, such as creating signs for block play, making grocery lists for pretend shopping, writing a telephone message in the home center, etc. • models writing the morning message about what will happen that day, enhancing the meaning of the written words with drawings to facilitate ability of children to read it themselves. • provides and models use of assistive technology devices/equipment to aide children in producing drawn or written products (e.g., adapted writing utensils, computer, iPad™). • provides opportunities for children to scribble, draw, paint, make marks, or write on large spaces (e.g., easel, sidewalk, chalkboard/whiteboard, large sheets of paper taped to a wall or on the floor, paint on a fence

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> • makes visual representations of people, scenes, objects, animals, designs (recognizable but not precise) (42-48 mo). • scribbling goes from left to right in lines across the page with repeated patterns and increased muscle control (36-48 mo). • may intend that scribbling is writing (36-48 mo). • may use drawing to stand for writing in order to communicate a message (36-48 mo). • reads own drawings as if there were writing on them (36-48 mo). • writes/scribbles messages as part of play activity (36-48 mo). • shows writing attempts to others (36-48 mo). • has established hand dominance (36 mo). 		<ul style="list-style-type: none"> • or wall outside with large paint brushes dipped in water). • comments on children’s drawings and writing and displays products in the learning environment.

B. Independently Conveys Meaning

Children engage in using print and drawings in a variety of ways to send messages, record ideas, create labels, and compose stories.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ What letters or words or parts of words can the child write on his own? 	<p>IV.B.1. Child independently uses letters or symbols to make words or parts of words.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • writes one-syllable words related to sight vocabulary (72-84 mo). • copies most lower- and uppercase letters (60-72 mo). • writes labels for objects or locations and captions for illustrations (60 mo). • begins to build a repertoire of conventionally spelled words (60 mo). • attends to the orientation of objects, letters, pictures (60 mo). • differentiates between letters and numbers (54 mo). • draws simple pictures (54 mo). • may use a group of known letters (often consonants) to form a word (48-60 mo). • copies a few words from the environment (48-60 mo). • copies some letters and numerals (48-60 mo). • may be able to write own name (48-60 mo). • gradually letter-like forms and actual letters replace scribbles in writing (48-60 mo). • begins to write alphabet letters or close approximations in 	<ul style="list-style-type: none"> • May label and talk about own drawings (30-36 mo) • Draws recognizable forms (30-36 mo) • Makes crayon rubbing (30 mo) • Can usually indicate which is a picture or writing in own products (24-36 mo) • Engages in early scribble writing; makes organized marks (pictures/writing) (24-36 mo) • Draws zigzags, lines, and loops during scribbling (24 mo) • Begins to draw vertical and horizontal lines (21 mo) • Explores making marks with pencil or crayon (18-24 mo) • Holds crayon and makes scribbles (18 mo) • Scribbles spontaneously (15-18 mo) • Marks paper with writing instrument (12-15 mo) • Imitates scribble (12 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides a variety of drawing and writing materials in all areas of the classroom (e.g., pencils, crayons, markers, paint, chalk, paper, notepads, greeting cards, clipboards) that are available for children to use during the school day. • provides opportunities for children to use magnetic or plastic letters, or alphabet stamps to write names or words or to make strings of letters. • encourages children to draw and write as part of play situations, such as creating signs for block play, making grocery lists for pretend shopping, writing a telephone message in the home center, etc. • provides and models use of assistive technology devices/equipment to assist children in producing drawn or written products (e.g., adapted writing utensils, computer, iPad™). • provides opportunities for children to scribble, draw, paint, make marks, or write on large spaces (e.g., easel, sidewalk, chalkboard/whiteboard, large sheets of paper taped to a wall or on the floor, paint on a fence or wall outside with large paint brushes dipped in water). • comments on child’s drawing and writing and displays products in the learning environment.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<p>combination with scribble (48-60 mo).</p> <ul style="list-style-type: none"> frequently reverses letters when writing (48-60 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> begins to realize that written symbols convey meaning and starts to produce own symbols (42-48 mo). makes visual representations of people, scenes, objects, animals, designs (recognizable but not precise) (42-48 mo). draws a circle independently (42 mo). scribbling goes from left to right in lines across the page with repeated patterns and increased muscle control (36-48 mo). shows writing attempts to others (36-48 mo). may intend that his scribbling is writing (36-48 mo). may use drawing to stand for writing in order to communicate a message (36-48 mo). reads own drawings as if there were writing on them (36-48 mo). writes/scribbles messages as part of play activity (36-48 mo). 		
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child try to write her own name? 	<p>IV.B. 2. Child writes own name (first name or frequent nickname), not necessarily with</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> writes first and last name from memory (72-84 mo). writes names of some friends and classmates (60 mo). prints first name (48-60 mo). 	<ul style="list-style-type: none"> Draws recognizable forms (30-36 mo) Can usually indicate which is a picture or writing in own products (24-36 mo) Engages in early scribble 	<p>The teacher:</p> <ul style="list-style-type: none"> provides a model of the child's name in close proximity to the child so he can copy, trace, reproduce, and/or recognize it. displays child's name in classroom accompanied by his photograph or a child-

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<ul style="list-style-type: none"> ❖ What does it look like? 	<p>full correct spelling or well-formed letters.</p>	<ul style="list-style-type: none"> traces own name (48-60 mo). attends to the orientation of objects, letters, pictures (60 mo). copies some letters and numerals (48-60 mo). frequently reverses letters when writing (48-60 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> begins to realize that written symbols convey meaning and starts to produce own symbols (42-48 mo). draws a circle independently (42 mo). shows writing attempts to others (36-48 mo). scribbling goes from left to right in lines across the page with repeated patterns and increased muscle control (36-48 mo). may intend that his scribbling is writing (36-48 mo). holds pencil/crayon using 3-finger grasp in tripod position (36-39 mo). has established hand dominance (36 mo). 	<p>writing; makes organized marks (pictures/writing) (24-36 mo)</p> <ul style="list-style-type: none"> Draws zigzags, lines, and loops during scribbling (24 mo) Begins to draw vertical and horizontal lines (21 mo) Explores making marks with pencil or crayon (18-24 mo) Holds crayon and makes scribbles (18 mo) Scribbles spontaneously (15-18 mo) Marks paper with writing instrument (12-15 mo) Imitates scribble (12 mo) 	<p>selected symbol to facilitate recognition of name.</p> <ul style="list-style-type: none"> focuses on first letter of child's first name when child is beginning to learn to read/write own name. provides a variety of engaging materials for children to use to form the letters in their own names (e.g., play dough, sponge letters, letter stamps, finger paint, chalk, magnetic/plastic letters, Magnadoodle™, computer, iPad™, etc.). provides a variety of drawing and writing materials in all areas of the classroom (e.g., pencils, crayons, markers, paint, chalk, paper, notepads, greeting cards, clipboards) that are available for children to use during the school day. provides large spaces for children to draw and write on (e.g., white/chalk board, large sheets of paper, sidewalk, paper affixed to a fence or wall, paint on a fence or wall outside with large paint brushes dipped in water). encourages children to write their names on cards to indicate their cubbies, where to sit at circle time, class job, attendance, etc. creates graphs in which children write or place their names showing preferences, likes and dislikes, opinions, etc. prompts children to sign their names in meaningful situations (e.g., to sign a card or letter; to show ownership, opinions, membership; to check out a library book; to sign waiting list for using computer; to indicate authorship of a class-made book or story; to show ownership of artwork; etc.).

C. Forms Letters

When given opportunities and meaningful situations, children move through the stages from generating scribbles, to drawings, to letter-like shapes, to conventional letters. Since young children typically are interested in the first letter of their first name, this makes a logical starting place when introducing letters of the alphabet.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ What letters is the child able to write upon request? 	<p>IV.C.1. Child independently writes some letters on request (not necessarily well-formed).</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • prints alphabet and numerals from previously printed model (72-84 mo). • forms letters left to right, reversals & inversions common (72-84 mo). • copies most lower- and uppercase letters (60-72 mo). • attends to the orientation of objects, letters, pictures (60 mo). • differentiates between letters and numbers (54 mo). • frequently reverses letters when writing (48-60 mo). • gradually, letter-like forms and actual letters replace scribbles in writing (48-60 mo). • begins to write alphabet letters or close approximations in combination with scribble (48-60 mo). • copies some letters and numerals (48-60 mo). • may be able to write own name (48-60 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • begins to write alphabet letters 	<ul style="list-style-type: none"> • May label and talk about own drawings (30-36 mo) • Draws recognizable forms (30-36 mo) • Copies a circle with a circular scribble (30-36 mo) • Makes crayon rubbing (30 mo) • Can usually indicate which is a picture or writing in own products (24-36 mo) • Engages in early scribble writing; makes organized marks (pictures/writing) (24-36 mo) • Imitates a cross (24-36 mo) • Draws zigzags, lines, and loops during scribbling (24 mo) • Imitates horizontal stroke (24-30 mo) • Imitates shifting from scribble to stroke and back (21-24 mo) • Imitates circular stroke (20-24 mo) • Imitates vertical stroke (20-24 mo) • Begins to draw vertical and horizontal lines (21 mo) • Explores making marks with pencil or crayon (18-24 mo) • Finger paints with whole hand 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides materials for children to create representations of letters (letter stamps and ink pads or paint, plastic letters to explore and arrange, letters to trace, letters made from a variety of textures [sandpaper, fur, cotton balls, toothpicks, straws, pipe cleaners, etc.]). • provides multisensory materials for children to trace alphabet letters (e.g., raised letters, sandpaper letters, soft furry letter shapes, sponge letters, etc.). • focuses on first letter of child’s first name when child is beginning to learn to read/write own name. • provides a variety of materials for children to use as they explore ways to produce drawn or written symbols (e.g., chalk, shaving cream, finger paint, stick in sand or dirt, playdough, sponge letters to stamp, letter stamps, Magnadoodle™, etc.). • demonstrates and encourages children to write letters in the air using large arm movements. • models formation of letters and provides opportunities for children to copy, trace, write, or draw their own representations of letters on large sheets of blank unlined paper. • provides a variety of drawing and writing materials in all areas of the classroom (e.g., pencils, crayons, markers, paint, chalk, paper,

		<p>or close approximations in combination with scribble (48-60 mo).</p> <ul style="list-style-type: none"> • begins to realize that written symbols convey meaning and starts to produce own symbols (42-48 mo). • makes visual representations of people, scenes, objects, animals, designs (recognizable but not precise) (42-48 mo). • scribbling goes from left to right in lines across the page with repeated patterns and increased muscle control (36-48 mo). • may intend that his scribbling is writing (36-48 mo). • may use drawing to stand for writing in order to communicate a message (36-48 mo). • reads own drawings as if there were writing on them (36-48 mo). • writes/scribbles messages as part of play activity (36-48 mo). • shows writing attempts to others (36-48 mo). • holds pencil/crayon using 3-finger grasp in tripod position (36-39 mo). • has established hand dominance (36 mo). 	<p>(18-21 mo)</p> <ul style="list-style-type: none"> • Holds crayon and makes scribbles (18 mo) • Scribbles spontaneously (15-18 mo) • Marks paper with writing instrument (12-15 mo) • Imitates scribble (12 mo) 	<p>notepads, greeting cards, clipboards) that are available for children to use during the school day.</p> <ul style="list-style-type: none"> • provides and models use of assistive technology devices/equipment to assist children in producing drawn or written products (e.g., adapted writing utensils, computer, iPad™). • provides opportunities for children to scribble, draw, paint, make marks, or write on large spaces (e.g., easel, sidewalk, chalkboard/whiteboard, large sheets of paper taped to a wall or on the floor, paint on a fence or wall outside with large paint brushes dipped in water). • comments on child's drawing and writing and displays products in the learning environment.
--	--	--	---	---

D. Concepts about Print

Just as children learn to talk through communicative interactions, children learn concepts about print through observing others use print in their daily lives and exploring its use for themselves.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child write top to bottom and left to right on a page? 	<p>IV.D.1. Child uses some appropriate writing conventions when writing or giving dictation.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> forms letters left to right, reversals & inversions common (72-84 mo). begins to use punctuation in writing (60 mo). writes messages left to right, top to bottom of page (60 mo). independently writes capital and lowercase letters of the alphabet (60 mo). puts spaces between written words (60 mo). dictates messages and stories (60 mo). tells suitable ending to a simple story (60 mo). copies some letters and numerals (48-60 mo). may be able to write own name (48-60 mo). dictates words, phrases, and sentences for others to write (48 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> begins to realize that written symbols convey meaning and starts to produce own symbols (42-48 mo). makes visual representations of 	<ul style="list-style-type: none"> May label and talk about own drawings (30-36 mo) Draws recognizable forms (30-36 mo) Copies a circle with a circular scribble (30-36 mo) Makes crayon rubbing (30 mo) Can usually indicate which is a picture or writing in own products (24-36 mo) Engages in early scribble writing; makes organized marks (pictures/writing) (24-36 mo) Imitates a cross (24-36 mo) Draws zigzags, lines, and loops during scribbling (24 mo) Imitates horizontal stroke (24-30 mo) Imitates shifting from scribble to stroke and back (21-24 mo) Imitates circular stroke (20-24 mo) Imitates vertical stroke (20-24 mo) Begins to draw vertical and horizontal lines (21 mo) Explores making marks with pencil or crayon (18-24 mo) Finger paints with whole hand (18-21 mo) Holds crayon and makes 	<p>The teacher:</p> <ul style="list-style-type: none"> provides scaffolding for children to make entries in their journals using marks, drawings, mock letters, conventional letters, or words. offers to write what child dictates for his journal entry; sits beside child and says words as she writes them so child can learn about writing from teacher’s example. writes thank you notes as children dictate or help write after field trips or special events. prompts children to dictate, tell, or retell stories with a beginning, middle, and end. supports child in dictating/writing a card to a friend. provides and models use of assistive technology devices/equipment to assist children in producing drawn or written products (e.g., adapted writing utensils, computer, iPad™). provides a variety of drawing and writing materials in all areas of the classroom (e.g., pencils, crayons, markers, paint, chalk, paper, notepads, greeting cards, clipboards) that are available for children to use during the school day. encourages children to draw and write as part of play situations, such as creating signs for block play, making grocery lists for pretend shopping, writing a telephone message in the home center, etc. provides materials and support for recording

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<p>people, scenes, objects, animals, designs (recognizable but not precise) (42-48 mo).</p> <ul style="list-style-type: none"> • copies a cross (42 mo). • copies diagonal lines (36-48 mo). • understands that different text forms are used for different functions of print (e.g., a list of groceries is different from a letter to grandma) (36-48 mo). • scribbling goes from left to right in lines across the page with repeated patterns and increased muscle control (36-48 mo). • may intend that scribbling is writing (36-48 mo). • may use drawing to stand for writing in order to communicate a message (36-48 mo). • reads own drawings as if there were writing on them (36-48 mo). • writes/scribbles messages as part of play activity (36-48 mo). • shows writing attempts to others (36-48 mo). • holds pencil/crayon using 3-finger grasp in tripod position (36-39 mo). • has established hand dominance (36 mo). 	<p>scribbles (18 mo)</p> <ul style="list-style-type: none"> • Scribbles spontaneously (15-18 mo) • Marks paper with writing instrument (12-15 mo) • Imitates scribble (12 mo) 	<p>observations in the science center, making labels for materials and possessions, etc.</p> <ul style="list-style-type: none"> • models writing as a means of communicating with oneself and others (e.g., writes notes as a reminder of things to do, writes a note to the school secretary that a child delivers, writes a note to a child's parent which the child delivers). • in view of the children, writes daily news that is shared by one or two children per day, slowly speaking the words while writing them. • models writing the morning message about what will happen that day, enhancing the meaning of the written words with drawings to facilitate ability of children to read it themselves. • engages children in creating class-made books evolving from storybooks, field trips, class experiences, child interests; includes drawings, photos, pictures along with dictated or child-produced written words to facilitate recall, understanding, and reading. • provides opportunities for children to scribble, draw, paint, make marks, or write on large spaces (e.g., easel, sidewalk, chalkboard/whiteboard, large sheets of paper taped to a wall or on the floor, paint on a fence or wall outside with large paint brushes dipped in water). • comments on child's drawing and writing and displays products in the learning environment.

V. MATHEMATICS DOMAIN

The mathematical understanding of young children is built on informal knowledge about quantity that they develop even before any instruction. Young children know immediately if someone gets more cookies than they do. They like telling their age, such as by holding up four fingers to tell an adult how old they are. Teachers can use this early interest in communicating math-related ideas to foster greater mathematical competencies in the preschool environment. Teachers can plan rich environments for preschool children to explore math skills. Effectively supporting early mathematical competencies requires creative use of instructional tools, including manipulatives, play, drawing, and computer technology.

The core of any early education mathematics curriculum should focus on:

- developing young children’s ability to problem solve,
- developing their capacity to ask thoughtful questions,
- recognizing problems in their environment,
- using mathematical reasoning with familiar materials in the classroom,
- using concrete materials that are developmentally appropriate for the children to manipulate, and
- incorporating math concepts and instruction throughout the entire preschool day.

Accumulated research evidence indicates that preschoolers are ready to receive instruction that builds on a rich set of informal mathematical skills. Teachers should be sensitive to individual student learning differences and accommodate for greater wait time for responses from children. For example, some children may not be ready for oral communication of some mathematical ideas due to delayed language development or learning a second language. Other children may show difficulties with fine motor coordination skills needed to work effectively with manipulatives.



V. MATHEMATICS DOMAIN

A. Counting Skills

Preschool children show basic counting readiness and counting by using nonverbal and verbal means.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child attempt to count items? 	<p>V.A.1. Child knows that objects, or parts of an object, can be counted.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> places objects to be counted in a row and begins counting. says that the number of polka dots in a picture can be counted. uses quantity terms spontaneously. <p>The 36 month old child:</p> <ul style="list-style-type: none"> counts objects to 4. can correctly answer “how many” for 1 or 2 objects. gives/selects 2 or 3 objects. 	<ul style="list-style-type: none"> Gives a number word as an answer when asked “how many” (can be wrong number) Attempts to count objects by reciting random numbers while pointing to objects (may recount and skip objects) Selects “just one” 	<p>The teacher:</p> <ul style="list-style-type: none"> models objects that can be counted, such as items inside or outside in nature. uses puppet narrative to explain when items should be counted, such as in “<i>The Three Little Pigs</i>”, saying, “Let’s count the pigs.” models when to count to determine if there are enough materials for an activity. uses counting in finger plays and songs.
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child use previously learned information at a later time or in another situation, such as using number words to count? ❖ How high can the child count? 	<p>V.A.2. Child uses words to rote count from 1 to 30.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> recites number words in order up to 15. continues oral counting after adult starts then stops. <p>The 36 month old child:</p> <ul style="list-style-type: none"> counts orally to 10 with some assistance and with errors after 5. counts orally to 5. 	<ul style="list-style-type: none"> Attempts to rote count (may have numbers in wrong order) Counts orally to 3 Repeats some numbers in sequence in a song or rhyme 	<p>The teacher:</p> <ul style="list-style-type: none"> models counting out loud by starting with the number 1. models counting out loud by starting with a number other than 1. incorporates counting into everyday activities, such as counting songs and physical activities.
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ How does the 	<p>V.A.3. Child counts 1-10 items, with one count per item.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> moves, touches, and/or points to each object while counting, using one-to-one 	<ul style="list-style-type: none"> Counts orally to 3 Gives a number word as an answer when asked “how many” (can be wrong number) 	<p>The teacher:</p> <ul style="list-style-type: none"> provides a variety of objects that can be used for counting. questions child’s understanding of quantity

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>child count items?</p> <ul style="list-style-type: none"> ❖ Does the child touch each item as he counts it? 		<p>correspondence (one count per item).</p> <ul style="list-style-type: none"> • knows that each finger represents one count (2 fingers represent two counts; 3 fingers represent three counts, etc.). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • counts objects to 4. • can correctly answer “how many” for 1 or 2 objects. • gives/selects 2 or 3 objects. 	<ul style="list-style-type: none"> • Attempts to count objects by reciting random numbers while pointing to objects (may recount and skip objects) • Attempts to rote count (may have numbers in wrong order) • Selects or gives “just one” 	<p>by asking, “How many do you have?”</p> <ul style="list-style-type: none"> • uses a puppet to model correct counting of individual objects. • models one-to-one counting of objects during finger plays and songs.
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ How does the child count items? 	<p>V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • demonstrates the counting sequence when counting does not change (e.g., when counting a set of 3 bears, counts 1,2,3.... Then when counting 3 monkeys, counts 1,2,3...). • counts leaves on the ground, number of grapes on a tray, or number of children in library center. • demonstrates counting sequence using puppets. • sings a counting song without support, for example, “1 little, 2 little, 3 little children.” <p>The 36 month old child:</p> <ul style="list-style-type: none"> • counts objects to 4 with number words in correct order. • starts counting with “1” every time. 	<ul style="list-style-type: none"> • Attempts to count along in story or rhyme • Imitates adults’ intonation when trying to imitate counting 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides a variety of objects (cubes, bears, shapes, etc.) and teaches that the counting sequence remains the same. • uses puppets to demonstrate that counting always proceeds in the same sequence. • provides tools to help child organize number sets such as egg cartons cut to hold a specific number of eggs (e.g., a 4-egg carton holding 4 plastic eggs). • models counting songs throughout the day.
<p>Outcome 2: knowledge and skills</p>	<p>V.A.5. Child counts up to</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • counts 3 plastic cows and says, 	<ul style="list-style-type: none"> • Asks “how many” • Gives a numeric answer when 	<p>The teacher:</p> <ul style="list-style-type: none"> • questions children while they count (e.g.,

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<ul style="list-style-type: none"> ❖ How does the child tell you how many items there are? 	<p>10 items, and demonstrates that the last count indicates how many items were counted.</p>	<p>“I have 3 cows.”</p> <ul style="list-style-type: none"> • counts the number of children in a center and says, “Three of my friends are here.” • counts the number of balls on the playground. • counts children eating apples during snack. • counts fingers and says “I have 5 fingers.” <p>The 36 month old child:</p> <ul style="list-style-type: none"> • answers “how many” for up to 4 items. • counts objects to 4. 	<ul style="list-style-type: none"> asked “how many” (may not be correct number) • Sings number sequences in songs and rhymes along with adult 	<ul style="list-style-type: none"> asks, “I an, how many do you have now?” or “How many apples are there?”). • uses a puppet to model counting children in a small group. • asks children to repeat and emphasize the last number said when counting. • plays games in which children demonstrate that the last count indicates the number in the game. • provides opportunities for children to count and state the last number.
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ How does the child count items? ❖ Can the child count items that are not in a straight row? ❖ Can the child count items no matter in what order the items are placed? 	<p>V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • counts 2–10 objects in different orders (left to right, right to left, top to bottom, bottom to top, etc). • counts objects that were placed in a container and dumped to form a set of randomly placed items on the table. • counts the same pile of items on a table in more than one order. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • counts objects to 4. • counts items dumped then dumps them again to count again (may not get the same resulting number). 	<ul style="list-style-type: none"> • Attempts to count items • Orally counts, may not have numbers in order • Picks up or points to items while saying random number words 	<p>The teacher:</p> <ul style="list-style-type: none"> • models counting of objects in different orders by using a puppet (puppet starts counting from right to left then counts left to right, etc.). • encourages children to count objects (such as bears or buttons) in different arrangements (vertically, horizontally, in groups). • provides opportunities to play games such as bean bag toss, popcorn, etc. during which tossed objects are to be counted. • models counting strategies (moving the object after it is counted, placing objects in several rows, etc.) to show that items can be counted in different order. • shows children that a collection of objects can be lined up in a row and then counted.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child use ordinal words in play (e.g. first, second, next or last)? ❖ How does the child say the order of objects? 	<p>V.A.7. Child uses the verbal ordinal terms.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • uses the word “first” correctly. • tells a friend, “You’re first in line.” • identifies in games who is first and next or last. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • follows instructions including “all”, “none”, and “not any”. • gives “one more”. 	<ul style="list-style-type: none"> • Matches like items • Lines items up • Begins to sequence activities in well known daily routine (goes to bath tub after getting undressed) • Plays routine games in correct sequence (peek-a-boo) 	<p>The teacher:</p> <ul style="list-style-type: none"> • demonstrates and uses the verbal ordinal terms using varied contexts, such as games, standing in line, etc. • emphasizes who is first place, second place, etc., in a game. • reads stories to children that provide a clear sequence of events (such as “<i>The Three Bears</i>”), using questions to engage the children in summarizing the story (“What happened first?”; “What happened second?”). • models opportunities to use ordinal terms throughout the day such as lining up, sitting at the lunch table, etc.
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Can the child tell you how many items there are without counting? 	<p>V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • looks at a set of 1-5 objects and quickly says the number of objects without counting (looks at 3 red cubes on the table and says three without counting). • counts two separate groups of objects and says which group has more, or less in number. • uses the words “same”, “more”, “less”, or “fewer” to describe sets of up to 5 objects. • looks at a page in a story and counts the number of dots, animals, or objects on the page. • counts up to 15 objects. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • rote counts to 5. • counts objects to 4. • can correctly answer “how many” for 1 or 2 objects. • gives/selects 2 or 3 objects. 	<ul style="list-style-type: none"> • Attempts to rote count (may have numbers in wrong order) • Gives a number word as an answer when asked “how many” (can be wrong number) • Attempts to count objects by reciting random numbers while pointing to objects (may recount and skip objects) • Counts orally to 3 • Selects or gives “just one” 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides games that involve rapid responses to small sets of objects, such as using cards with 1-5 dots to play “Go Fish”. • shows, briefly, a set of cubes, and has the children say the number represented. • shows, briefly, half of a domino and has the children decide what number is shown. • provides opportunities to compare sets of up to 5 objects. • asks, “Which set has more? Which set has less?” when showing 2 sets of objects. • provides a set of objects and has the children make a set with the same number, or 1 more or 1 less. • provides 2 groups of cubes and asks, “How many cubes are in each group?” Then, “Do these have the same number in each set?” • asks students to tell how many students in a small group of 5 or less students naturally throughout the day.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ How does the child show that he can read numerals? 	<p>V.A.9. Child recognizes one-digit numerals, 0-9.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • says the number name for numerals from 1 to 5 that are written on paper, cards, game pieces. • separates cards that have printed numerals from other cards with printed letters. • plays games to find “hidden” numerals in the classroom, such as “I Spy.” <p>The 36 month old child:</p> <ul style="list-style-type: none"> • recognizes that written forms can be numbers or letters. • rote counts to 5. 	<ul style="list-style-type: none"> • Shows interest in written words and numbers on pages of books • Attempts to rote count (may have numbers in wrong order) • Counts orally to 3 	<p>The teacher:</p> <ul style="list-style-type: none"> • tells children the difference between letters and numerals. • provides opportunities to play games that use numeral cards, numbered pieces, or dice with numerals 0-9. • engages children in looking through print items to locate numerals 0-9. • provides opportunities for children to name numerals in print. • points to and names numerals in print frequently throughout the day. • provides visuals with the numeral and quantity printed together. • provides opportunities to play games to match the numeral with the quantity.

V. MATHEMATICS DOMAIN

B. Adding and Taking Away Skills

Preschool children use informal and formal strategies to make a collection larger or smaller. This includes teacher showing (modeling) children a mathematical behavior and asking the children to do the same.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Tell me about a time when he/she used addition concepts in an everyday situation (e.g., “Mommy, if you put two apples in the shopping cart and I put one in, we have three!”. ❖ What addition concepts does the child understand? Does the child use these strategies to accomplish something meaningful? How? ❖ How does the child use addition words (e.g., more, plus, all together, total) and skills in everyday 	<p>V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • creates verbal word problems (tells a story) involving adding. • shows 1 finger, then adds 3 more. • shows joining (adds) 1 more cube to a set (up to 5). • plays number games like “Chutes and Ladders®.” • says how they used adding one more object to solve a problem. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • counts objects to 4. • can correctly answer “how many” for 1 or 2 objects. • gives/selects 2 or 3 objects • follows instructions including “all”, “none”, and “not any”. • gives “one more”. 	<ul style="list-style-type: none"> • Attempts to rote count (may have numbers in wrong order) • Gives a number word as an answer when asked “how many” (can be wrong number) • Attempts to count objects by reciting random numbers while pointing to objects (may recount and skip objects) • Counts orally to 3 • Selects or gives “just one” 	<p>The teacher:</p> <ul style="list-style-type: none"> • models and illustrates simple word problems such as, “There is 1 bear in a cave. If 2 more bears walk in the cave, how many bears are in the cave altogether?” • uses fingers to show children how to put together an addition problem (holds up 2 fingers and adds 1 more finger to show 3). • sets up a row of objects and asks child to devise a story using the objects. • models addition using a set of objects (e.g., uses counters to put together an addition problem - shows 2 counters and adds 1 more counter to show 3). • plays board games with children that require counting and simple adding.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
settings?				
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Tell me about a time when the child used subtraction concepts in an everyday situation (e.g., “Mommy, if we have three crackers and I give one to my brother, I only have two left.”). ❖ What subtraction concepts does the child understand? Does the child use these strategies to accomplish something meaningful? How? ❖ How does the child use subtraction words (e.g., less, take away, how many are left) and skills in everyday settings? 	<p>V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • creates verbal word problems involving subtraction. • shows 4 fingers, then takes away 1 finger to show 3 are left. • removes objects from a set and says what is left. • plays number games that show taking away. • says how they used subtraction to take away from a set of objects. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • counts objects to 4. • can correctly answer “how many” for 1 or 2 objects. • gives/selects 2 or 3 objects. 	<ul style="list-style-type: none"> • Gives a number word as an answer when asked “how many” (can be wrong number) • Attempts to count objects by reciting random numbers while pointing to objects (may recount and skip objects) • Attempts to rote count (may have numbers in wrong order) • Counts orally to 3 • Selects or gives “just one” 	<p>The teacher:</p> <ul style="list-style-type: none"> • models using objects simple word problems, such as, “If I have 4 cars and I take 2 away, how many will I have left?” • uses fingers to show children how to take away for a subtraction problem (holds up 3 fingers and then takes away 1 to show 2 are left). • models subtraction using a set of counters (teacher shows 4 counters and takes away 2 to show 2 are left). • supports children in singing songs or saying chants that include a subtraction theme (e.g., “Five Little Ducks”, “Five Little Monkeys Jumping on the Bed”, “Five Green and Speckled Frogs”).

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcomes 1 & 2: social relationships & knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child use “fair share” strategies (e.g., If the child is given a set of objects and is told to share, the child divides the set saying, “One for you, one for me”.)? ❖ Talk about the child’s functioning with regard to turn-taking, showing, and sharing. With adults? With other children? ❖ Can the child divide a set of objects into equal groups (e.g., taking a container of popcorn and dividing the popcorn into smaller equal containers)? 	<p>V.B.3. Child uses informal strategies to share or divide up to 10 items equally.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • passes out items with one-to-one correspondence. • demonstrates sharing up to 10 items with a friend. • uses language associated with fair-sharing “one for me,” “one for you.” • acts out literature that shows sharing items. • counts two separate groups of objects and says which group has more or less in number. • uses the words “same”, “more”, “less”, or “fewer” to describe sets of up to 5 objects. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • rote counts to 5. • counts objects to 4. • can correctly answer “how many” for 1 or 2 objects. • gives/selects 2 or 3 objects. • follows instructions including “all”, “none”, and “not any”. • gives “one more”. 	<ul style="list-style-type: none"> • Takes turns in short turn-taking games and or exchanges • Attempts to rote count (may have numbers in wrong order) • Counts orally to 3 • Selects or gives “just one” 	<p>The teacher:</p> <ul style="list-style-type: none"> • demonstrates fair sharing between 2 children by dividing 1 graham cracker into smaller pieces. • models and observes children using fair share strategy (the child is given a set of objects and is told to share. The child divides the set saying, “one for you, one for me” in order to fair share.). • uses literature that includes stories about children sharing items. • has a child “helper” provide each child in the class a certain number of buttons, such as for a class art project. • encourages children to share items when shown a set of objects. • demonstrates how to divide into equal parts by taking a container of popcorn and dividing the popcorn into smaller containers.

V. MATHEMATICS DOMAIN

C. Geometry and Spatial Sense Skills

Preschool children recognize, describe, and name attributes of shapes.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child display an awareness of the distinctions between things (e.g., object characteristics, size differences, differences in object functions)? ❖ What common shapes can the child name or point to when asked (e.g., can the child tell you her plate is a circle or the book is a rectangle)? 	<p>V.C.1. Child names common shapes.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • identifies shapes using sense of touch when blindfolded (“This shape has 4 sides. It’s a square.”). • identifies common shapes, such as circle, square, rectangle, triangle, and rhombus. • knows the number of sides for shapes, such as square, rectangle, triangle, and rhombus. • describes attributes of shapes using his own language. • uses mathematical vocabulary to describe shape pictures (“This triangle has 3 sides and 3 corners.”). • identifies common solids informally as balls, boxes, cans, and cones, then possibly using more formal language, sphere, cubes, cones. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • sorts by color shape and size. • matches objects by some attributes. 	<ul style="list-style-type: none"> • Matches shapes • Matches pictures of objects • Matches objects • Names objects in pictures • Names objects 	<p>The teacher:</p> <ul style="list-style-type: none"> • teaches names of common shapes (circle, square, triangle, rectangle) when showing pictures or in the classroom environment. Also, these basic shapes could be taught as formal or everyday descriptors for rhombus (diamond) or ellipse (oval). • uses hiding games or scavenger hunts for children to locate shapes. • uses common objects to model shapes, such as, paper plates, placemats, clocks, etc., in dramatic play center. • provides opportunities for children to identify shapes both provided among various shapes on a table, and identified in real life settings (playground, etc). • encourages children to use the attributes of shapes to describe artwork (“My car has a door with 4 sides.”). • identifies shapes using songs and finger plays.
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child 	<p>V.C.2. Child creates shapes.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • puts together shapes to make real-world objects and other shapes (using a square and a 	<ul style="list-style-type: none"> • Imitates making a block train • Completes inset shape puzzles • Matches shapes • Uses pattern (geometric) blocks 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides shapes (manipulatives or construction paper) that children can combine to create new shapes and objects (a

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>use common shapes in his everyday drawing (e.g., makes a house from a square and a triangle, adds a rectangle for a door)?</p> <ul style="list-style-type: none"> ❖ Can the child create new shapes by putting together 2 or more shapes (e.g., 2 triangles together make a square)? ❖ Can the child create shapes (e.g., makes a square with straws)? 		<p>triangle to make a house).</p> <ul style="list-style-type: none"> • breaks apart shapes to make real-world objects and other shapes (cutting a house picture into a triangle and a square). • puts together or breaks apart solids to make real world objects and other solids (a sphere and a cone make an ice cream cone). • creates shapes by using puzzle pieces. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • completes 4-5 piece interlocking puzzles. • imitates block building. • imitates building a block bridge. 	<p>to create new shapes/objects</p>	<p>triangle and a square make a house).</p> <ul style="list-style-type: none"> • provides materials to make shapes such as play dough, toothpicks, and cookie cutters. • models a variety of solids to manipulate (play dough and toothpicks, using the play dough to identify the corners and the toothpicks to identify the sides). • models appropriate language to describe shapes (“This square has 4 sides and 4 corners.”). • encourages children to use appropriate mathematical language to describe shapes. • provides a variety of solids to manipulate. • takes children outside to identify shapes in nature (seeds as spheres).
<p>Outcomes 2 & 3: knowledge and skills & take action to meet needs</p> <ul style="list-style-type: none"> ❖ Can the child follow directions (e.g., places a stuffed animal “on”, “around”, or “under” a chair)? ❖ How does the child describe 	<p>V.C.3. Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.).</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • follows directions (places a stuffed animal “on”, “around”, or “under” a chair). • follows directions when playing games like “Follow the Leader.” • tells a friend where to find the writing paper in the writing center (“The paper is in front of the markers.”). • acts out stories, poems, and nursery rhymes using positional words. 	<ul style="list-style-type: none"> • Uses words to convey the position of the object • Imitates actions to place items “in”, “on” and “under” • Has object permanence (8-12 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> • models positional words using a puppet (e.g., puppet places a small object on a child’s knee). • sings songs about positional words (e.g., “Hokey Pokey”). • provides games and/or activities that involve placing objects in certain locations (e.g., uses a chair and a teddy bear). • plays games such as “Follow the Leader” with the children modeling appropriate positional language. • encourages children to use positional words to describe where things are in the classroom.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>the location of something (e.g., “Papa, the book you want is on top of the table, next to my cup.”)?</p>		<p>The 36 month old child:</p> <ul style="list-style-type: none"> demonstrates understanding of word “on” by following “on” directions. places objects in different positions during play. describes where objects are found using words such as “over there”. 		<ul style="list-style-type: none"> reads stories and identifies positions of characters and objects.
<p>Outcome 2: knowledge and skills</p> <p>❖ How does the child play with shapes (e.g., shape sorter, puzzles)?</p>	<p>V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> slides a triangle from one place to another and says that the triangle is the same (“Look, my triangle is the same here and here.”) turns over a shape (flips) to show that it is the same (turns over a square and says, “This is still a square.”). turns a triangular block clockwise or counterclockwise and says that the triangle is the same shape. <p>The 36 month old child:</p> <ul style="list-style-type: none"> sorts by color, shape, and size. matches objects by some attributes. 	<ul style="list-style-type: none"> Explores a shape by turning it over, feeling it and looking at it Matches shapes Matches pictures of objects Matches objects Names objects in pictures Names objects 	<p>The teacher:</p> <ul style="list-style-type: none"> points out shapes of objects found in classroom and nature. models sliding, flipping, and rotating to show that the shape remains the same. engages children to make shapes with hands or legs (2 children sit down and join feet to make a square on the floor). engages children in games that involve moving shapes (children move their own shape game piece around a game board).

V. MATHEMATICS DOMAIN

D. Measurement Skills

Preschool children verbally describe or demonstrate attributes of persons or objects, such as length, area, capacity, or weight.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ In what way does the child compare sizes/lengths of objects (e.g., places 2–10 objects from shortest to tallest or tallest to shortest on the table)? ❖ How does the child compare people’s heights (e.g., “taller”, “shorter”, “longer”, “smaller)? 	<p>V.D.1. Child recognizes and compares heights or lengths of people or objects.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • tells who is taller when comparing the height of 2 or more friends. • places 2–5 objects from shortest to tallest or tallest to shortest on the table. • uses measurement words that can describe height (“taller”, “shorter”, “longer”, “smaller”). • draws 2-10 objects or people of varying heights or lengths (draws her family and has a taller person as Mom and a shorter figure as herself). • uses building blocks to show that 1 long block can be made up of 2 or more smaller blocks. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • imitates block tower. • sorts by shape and size. • matches objects by some attributes. 	<ul style="list-style-type: none"> • Explores a shape by turning it over, feeling it and looking at it • Matches shapes • Matches pictures of objects • Matches objects • Names objects • Names objects in pictures • Sorts by large or small 	<p>The teacher:</p> <ul style="list-style-type: none"> • compares and describes the height of children by measuring each child on a height chart in the classroom. • uses measurement vocabulary for height (“Children, who is taller Bob or Susie?”). • encourages children to draw objects and people varying in height or length (“Today, boys and girls in the art center, you can paint a picture of your family.”). • models that 1 long block can be made up of 2 or more smaller blocks. • uses non-standard units of measure including everyday objects to measure length (links, paperclips, blocks, etc.).
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child display an awareness of the distinctions between things 	<p>V.D.2. Child recognizes how much can be placed within an object.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • compares the amount of space occupied by objects (places a small block on top of a longer block to explore which occupies more space). • demonstrates capacity using sand and water (at the sand 	<ul style="list-style-type: none"> • Sorts by large or small • Places items in a container • Has object permanence 	<p>The teacher:</p> <ul style="list-style-type: none"> • asks children to place smaller cups into larger ones. • models and encourages children to count how many objects are used to fill a container. • counts how many large objects it takes to fill a container then count how many smaller objects are in the same container.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>(e.g., object characteristics, size differences, differences in object functions)?</p> <ul style="list-style-type: none"> ❖ Can the child pour liquid/sand into a container without spilling over the top? 		<p>and water table fills containers with sand or water).</p> <ul style="list-style-type: none"> • arranges tea cups in the dramatic play center from smallest to largest or largest to smallest. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • sorts by size and shape. • pours from one container to another. 		<ul style="list-style-type: none"> • encourages children to predict how many buckets of water are needed to fill the fish tank. • guides and questions children using sand and/or water to determine which containers hold more or less (“Which of these holds the most sand?” “Which of these holds the least sand?” “How do you know?” “Show me how you can compare these two containers to see how much they hold.”).
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child display an awareness of the distinctions between things (e.g., Is this object heavier or lighter than another object?)? ❖ Does the child comment on weights of different objects? 	<p>V.D.3. Child informally recognizes and compares weights of objects or people.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • uses a rocker balance or see-saw scale to determine heavy and light objects or objects of equal weight. • uses hands to compare weight of objects (holds pumpkins of various sizes and says which is heavier or lighter). • describes which weighs more using mathematical terms (heavy, light, more than, etc.). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • sorts objects by size. • begins to describe objects using “bigger”, “smaller”, “littler”. • begins to identify capacity or volume as an attribute. 	<ul style="list-style-type: none"> • Sorts by large or small • Explores items of different weights by picking them up or putting them in and out of a container • Compares large and small objects • Compares the capacity of two containers 	<p>The teacher:</p> <ul style="list-style-type: none"> • models using a balance scale to compare items (places 2 bears in 1 bucket and a handful of cotton balls in another, asks “Which weighs more?” and records the children’s answers). • provides children objects of differing weights to compare and asks, “Which weighs less?” “Which weighs more?” and records answers on charts. • models using comparison words like heavier, lighter, more than, etc. • encourages children to explain which items are heavier or lighter (“Which is lighter, this feather or your toy car?” “How do you know?”).

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child comment on future and past events using time phrases? ❖ How does the child show the understanding of time related to daily routine? ❖ How does the child show an awareness of the passing of time? 	<p>V.D.4. Child uses language to describe concepts associated with the passing of time.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • describes the daily schedule by telling at least 2 schedule items in sequence. • talks about what happened yesterday, what is happening today, and what might happen tomorrow. • associates time language to describe events of the day (“in the morning”; “after snack”; “tomorrow”; and “yesterday”). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • follows daily routines. • sequences events when telling a story with words such as “and then”. • engages in turn-taking activities during play. 	<ul style="list-style-type: none"> • Takes turns in short games/exchanges with adult assistance • Begins to sequence activities in well known daily routine (e.g., goes to bath tub after getting undressed) • Plays routine games in correct sequence (e.g., peek-a-boo) 	<p>The teacher:</p> <ul style="list-style-type: none"> • engages children in “daily news” dialogue and records today’s, tomorrow’s, or yesterday’s events. • discusses daily schedule using terms such as “before lunch we will ...”; “after recess today we will have a visitor;” etc. • encourages children to make a class book about experiences that happened in the past. • encourages play that demonstrates faster and slower, such as races at recess. • engages children in activities that can be used to directly compare how long events occur (“How long does it take to listen to a song on a CD?” “How long does it take to eat my snack?”). • models time-related terminology while talking about weekly schedule (yesterday, today, tomorrow) (before, next, and then).

V. MATHEMATICS DOMAIN

E. Classification and Patterning Skills

In preschool, children learn to sort and classify objects using one or more attributes. They begin to use attributes of objects to duplicate and create patterns, typically referred to as algebraic thinking as described in the National Council of Teachers of Mathematics (NCTM) focal points. With formal instruction, they will participate in creating and using graphs.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child display an awareness of the distinctions between things (e.g., puts all the cars in a box and all the trucks in a different box and explains why)? ❖ How does the child sort and label groups of objects? ❖ How does the child describe characteristics of the items in a group (e.g., “They are all farm animals.”)? 	<p>V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • puts all the cars in a box and all the trucks in a different box and offers simple explanation of why. • organizes objects with a common attribute (e.g., puts all the tigers in a pile and all the giraffes in another pile and gives simple explanation of why). • organizes blocks in the construction center according to shape and size and explains same and different. • sorts a variety of objects (fruits and vegetables, vehicles, animals, etc.) <p>The 36 month old child:</p> <ul style="list-style-type: none"> • sorts by color, shape, and size. • matches objects by some attributes. 	<ul style="list-style-type: none"> • Matches shapes • Matches pictures of objects • Matches objects • Names objects in pictures • Names objects • Explores shapes by turning it over, feeling it and looking at it 	<p>The teacher:</p> <ul style="list-style-type: none"> • models and discusses attributes of objects (size, colors, types, etc.). • asks children to sort a variety of materials for classification (e.g., bears, shapes, buttons, vehicles, toys, etc.) and records their classification decisions. • models sorting and labeling groups of materials (e.g., sorts and labels the red and yellow fruits). • prompts children to describe why materials are sorted into specific groups (“Why did you put all these together?” “Why did you put these here?” “How are these the same or different?”). • creates labels for classroom materials and uses cleanup activities to sort where items are to be placed.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ What does the child know about comparing data, graphs or charts (e.g., talks about the class-made graph showing how children get to school – walk, car, bus, van – “I walk to school, so my picture/name goes here.”)? 	<p>V.E.2. Child collects data and organizes it in a graphic representation.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • places concrete objects or picture representations on a floor graph (e.g., uses an apple or orange to show his favorite fruit). • answers question of the week (“Do you have a cat?”) and places a check on the yes or no graph . • compares data on graphs or charts (e.g., talks about the class-made graph showing how children get to school – walk, car, bus, vans – “Look, Juan walks to school. See, his name is here.”). • uses mathematical language to describe data (more, less, same, longer, shorter, etc.). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • sorts by color shape and size. • matches objects by some attributes. 	<ul style="list-style-type: none"> • Makes marks on paper • Imitates drawing a circle • Explores a shape by turning it over, feeling it and looking at it • Matches shapes • Matches pictures of objects • Matches objects • Names objects in pictures • Names objects 	<p>The teacher:</p> <ul style="list-style-type: none"> • models and discusses the information collected (e.g., “Who wore the same kind of shoes to school today?”). • encourages comparing; records information (e.g., records child saying, “Our class eats more fruits than vegetables!”). • models and discusses the information collected on charts and graphs (e.g., “Which flavor of ice cream do most of you like?”). • encourages children to make graphs about comparisons during play time (e.g., graphs how many red blocks versus blue blocks were used in child’s building). • provides materials to graph and compare (e.g., more apples than oranges in the home center).
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child play with patterning (e.g., uses different materials to create pattern necklaces [2 	<p>V.E.3. Child recognizes and creates patterns.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • identifies repeated patterns in nature. • recognizes patterns in clothing, carpeting, or other patterns in the classroom (polka dots, squares on carpet). • contributes pictures for the pattern class book (cuts out 	<ul style="list-style-type: none"> • Engages in songs and nursery rhymes • Sings parts or phrases of familiar songs or rhymes • Repeats finger play words and actions with some correct sequence 	<p>The teacher:</p> <ul style="list-style-type: none"> • creates pattern sounds and physical movements for the children to imitate (clap, stomp, clap, stomp,...). • uses beads and/or other objects to demonstrate patterns and asks children to describe the pattern (red/blue/red/blue). • models and encourages children to create repeated patterns with a variety of materials (e.g., uses interlocking cubes to make A,B,A,B

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>buttons, 2 beads, 2 buttons, 2 beads])?</p> <p>❖ Does the child create or recognize patterns in the environment (e.g., recognizes repeated patterns in a predictable book and says the next line before turning the page, or creates a repeated pattern using different color blocks)?</p>		<p>pictures for the pattern class book).</p> <ul style="list-style-type: none"> • uses different materials (buttons, beads, color cubes) to create pattern necklaces (2 buttons, 2 beads, 2 buttons, 2 beads). • recognizes repeated patterns in a predictable book and says the next line before turning the page. • creates a repeated pattern using different color blocks. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • says the next phrase in familiar song or book. • claps or marches in time to music. • repeats words and actions of familiar finger plays. 		<p>and AA, BB, AA, BB and ABC, ABC patterns).</p> <ul style="list-style-type: none"> • reads literature to children that contains obvious repetitive patterns. • asks children to describe a pattern using manipulatives (e.g., a tower made of alternating yellow and red cubes can be presented with questions to prompt children to describe the repeating color pattern).

VI. SCIENCE DOMAIN

The goal of an early childhood science program is to develop skills such as observation, classification, making comparisons, making predictions, problem solving, and the ability to communicate discoveries through physical, earth and life science domains. Although preschool-age children are naturally curious, the classroom and extended environment must have key elements to support science exploration. Adding daily activities such as looking at objects through a hand lens, providing measuring cups and balances to the sand table, as well as providing objects that sink and float to the water table enhance the development of these science concepts. Mixing colors during art, engaging in cooking projects, observing an animal's life cycle, and watching ice melt, are all examples of science explorations that will help build a solid foundation for later skill development. Common classroom materials can be incorporated into centers throughout the classroom to help children explore and develop science concepts. Possible materials may include large and small hand lenses, prisms, balance scales, mirrors, magnets, a light box, color paddles, and theme-related objects to observe, measure, and manipulate.



A. Physical Science Skills

Preschool children learn to explore properties of materials, positions, and motion of objects through investigations which allow them to notice the attributes of each of these. These explorations continue as children use attributes to classify and sort objects, make observations and predictions, problem-solve, compare, and question. Children learn about sources of energy by investigating and discussing light, heat, electricity, and magnetism.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Foundational Skills that may be useful in reaching Outcome:	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child display an awareness of the distinctions between things (e.g., predicts whether materials will sink or float; investigates the hypothesis and draws conclusions based on prior experiences)? ❖ How does the child explore and talk about common objects (e.g., uses senses to explore and sensory language to describe properties of natural and human-made materials such as wood, cotton, fur, wool, stone, magnetic, leather, plastic, Styrofoam, paper)? 	<p>VI.A.1. Child observes, describes, and investigates properties and characteristics of common objects.</p>	<ul style="list-style-type: none"> • Names some shapes • Sorts objects by shape and size • Names objects • Names colors • Explores shapes by turning it over, feeling it and looking at it • Matches shapes and objects • Labels objects/people as big and little 	<p>The teacher:</p> <ul style="list-style-type: none"> • models describing a variety of materials using properties to discuss similarities and differences. • asks children to describe a variety of natural and human made materials using their sense of touch, smell, sound, and sight. • engages children in comparing and exploring how objects or materials respond when they come in contact with other things, such as being placed in water, set on an incline, or dropped on a table. • prompts children to observe and describe changes in nature (ice melting on a windowsill, water freezing in the freezer, steam rising from a kettle). • teaches descriptive vocabulary needed.
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ How does the child use the words and skills she/he has in everyday settings (e.g., observes measures, describes, and demonstrates the various ways objects can move: straight, zigzag, round and round, fast, slow)? ❖ What words does the child use to describe moving objects? 	<p>VI.A.2. Child investigates and describes position and motion of objects.</p>	<ul style="list-style-type: none"> • Uses positional words • Demonstrates understanding of positional words by putting objects “in”, “on”, and “under” • Uses color words to describe objects • Uses descriptive words in a sentence such as “I have a red truck.” • Speaks in sentences of 3 or more words • Uses action words (rolling, spinning, fast slow) 	<p>The teacher:</p> <ul style="list-style-type: none"> • encourages children to explore motion both inside and outside of the classroom (cars on ramps, wagons to be pushed or pulled). • plays games that use motion and/or sound (e.g., “Follow the Leader”). • provides a variety of materials for making sounds. • teaches vocabulary of descriptive and action words.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Foundational Skills that may be useful in reaching Outcome:	Differentiation of Instruction for Children with Learning Differences
❖ How does the child use words to describe the position of objects?			
<p>Outcome 2: knowledge and skills</p> <p>❖ How does the child explore the measurements of objects (e.g., measures volume of water, sand, etc. using non-standard measures, 4 cups to fill 1 small bucket)?</p>	<p>VI.A.3. Child uses simple measuring devices to learn about objects.</p>	<ul style="list-style-type: none"> • Pours from one container to another • Sorts objects by size • Explores shapes by turning it over, feeling it and looking at it • Puts objects in a container • Observes and describes the temperature of materials, including outdoor air temperature (e.g., colder, warmer, hotter) 	<p>The teacher:</p> <ul style="list-style-type: none"> • models and discusses the mass of a variety of materials using a scale or balance. • models and records findings when making mass comparisons. • provides opportunities and a variety of materials to explore weight, length, and volume. • encourages children to participate in multiple ways in measurement activities. • uses augmentative communication devices and strategies as appropriate to support communication.
<p>Outcome 2: knowledge and skills</p> <p>❖ How does the child display knowledge of sources of energy (e.g., does he know the sun helps plants grow)?</p>	<p>VI.A.4. Child investigates and describes sources of energy including light, heat, and electricity.</p>	<ul style="list-style-type: none"> • Uses descriptive words in a sentence • Knows functions of common objects • Speaks in sentences of 3 or more words • Describes objects using “hot” or cold” • Describes objects as being “on” or “off” • Names objects • Has object permanence 	<p>The teacher:</p> <ul style="list-style-type: none"> • models appropriate vocabulary for sources of energy such as “on/off” for light (electricity). • discusses and models safety issues associated with heat and electricity. • models and discusses how to investigate the children’s predictions. • provides opportunities for children to feel heat from different sources. • provides opportunities for children to see the result of light and heat (boil water, play shadow games). • provides opportunities for students to manipulate the power on a safe electric object (on/off switch on a toy connected to a battery students can see).

B. Life Sciences Skills

Preschool children are naturally curious about the characteristics of organisms. Children understand differences in living and non-living things.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Foundational Skills that may be useful in reaching Outcome:	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child display an awareness of the distinctions between things (e.g., compares differences and similarities of animals: fish live in water, dogs and cats have fur, all birds have feathers)? ❖ Does the child understand that living things have specific needs (e.g., nutrition, water, air, light)? 	<p>VI.B.1. Child identifies and describes the characteristics of organisms.</p>	<ul style="list-style-type: none"> • Sorts living and non-living things by their attributes (e.g., color, shape, size) • Matches items by function (e.g., pail and shovel, toothbrush and tooth paste) • Uses descriptive words in a sentence such as, “It has soft feathers.” • Speaks in sentences of 3 or more words • Has object permanence • Explores shapes by turning them over, feeling them, and looking at them 	<p>The teacher:</p> <ul style="list-style-type: none"> • models and provides opportunities (e.g., comparing flowers, insects, and animals) and tools (e.g., hand lens) for children to make comparisons of living characteristics and non-living characteristics. • discusses and provides organisms for observations of animal habitats, movements, and characteristics (e.g., ants, pill bugs, earthworms, mealworms, and caterpillars). • teaches vocabulary needed to describe characteristics of organisms. • involves students in sorting organisms by attributes after teaching the vocabulary for the attributes.
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ What does the child know about the life cycles of organisms (e.g., the life cycle of butterfly)? 	<p>VI.B.2. Child describes life cycles of organisms.</p>	<ul style="list-style-type: none"> • Names living and non-living things • Knows functions of living things (e.g., seeds grow, trees have fruit, children grow bigger) • Uses descriptive words in a sentence such as, “It has soft feathers.” • Speaks in sentences of 3 or more words • Has object permanence 	<p>The teacher:</p> <ul style="list-style-type: none"> • models and provides opportunities for children to plan investigations of life cycles (e.g., plans a classroom or playground garden for observing seeds growing). • models and provides opportunities to record observation of findings when observing life cycles. • provides discussion opportunities to compare life cycles including pets (e.g., human life with a dog’s life). • provides opportunities and discussions for children to observe human growth (e.g., children bring in baby pictures and compare what they look like now to the pictures).
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ What does the child know about how organisms get their needs met from the environment? 	<p>VI.B.3. Child recognizes, observes, and discusses the relationship of organisms to their environments.</p>	<ul style="list-style-type: none"> • Matches items by function (e.g., pail and shovel, toothbrush and tooth paste) • Names/describes plant’s and animal’s needs (e.g., “I eat food.” “Plants need water.”) 	<p>The teacher:</p> <ul style="list-style-type: none"> • models and assists children with creating schedules for the care of live animals/plants (e.g., discusses in small groups what you might need to have fish or a rabbit in the classroom). • provides a habitat for children to observe, discuss,

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Foundational Skills that may be useful in reaching Outcome:	Differentiation of Instruction for Children with Learning Differences
<p>❖ How does the child show what she knows about how plants and animals interact in the environment (e.g., a bird building a nest)?</p>		<ul style="list-style-type: none"> • Uses descriptive words in a sentence such as, “It has soft feathers.” • Discusses how seasons affect daily life (e.g., wear jackets when cold, wear shorts when hot, etc.) • Speaks in sentences of 3 or more words • Has object permanence 	<p>and record creatures in their natural environment (e.g., fish in an aquarium, a worm or butterfly house indoors, ant farm, terrarium for snails/hermit crab, a bird or butterfly garden outdoors).</p> <ul style="list-style-type: none"> • provides outdoor experiences for observing, exploring and discussing animals in their natural habitats (e.g., a bird nest in a bush, butterfly garden, a rotting log, or a pond).

VI. SCIENCE DOMAIN

C. Earth and Space Science Skills

Preschool children are enthusiastic learners about earth and space. They are intrigued by their local environment. Discovering their place in the world is exciting and fun for them.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Foundational Skills that may be useful in reaching Outcome:	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ What does the child know about the earth’s resources and how they can be used (e.g., water for plants, trees for building houses)? 	<p>VI.C.1. Child identifies, compares, discusses earth materials, and their properties and uses.</p>	<ul style="list-style-type: none"> • Observes, discusses, and compares earth materials (rocks, sand, soil) • Matches items by function (e.g., pail and shovel, toothbrush and tooth paste) • Knows functions of objects • Uses descriptive words in a sentence such as, “It has soft feathers.” • Speaks in sentences of 3 or more words • Has object permanence 	<p>The teacher:</p> <ul style="list-style-type: none"> • engages children in examining, comparing, and discussing rocks, soil, water, and sand using tools such as hand lenses, sieves, and balances. • provides outdoor experiences for children to observe, explore, and discuss how rocks and other natural materials are used by humans (e.g., soil in flower beds, rocks for construction).
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ How does the child talk or ask about objects in the sky (e.g., clouds, sun, stars, moon, rainbows)? 	<p>VI.C.2. Child identifies, observes, and discusses objects in the sky.</p>	<ul style="list-style-type: none"> • Observes and discusses objects in the sky (e.g., clouds, rain, sun, moon, stars, rainbow) • Matches items by function (e.g., pail and shovel, toothbrush and tooth paste) • Investigates what happens to things exposed to the sun (child gets warmer) • Knows functions of objects • Speaks in sentences of 3 or more words • Has object permanence 	<p>The teacher:</p> <ul style="list-style-type: none"> • engages in discussions about observing various objects in the sky (e.g., clouds and their shapes; the position of the sun during recess time). • Compares the objects in the night sky to the objects in the day sky (sun and clouds versus stars and moon).
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ How does the child describe and talk about weather? ❖ How does the child show an understanding of the types of 	<p>VI.C.3. Child observes and describes what happens during changes in the earth and sky.</p>	<ul style="list-style-type: none"> • Observes and discusses weather (e.g., rainy day, cloudy day, sunny day, windy day) • Explains what happens during and/or after weather events (e.g., it rains-gets wet, wind blows-things fly away, sun shines-it gets hot) 	<p>The teacher:</p> <ul style="list-style-type: none"> • discusses weather and changes in the weather; includes discussions about what to wear when the weather changes (e.g., rain, sleet, snow, sun, seasonal changes). • provides opportunities for observations and discussions following a weather event.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Foundational Skills that may be useful in reaching Outcome:	Differentiation of Instruction for Children with Learning Differences
<p>clothing to be worn depending on the weather?</p> <ul style="list-style-type: none"> ❖ What does the child know about shadows? 		<ul style="list-style-type: none"> • Makes shadows with different objects • Uses descriptive words in a sentence such as, “It has soft feathers.” “Today is hot.” “Today is windy.” • Matches items by function (e.g., pail and shovel, toothbrush and tooth paste) • Speaks in sentences of 3 or more words • Knows functions of objects • Uses action words • Has object permanence 	<ul style="list-style-type: none"> • engages children in investigating with objects during a windy day (e.g., flying a kite). • asks for predictions about what happens when things are exposed to the sun. • provides exploration opportunities and materials, and engages children in discussions about seeing a shadow and why (e.g., inside with a flashlight or outside with the sun).
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ What does the child know about caring for the environment (e.g., “green” practices such as water conservation, clean air, recycling, etc.)? ❖ How does the child demonstrate caring for the environment (e.g., recycling paper, turning off lights)? 	<p>VI.C.4 Child demonstrates the importance of caring for our environment and our planet.</p>	<ul style="list-style-type: none"> • Matches items by function (e.g., pail and shovel, toothbrush and tooth paste) • Uses descriptive words in a sentence such as “It has soft feathers.” • Goes on a trash hunt to clean school • Turns off the lights in the room when they are no longer needed • Knows functions of objects • Speaks in sentences of 3 or more words • Has object permanence 	<p>The teacher:</p> <ul style="list-style-type: none"> • engages in discussions about water conservation (e.g., water use during hand washing, teeth brushing, etc.). • discusses and models the school’s or community’s recycling program and encourages families to practice recycling.

D. Personal Safety and Health Skills

Preschool children demonstrate an understanding of health and safety issues as they relate to their daily routines and activities. Children learn to make healthy choices in nutrition and understand the importance of well-being through exercise and rest.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Foundational Skills that may be useful in reaching Outcome:	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 3: take action to meet needs</p> <ul style="list-style-type: none"> ❖ Does the child show awareness of situations that might be dangerous? What does he/she do (e.g., hot stoves, cars/crossing streets, strangers, etc.)? 	<p>VI.D.1. Child practices good habits of personal safety.</p>	<ul style="list-style-type: none"> • Identifies dangerous situation or objects verbally or with gestures • Avoids hazards and common dangers (e.g., fire, hot stove) • Practices safety when riding in a car (e.g., keeps body parts inside windows, wears seatbelt) • Follows one-step directions 	<p>The teacher:</p> <ul style="list-style-type: none"> • discusses and models safety procedures in the classroom and during outdoor time. • engages children in role-playing safety procedures (practices fire and emergency drills, practices holding scissors correctly). • discusses pet ownership and safety; whenever possible provide a classroom pet for children to help with caretaking responsibilities.
<p>Outcome 3: take action to meet needs</p> <ul style="list-style-type: none"> ❖ Tell me about the child’s actions/reactions with regard to hygiene (e.g., tooth brushing, washing hands/face, blowing nose, etc.)? 	<p>VI.D.2. Child practices good habits of personal health and hygiene.</p>	<ul style="list-style-type: none"> • Tolerates tooth brushing • Assists in washing hands and body • Follows one-step direction • Turns faucet on 	<p>The teacher:</p> <ul style="list-style-type: none"> • discusses good habits for personal health. • models good habits for personal health. • encourages children to follow good habits for personal health.
<p>Outcome 3: take action to meet needs</p> <ul style="list-style-type: none"> ❖ What does the child do for daily exercise? ❖ How does the child display knowledge of good nutrition (e.g., can group foods as “go” [good to eat], “slow” [sometimes foods], and “whoa” foods [least healthy])? 	<p>VI.D.3. Child identifies good habits of nutrition and exercise.</p>	<ul style="list-style-type: none"> • Participates in exercise • Sorts objects by function • Names foods • Eats a variety of foods • Feeds self 	<p>The teacher:</p> <ul style="list-style-type: none"> • engages children in creating charts, class-made books, and collages of healthy and not so healthy foods. • models and provides healthy snacks and cooking experiences. • engages children in active play, games, and exercise.

VII. SOCIAL STUDIES DOMAIN

The National Council for Social Studies identified the importance of social studies at the early childhood and elementary level.



“The social studies are the study of political, economic, cultural, and environmental aspects of societies in the past, present, and future. For elementary school children, as well as for all age groups social studies have several purposes:

- The social studies equip them with the knowledge and understanding of the past necessary for coping with the present and planning for the future,
- enable them to understand and participate effectively in their world, and
- explain their relationship to other people and to social, economic, and political institutions.

Social studies can provide students with the skills for productive problem solving and decision making, as well as for assessing issues and making thoughtful value judgments. Above all, the social studies help students to integrate these skills and understandings into a framework for responsible citizen participation, whether in their play group, the school, the community, or the world” (National Council for the Social Studies, 1988).

This area is of great interest to children because it engages them in learning about the world they experience each day, beginning with their family, then expanding to the world around them. Skills such as problem-solving, decision-making, and working independently as well as with others prepare children to become socially-responsible citizens.

Preschool children come from a variety of cultural and linguistic settings; therefore, each child’s understanding of the world is unique and diverse from that of other children. Since children bring different background knowledge to their learning, this will influence their understanding of the concepts in the social studies domain.



A. Characteristics of People, Understanding of Past and Present

Preschool children begin to develop an awareness of time and ways to organize their lives based on consistent daily routines. Young children depend on events and routines that occur in a regular and predictable order. They begin to understand how past events relate to present and future activities, thus demonstrating evidence of their growing understanding of time, change, and continuity. Also, children of this age begin to recognize similarities and differences among people in their environment.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <p>❖ What evidence have you observed that indicates the child understands that people are the same in some ways and different in other ways (e.g., some children speak with their hands, some use their voice, some use Spanish, some use English)?</p>	<p>VII.A.1. Child identifies similarities and differences in characteristics of people.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> identifies special friends (54-60 mo). can explain similarities and differences between people (54 mo). comments on differences between people based on age, gender, ethnicity, native language (48-60 mo). selects items that are different from a set/group (54-60 mo). selects an item based on category (54-60 mo). matches like items based on category (48-60 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> demonstrates through role play and pretend play an understanding that different people have different feelings, attitudes, or beliefs (42-48 mo). shows pride in own race/ethnic group (36 mo). beginning to form friendships (36 mo). 	<ul style="list-style-type: none"> Answers correctly when asked if he/she is a boy or a girl (30-36 mo.) Has categorical knowledge of self (e.g., age, gender, physical characteristics, good/bad behavior, competence) (30 mo) Knows own behavior may make others sad or mad (24 mo) Girls may withdraw from roughhouse play of boys (24 mo) Shows interest in gender, body parts, body functions (24 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> assures that the children understand the concepts of same and different. verbally labels objects as “same” and “different” during the natural course of the day so children gain understanding of the concepts. demonstrates concepts of “same and different”. provides materials for children to categorize according to “same and different”. draws a body outline and each child adds colors for skin, clothing, hair, and eyes that match his/her own; displays the finished products so children can compare and look for similarities and differences. uses photographs and pictures to illustrate and elicit ideas about how people are alike and different. provides a culturally sensitive classroom that reflects the experiences, home languages, and cultural heritages of the children in the class. incorporates cultural and ethnic activities and materials into the curriculum on an everyday basis (e.g.,

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
				<p>multicultural dolls, storybooks, posters, figures in block area and dollhouse, etc.).</p> <ul style="list-style-type: none"> provides play materials such as foods, food preparation tools, dolls, clothing, etc. that reflect the cultures of the students. reads books to help children understand and build community with people of different cultures as well as to recognize and value the cultural experiences of children within the class. demonstrates respect for cultural and linguistic heritages of all people.
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Tell about a time when the child demonstrated understanding that families can be similar and different. For example, child looks at pictures or photographs of families and makes comments such as, “I have a sister and you have a brother.” 	<p>VII.A.2. Child identifies similarities and differences in characteristics of families.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> engages in cooperative play with other children assuming roles of various family members. notices differences between her own family and other families (e.g., some mothers work outside the home and some stay home; some families have babies, some don’t, etc.). selects items that are different from a set/group (54-60 mo). selects an item based on category (54-60 mo). matches like items based on category (48-60 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> engages in role play with dolls assuming roles of different family members. 	<ul style="list-style-type: none"> Knows rules, standards, cultural values of family (30 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> assures that the children understand the concepts of same and different. verbally labels objects as “same” and “different” during the natural course of the day so children gain understanding of the concepts. demonstrates concepts of “same and different” with materials. provides materials for children to categorize according to “same and different”. during naturally occurring conversations uses and reinforces children’s use of names of family members such as mother, father, brother, sister, grandmother, grandfather, etc. provides opportunities and materials for role play or dress-up to represent family members (e.g., mother, father, sister, brother, baby, etc.). encourages children to bring

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
				<p>photographs of their families; comments on how their families are alike and different; makes a chart or bulletin board to visually represent similarities and differences in the children's families.</p> <ul style="list-style-type: none"> encourages children's families to visit the classroom and share their customs, music, and traditions. encourages families to send common objects found in their home that represent their culture for classroom dramatic play center.
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child display awareness of routines? How? ❖ How does the child respond to transitions in routines or activities? Are the child's actions different for familiar transitions versus new transitions? ❖ How does the child react when the daily routine changes? ❖ Describe how the child shows understanding of 	<p>VII.A.3. Child organizes her life around events, time, and routines.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> follows class schedule with minimal cues (60-72 mo). understands seasons of the year and what you do in each (60-72 mo). understands basic time concepts (54-60 mo). talks about past, present, and future time (54 mo). tells what is going to happen next (54 -60 mo). shows understanding of time concepts (e.g., <i>before/after, yesterday/today</i>) (48 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> adapts easily to changes in routine (36-42 mo). predicts what will happen next in daily routine. 	<ul style="list-style-type: none"> Indicates understanding of the sequence of routine daily activities (e.g., walks to bathroom for bath after dinner, expects storybook reading before bedtime) (24-36 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> represents the daily schedule and daily routines using symbols that are meaningful to the child such as photographs, pictures, line drawings, and/or objects, and written words. discusses daily routines and events with children while referring to the visually represented schedule. uses a marker or symbol to designate current activity in the daily schedule, so children can predict what will happen next (e.g., clip a clothespin to the symbol for the current activity in the daily routine). designates a classroom helper whose job is to move the marker on the daily schedule. visually represents yesterday, today, tomorrow in such a way that it is meaningful to the children. Links events and experiences to these days so children develop an understanding of time. encourages children during morning

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
the time concept of yesterday, today, and tomorrow.				message to link yesterday’s activities with what is happening today; supports children in making predictions (e.g., “It’s cloudy today like yesterday. Do you think we will be able to play outside today?”).

B. Economic Skills

In preschool children learn about their community. They explore the roles and relationships of consumers and producers, and they become aware that people produce services as well as goods. Children learn that their community benefits from many different people working in many different ways.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcomes 2 & 3: knowledge and skills & take action to meet needs</p> <p>❖ How does the child demonstrate understanding of people’s basic needs?</p> <ul style="list-style-type: none"> • food • clothing • shelter 	<p>VII.B.1. Child demonstrates that all people need food, clothing, and shelter</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • understands that food helps people grow and be healthy. • shows interest in own clothing and appearance (48-54 mo). • selects clothing appropriate for the weather (48-54 mo). • knows that people need a place to live. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • can distinguish nutritious versus non-nutritious foods (42-48 mo). • selects own clothing which occasionally is appropriate for the weather. • understands that home provides shelter when weather is bad. 	<ul style="list-style-type: none"> • Selects own clothing to put on, although it may not be appropriate for the weather or occasion (24-30 mo) • Engages in pretend feeding routines in doll play (e.g., preparing food, feeding, wiping mouth, burping doll, etc.) (18-36 mo) • Engages in pretend feeding/eating routines during play with a peer or an adult (e.g., tea party, gives other “birthday cake”) (18-36 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> • displays and refers to the food pyramid, talks about healthy foods at snack and meal times. • helps children distinguish between foods that are good and not so good for us (“Food that helps us grow big and strong” “Food that our bodies don’t need very much”). • places representations of food items (e.g., empty boxes or cans) and cooking utensils in dramatic play area that are typical of those eaten/used in the children’s homes (request families to send items from home). • reads storybooks that include pictures and narrative about different kinds of healthy foods, and books representing the foods typically eaten by the children in the class. • supports children in making a representation of foods eaten for breakfast and/or lunch using pictures. • reads storybooks about clothes and getting dressed. • places clothing in dramatic play area that represents parents’ vocations. • places clothing for different weather conditions in dramatic play area. • provides doll clothing for different weather conditions in dramatic play

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
				<p>area.</p> <ul style="list-style-type: none"> • comments on current weather and appropriate clothing needed for that weather condition. • reads books that include different kinds of homes and shelters, provides materials for children to create different types of shelters or homes.
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ How does the child’s play reflect his understanding about consumerism (e.g., participates in buying/selling items found in the store or restaurant play center)? 	<p>VII.B.2. Child participates in activities to help become aware of what it means to be a consumer.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • knows names of coins: penny, nickel, dime (not their worth) (54 - 60 yrs). • buys simple objects in store without help (i.e., gets object, gives money, waits for change) (54-60 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • role plays grocery store shopping (36-48 mo). • role plays restaurant (waiter, cook, customer) (36-60 mo). 	<ul style="list-style-type: none"> • Engages in dramatic play involving food preparation, cooking, eating, delivering “food” to others (18-24 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides appropriate materials (cash register, receipt pad, plastic food items or empty food containers, dishes, tray, play money, etc.) to create a store or restaurant for dramatic play. • records the children’s dictated shopping experiences on chart paper and displays it along with visual representations (e.g., drawings, pictures, or photographs along with written words); encourages/supports children in reading the experience story.
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ What school and community helpers does the child know about? Does he know their roles or what they do in their jobs (e.g., a fire man puts out fires, mail carrier 	<p>VII.B.3. Child discusses the roles and responsibilities of community workers.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • engages in role play of community helpers (e.g., fireman, doctor, dentist, nurse, teacher, postal worker, etc.). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • shows interest in roles of community and school helpers (e.g., fireman, policeman, letter carrier, doctor, nurse, teacher). 	<ul style="list-style-type: none"> • Notices community helpers and the vehicles they use 	<p>The teacher:</p> <ul style="list-style-type: none"> • takes class to visit school helpers so they can show the children what they do (e.g., principal/director, secretary, nurse, librarian, custodian, cafeteria worker). • provides appropriate items for the children to pretend to be school helpers during dramatic play (e.g., broom, mop, phone, note pads, band aids, lunch tray, empty milk cartons, toy cash register, chalk, storybook). • invites community helpers to come to the classroom wearing their uniform or

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
delivers mail)?				<p>takes the class to visit them so the helpers can show the children what they do in their role in helping the local community (e.g., policeman, firefighter, bus driver, mail carrier, paramedic).</p> <ul style="list-style-type: none"> • facilitates the creation of class books about school and community helpers, including photographs of the children with the school and/or community helpers in the books; supports children in reading the books and to recall the experiences recorded in the books. • provides materials representing jobs of community helpers so children can engage in dramatic play in which they assume roles of community helpers. • reads storybooks about community helpers.

C. Geography Skills

Preschool children begin to think about geography using location and direction relative to familiar settings. Children develop understanding of direction allowing them to contemplate their own position in space and to locate familiar places in their community.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Can the child describe elements in her everyday environments (e.g., rooms, objects, people in each setting)? ❖ Can she talk about locations of daily routines such as where she eats, sleeps, has a bath, etc.? ❖ How does the child represent features in the immediate environment (e.g., draws a map of bedroom layout)? 	<p>VII.C.1. Child identifies and creates common features in her immediate environment.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • creates a map using toys and objects to recreate a familiar space (60 mo). • learns a simple route from a map placed in direct relation to the child’s space (48 mo). • can describe objects in various rooms of own home and classroom. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • understands spatial relationships (e.g., inside, outside, in front/behind, under/on top of, etc.) (42 mo). 	<ul style="list-style-type: none"> • Recognizes familiar landmarks and stores/restaurants in community (e.g., restaurants, grocery store, place of worship, child care/preschool) (24 mo) • Recognizes familiar landmarks in neighborhood (park, friends’ homes) (16-18 mo.) • Recognizes entrance to own home (15-18 mo) • Knows way around own home (14-16 mo) • Can indicate location of some rooms in own home (own bedroom, bathroom, kitchen) (12-15 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> • works with children to create a visual chart (using objects, photographs, line drawings , accompanied by written words) of things in the classroom. • supports discussion of common features in home and school environment using real objects, photographs, line drawings (“What are things that we have at home <u>and</u> at school?”), place the objects/photographs/drawings on a visually labeled chart (i.e., graphics to indicate home and school). • provides materials in the block center for children to use to create roads, houses, schools, community buildings, etc. • comments on children’s creations of community structures; asks children to describe their block constructions. • works with children to represent their classroom space using blocks, drawings, photographs. • makes available a representation of the classroom for children to use when they plan which centers they will go to during center time.

VII. SOCIAL STUDIES DOMAIN

D. Citizenship Skills

The child begins to understand important customs, symbols, and celebrations that represent American beliefs and principles and that contribute to national identity.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Can the child indicate which flag is the US flag and which is the Texas flag? 	<p>VII.D.1. Child identifies flags of the United States and Texas.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • compares the similarities between the United States flag and the Texas flag (54-60 mo). • talks about the differences between the United States and the Texas flags (54-60 mo). • identifies (by pointing) the Texas flag when asked (54-60 mo). • identifies (by pointing) the United States flag when asked (48-60 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • points to flags to show others (36 mo). • notices flags in the community (36 mo). 	<ul style="list-style-type: none"> • Says “flag” (articulation may not be accurate) • Points to flags in environment or in picture books when requested 	<p>The teacher:</p> <ul style="list-style-type: none"> • points out United States and Texas flags in the classroom environment. • places different kinds of flags in the dramatic play area and block area for children to use during play. • supports children in looking for US flags during walk around the school and neighborhood, while on a field trip, outside of school setting. • supports children in looking for Texas flags during walk around the school and neighborhood, while on a field trip, outside of school setting. • encourages the children to paint/draw the US flag and the Texas flag, helps label with children’s help and discusses the features of the flags, labels and displays the children’s flag representations. • engages children in marching to music while each carries a flag, link marching activity to a national/state holiday or celebration (e.g., Veteran’s Day, Memorial Day, Flag Day, 4th of July, Presidents’ Day, Texas Independence Day, San Jacinto Day, etc.). • reads aloud appropriate books on flags and asks questions (e.g.,

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
				<p>“Where do we see flags?” “What colors do we see on the flags? “What shapes do we see?”).</p> <ul style="list-style-type: none"> invites a visitor to the classroom who can talk on the children’s level and demonstrate care for the U.S. flag, how to fold it, how it is displayed on their uniform (e.g., VFW [Veterans of Foreign Wars], a representative of the military, a Boy Scout).
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ What does the child do during the pledges to the United States and Texas flags? ❖ What does the child do when a moment of silence is observed? 	<p>VII.D.2. Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> recites verses, short passages, songs (60 mo). sings familiar songs independently (4-6 yrs). <p>The 36 month old child:</p> <ul style="list-style-type: none"> sings simple, familiar songs independently (e.g., “Happy Birthday”, “Ole MacDonald”, “Twinkle, Twinkle Little Star”, “If You’re Happy and You Know It”). easily follows along during finger plays. repeats 4- or more word sentences containing adjectives (36-42 mo). 	<ul style="list-style-type: none"> Recites a few nursery rhymes (30-36 mo) Attempts to follow along with adult or older child in saying familiar chants or singing familiar songs (e.g., “Happy Birthday”, “Ole MacDonald”, “Wheels on the Bus”) (24-36 mo) Imitates movements during action songs and finger plays (e.g., “The Ants Go Marching”, “Open them, Shut Them”, “Twinkle, Twinkle Little Star”, “If You’re Happy and You Know It”) (24-36 mo) Sings phrases of songs (23-27 mo) Repeats/imitates 2-word utterances (24 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> asks a child to hold the class flag. has each child hold a small flag models hand over heart, and practices during games such as “Simon Says”. models how to say the Pledge of Allegiance to the United States and Texas flags (i.e., standing, hand over heart, saying the words slowly and clearly); encourages children to follow example. models how to perform a “moment of silence”, encourages children to engage in a brief moment of silence. expands children’s repertoire of songs, chants, and finger plays.
<p>Outcomes 1 & 2: social relationships & knowledge and skills</p> <ul style="list-style-type: none"> ❖ How does the child participate when there is a class vote? How does the child react to the result of the 	<p>VII.D.3. The child engages in voting as a method for group decision-making.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> plans how to influence others’ goals (60 mo). when voting with a group verbalizes the choices being voted on (60 mo). understands how voting works (48 mo). votes in classroom decisions (48-60 mo). 	<ul style="list-style-type: none"> Makes a choice by pointing to one picture among three representing the objects available for choice-making (24 mo) Makes a choice by pointing to a picture symbol or photograph when offered two picture symbols (or photographs) representing objects from which to choose (18 -24 mo) Makes a choice when offered two objects (15-24 mo) 	<p>The teacher:</p> <ul style="list-style-type: none"> offers visually-represented choices of what verse to sing next in a song (e.g., picture symbols for verses of “Wheels on the Bus”, objects to represent verses of “Ole MacDonald”, etc.). uses visual representations (e.g., picture communication symbols, photographs, objects, written words) to accompany items for choices.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
vote?		<p>The 36 month old child:</p> <ul style="list-style-type: none"> verbalizes choice when offered a verbal choice (e.g., “Do you want to paint or read a book?”) (36 mo). 		<ul style="list-style-type: none"> reinforces the idea of choice-making as a way to resolve conflict during center time; uses visual representations of possible choices for conflict resolution. implements a continuum of strategies for supporting choice-making: real objects, miniature representations of objects, photographs, line drawings/picture communication symbols, written words). models how to vote so children can learn their role during voting. during voting experiences teaches vocabulary (e.g., vote, win, lose, most, least, etc.). provides situations for voting (e.g., choosing a book for story time, which song to sing during circle time). supports children in creating voting situations during dramatic play (e.g., asking their friends to vote whether they want to play hospital or restaurant).

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental continuum (48 and 36 months)	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ Can the child describe celebrations or traditions held by his family and/or those held by others (e.g., how birthdays are celebrated)? 	<p>VII.D.4. The child identifies similarities among people like himself and classmates as well as among himself and people from other cultures. [Can identify that there are different celebrations and traditions related to different cultures.]</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • makes inferences about the motivation of others (60 mo). • considers others’ thoughts, imagination, knowledge (48-60 mo). • shows awareness that others may have different celebrations and traditions than his own (54-60 mo). • talks about celebrations and traditions in own family (48-60 mo). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • represents her own family celebrations and traditions in dramatic play (e.g., birthday party, holiday traditions, worship/spiritual traditions). 	<ul style="list-style-type: none"> • Engages in traditional activities of birthday celebrations (e.g., singing happy birthday song, blowing out candles, opening presents) 	<p>The teacher:</p> <ul style="list-style-type: none"> • encourages children to tell others about their own family customs and traditions. Provides props or elicits them from families to support child language as they describe their traditions or celebrations. • invites families (along with their children) to demonstrate and describe customs and traditions. • provides materials so children can recreate typical celebrations of their cultures (e.g., birthday celebrations, Cinco de Mayo, Chinese New Year, Tet [Vietnamese New Year], Dia de los Muertos, Thanksgiving, Hanukkah, Eid, Christmas, etc.).

*TEC §25.082. SCHOOL DAY; PLEDGES OF ALLEGIANCE: MINUTE OF SILENCE. (a) A school day shall be at least seven hours each day, including intermissions and recesses. (b) The board of trustees of each school district shall require students, once during each school day at each school in the district, to recite: (1) the pledge of allegiance to the United States flag in accordance with 4 U.S.C. Section 4, and its subsequent amendments; and (2) the pledge of allegiance to the state flag in accordance with Subchapter C, Chapter 3100, Government Code. (c) On written request from a student’s parent or guardian, a school district shall excuse the student from reciting a pledge of allegiance under Subsection (b). (d) The board of trustees of each school district shall provide for the observance of one minute of silence at each school in the district following the recitation of the pledges of allegiance to the United States and Texas flags under Subsection (B). During the one-minute period, each student may, as the student chooses, reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract another student. Each teacher or other school employee in charge of students during that period shall ensure that each of those students remains silent and does not act in a manner that is likely to interfere with or distract another student.

VIII. FINE ARTS DOMAIN

Art can help children learn to observe, organize and interpret experiences through multiple mediums. Art for preschool-age children begins with exploration. They need to discover how things feel, look and appear on different surfaces in a no-pressure situation. Children need to experiment with manipulating and transforming materials. Art at this age should involve all of a child's senses. To make *Art*, children must have a feeling, experience, or thought they want to express; from this motivation, they will eventually begin to represent their ideas and experiences with art materials (Kohl, 2002).



A. Art Skills

Children explore a wide variety of materials and make discoveries about color, shape, and texture through art experiences. They learn to express what they know and begin to recognize how others express themselves through art. They also begin to gain control of fine motor muscles and practice hand-eye coordination.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ How does the child use art materials? ❖ How does the child react to putting her hands in gooey/slimy materials? ❖ Does the child mix different materials (e.g., crayons, paper, rice and glue) into one project? 	<p>VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.</p>	<ul style="list-style-type: none"> • Investigates with a variety of materials (e.g., crayons, paint, clay, markers) • Manipulates modeling clay by rolling, pinching, squeezing, patting, and cutting • Mixes colors to make other colors (e.g., red and yellow finger paint to make orange) • Uses different sizes of brushes to paint • Selects a variety of materials in the art center for exploration (e.g., painting with cotton swabs on paper) • Comments on colors, shapes, space, textures, and objects in the environment • Willing to touch objects of different textures 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides art materials that can be easily adapted for independent participation (e.g., places grip tape on brushes so they are less slippery, glues corks on flat stamps to make a handle). • substitutes materials such as pudding for finger paint; knows that sensorimotor exploration (feeling, looking, and tasting) occurs first in the developmental sequence of creative skills. • places different materials in sand/water table for exploration (e.g., rice, pasta, Styrofoam peanuts, hole punches). • limits the amount of materials from which a child chooses when materials are first introduced. • teaches how to use each material. • provides repeated exposure to different textures/items, since children may come to accept those that they initially refuse. • offers an alternative choice of materials if a child initially refuses, so he can continue to participate. • uses a light box with translucent plastic shapes rather than paint to teach color mixing for children with tactile sensitivities. • rotates materials in the art center on a regular basis. • provides additional materials in block center such as cardboard tubes, aluminum foil, and/or plastic containers to facilitate experimentation with three-dimensional creations. • includes musical instruments in centers (e.g., a bell or small piano in the home center; wooden sticks, a

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
			<p>triangle, a drum, or other instruments in the block center).</p> <ul style="list-style-type: none"> • calls children’s attention to art within the environment (e.g., colors of a flower, markings on a butterfly’s wing, textures on the leaves of a tree). • provides time during the day in lessons or centers for children to independently participate, engage, and experiment using a variety of textures of materials. • provides a space in the classroom for children to display their work.
<p>Outcomes 1 & 2: social relationships & knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child describe what the art work means to him even if it is not recognizable to another person? ❖ Can the child tell you the steps he took to make the project (e.g., “First I rolled the clay into a ball. Then I …”)? ❖ Does the child create art to make himself feel better (e.g., scribble with red crayon if he is angry; draw a picture of mommy if he misses her)? 	<p>VIII.A.2. Child uses art as a form of creative self-expression and representation.</p>	<ul style="list-style-type: none"> • Looks at self in mirror • Talks about what he is going to create (e.g., “I’m going to paint a picture of my family.”) • Describes own work (e.g., “This is me riding my bike.”) • Demonstrates steps of creating own work (e.g., “First I rolled the clay into a ball. Then I …”) • Creates drawings and paintings that gradually become more realistic and detailed • Expands vocabulary to include attributes that can be used in describing art work 	<p>The teacher:</p> <ul style="list-style-type: none"> • models the process, breaking down large projects into smaller, easier to accomplish steps. • imitates what a child does, with the intent of boosting their confidence in their own ideas, and sending a message that what they are doing is valuable. • asks the child “What is next?”, if she seems stuck or is perseverating on the same idea (e.g., repeatedly drawing vertical lines). If she is still stuck, models something different (e.g., drawing circles) and asks her to try drawing circles, too. • encourages child to finger paint on an unbreakable mirror. • provides computer art programs which can be activated with a mouse or switch. • attaches paper or canvas to a three-inch binder to create a slant board, or hangs paper on the wall or an easel to make the paper more accessible for students, especially those with mobility limitations. • allows enough time for exploration of materials before a child begins to use them purposefully. • takes pictures of the different steps of an art creation to later discuss and sequence the process. • provides child with many resources with which he can create unique art works. • provides pictures from a magazine/book or a mirror for child to use, if child needs support to draw his

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
			<p>own face.</p> <ul style="list-style-type: none"> • doesn't worry about the details during art for self expression (e.g., writing name on the paper), because these tasks could disrupt the art process by introducing another task the child may find challenging.
<p>Outcomes 1 & 2: social relationships & knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child comment on others' art projects? ❖ Does the child recognize and comment on art in books? 	<p>VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.</p>	<ul style="list-style-type: none"> • Looks at the artwork of a classmate • Uses descriptive language • Comments on pictures in books • Explores art from a variety of cultures 	<p>The teacher:</p> <ul style="list-style-type: none"> • displays many examples of children's artwork at the child's eye level. • creates an art gallery in the hallway outside classroom, commenting on these items as the class passes by them. • groups library books by authors and points out/elicits how the pictures are same/different. • displays art, sculptures, and artifacts that are representative of various cultures. • provides books and photographs that depict a variety of art media (e.g., paints, pencils, paper) and artists' styles. • reads aloud and calls attention to the illustrations in books.

B. Music Skills

Preschool children express themselves through singing and movement, and by playing simple instruments. Like art, music is a form of experiencing, learning, and communicating with others. Children learn to experiment with music concepts, volume, tempo, and sound. They begin to appreciate different types of music.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcomes 1 & 2: social relationships & knowledge and skills</p> <ul style="list-style-type: none"> ❖ What does the child do during music activities? ❖ Does the child attempt to imitate teacher or peer actions? ❖ Does the child move parts of her body during musical activities? 	<p>VIII.B.1. Child participates in classroom music activities.</p>	<ul style="list-style-type: none"> • Smiles and may try to sing along with familiar songs during circle time (e.g., “Old McDonald Had a Farm”) • Responds to simple transitional songs that are used every day as part of the routine • May attempt to sing a transition song when the directive is given (e.g., clean up) • Joins in with familiar finger plays (e.g., “Eency Weency Spider”) • “Plays” the classroom musical instruments • Chooses to listen to music during centers • Turns head toward music 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides repetition of songs and finger plays to promote familiarity. • offers visuals and uses props for all songs (e.g., a child who is nonspeaking may not be able to call out “cow” but could point to a picture of one when singing “Old McDonald”); or if appropriate, uses stuffed animals to facilitate choice making. • uses music or finger plays as a signal for transition to a new activity. • connects a CD player to a child’s switch, so she can turn on the music with a single press of a button. (This also helps the child learn cause and effect.) • provides opportunities for children to explore musical instruments (e.g., drums, cymbals, triangles, maracas, etc.). • adapts musical instruments for easier handling (e.g., Velcro, elastic, sew instrument onto a glove or mitten). • provides opportunities for children to experience different styles of music (e.g., jazz, rock, classical, and songs from other cultures and in other languages).

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcomes 1 & 2: social relationships & knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child clap to different beats (fast, slow) which contributes to pattern building and recognition? ❖ How does the child express emotion when listening to different types of music (e.g., this song makes me feel silly; this song makes me feel tired)? 	<p>VIII.B.2. Child responds to different musical styles through movement and play.</p>	<ul style="list-style-type: none"> • Uses props (e.g., scarves, streamers, hoops) to create movements to music • Follows the beat using body or musical instruments (e.g., walks or jumps to the beat) • Distinguishes between different types of music (e.g., loud/soft, fast/slow, happy/sad, etc.) by changing body movements • Starts and stops playing musical instruments when the music starts or stops 	<p>The teacher:</p> <ul style="list-style-type: none"> • exposes children to different styles and tempos of music through games and activities. • provides various props (e.g., scarves, streamers, hoops) and opportunities for musical exploration. • models and explains to children how she is responding to different types and beats of music by changing her body movements, instrument movements, etc. (e.g., “I am marching fast because the music is fast. Now I am marching slow because the music is slow.”).

C. Dramatic Expression Skills

Creative drama in preschool involves young children in expressive and spontaneous productions. Children demonstrate their unique interpretations of music, songs, and stories through movement and dramatic experiences. These experiences contribute to children’s ability to communicate more effectively and engage in cooperative activity with others.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>Outcomes 1 & 2: social relationships & knowledge and skills</p> <ul style="list-style-type: none"> ❖ Does the child attempt to retell familiar stories? ❖ How does the child use body movements when retelling a story or recalling an event? ❖ How does the child use varying facial expressions and tone of voice when relaying an experience? ❖ Does the child act out stories? 	<p>VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.</p>	<ul style="list-style-type: none"> • Imitates the dramatic play of others • Uses basic play scripts to act out simple events (e.g., sweep in the home center, rock a baby) • Watches, shows an interest in, and/or engages in dramatic play with classmates • Uses movements to pantomime movements of various animals (e.g., moves like an elephant, sneaks like a mouse) • Makes facial expressions to express how a story character might look in a particular part of a story 	<p>The teacher:</p> <ul style="list-style-type: none"> • participates in dramatic play with children. • rereads books to promote familiarity. • practices simple pretend play scenarios repeatedly scripting simple language for children to use. • provides easy access to pictures/symbols necessary to participate in dramatic play (e.g., a food choice board in the cooking center, a switch prerecorded with “Can I help you?” in the store center). • provides props (e.g., cooking utensils such as tortilla presses, ladles, woks, steamers, chopsticks, baskets, etc.) for dramatic expression that reflect diversity in gender, culture, and occupations. • uses voice to represent sounds when acting out characters in a story (e.g., high and low pitched voices). • provides opportunities and support for children to act out familiar stories. • provides a variety of materials for children to use in order to create props as they recreate stories or dramatic representations.

IX. PHYSICAL DEVELOPMENT DOMAIN

Participation in physical education is necessary for all children regardless of physical abilities or limitations. Some children may need accommodations and/or modifications to access or engage in physical activities. Consider necessary modifications throughout the school environment (e.g., cafeteria, playground, hallways, classroom, fieldtrips, gym, etc.).

Movement is at the center of young children's lives. It supports and enhances all areas of development including cognitive functioning. The development of motor skills is related to the emergence of developmentally appropriate perceptual and cognitive abilities, for example, crawling is related to the development of handwriting skills. Teachers should plan activities that support the development of gross and fine motor skills that stretch the limits of children's physical capacity. Running, hopping, starting and stopping, changing direction, and catching and throwing are prerequisites for the games of middle childhood that further advance cognitive and social development. Free, unstructured outdoor play as a means of developing gross motor, fine motor, and sensory processing skills is also valuable to children's overall development. Activities to develop gross motor and fine motor skills can be included in early childhood programs through games and group play. Physical activity facilitates cognitive growth and enhances children's social skills and self-esteem through group participation.



IX. PHYSICAL DEVELOPMENT DOMAIN

A. Gross Motor Skills

Children explore their physical space and understand how their bodies function in space through active movement experiences. Acquisition of gross motor skills requires collaboration of sensory systems (visual, vestibular, and somatosensory), postural stability, motor planning, and strength. To achieve new gross motor skills, practice and repetition are necessary. Typically, development of gross motor skills and postural strength coincide with the development of age-appropriate fine motor skills and maturation of the nervous system that allows for motor learning. Allowing young children to move and explore with their bodies facilitates growth in all the areas necessary for successful classroom performance.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills	Differentiation of Instruction for Children with Learning Differences
<p>Outcomes 2 & 3: knowledge and skills & take action to meet needs</p> <ul style="list-style-type: none"> ❖ Describe the child’s balance and coordination. Does it seem consistent with other children his age? 	<p>IX.A.1. Child demonstrates coordination and balance in isolation [by himself] (may not yet coordinate consistently with a partner).</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • maintains balance while walking on a balance beam or standing on one foot. • hops on one foot, walks, jogs, jumps, and gallops. • carries a bowl or plate of objects from one spot to another. • coordinates leg and body movements to sustain swinging on a swing. • moves and stops with control over speed and direction (moves back and forth, side to side). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • stands on one foot for 3 seconds. • jumps over a string with both feet off the floor. • walks on tiptoes 20 feet. • walks on all types of surfaces without falling. • jumps down from bottom step without falling. 	<ul style="list-style-type: none"> • Imitates simple body movements • Runs (hurried walk) • Using rail, walks up and down stairs with both feet on each step • Kicks ball forward • Squats in play • Moves on and off riding toys • Carries large toys while walking 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides time and space for physical activities. • provides “challenging” motor activity during every classroom transition (e.g., walk on rope path to get to snack table, animal walk to go to writing center, etc.). • modifies activities and equipment according to the needs of individual children. Considers using chair with sides/arm rest that allows child’s feet to touch the floor in order to support posture and balance. • consults with Physical Therapist (PT) or Occupational Therapist (OT) for suggestions and adapted equipment. • slows the pace of motor and balance activities; uses balloons or scarves that allow sufficient time for eye-hand coordination skills. • provides activities that encourage crossing the midline of the body (e.g., hugging oneself by crossing arms; reaching for objects with only one hand at a time; etc.). • participates with children in movement games. Asks children to think of new ways to move: forwards, backwards, sideways, fast, slow, holding on to knee/nose. • plays games with children such as “Red Light,

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills	Differentiation of Instruction for Children with Learning Differences
				<p>Green Light" and "Simon Says".</p> <ul style="list-style-type: none"> engages children in yoga as a warm-up or cool-down to an "academic" activity.
<p>Outcome 3: take action to meet needs</p> <p>❖ In what types of activities that require a series of movements does the child engage (e.g., running while kicking a ball, riding a tricycle)?</p>	<p>IX.A.2. Child coordinates sequence of movements to perform tasks.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> moves within a space of defined boundaries, changing body configuration to accommodate the space (e.g., moving through an obstacle course). moves body into position to catch or kick a ball. uses axial movements such as reaching, twisting, turning, and bending. participates in group games involving movement (e.g., "Hokey, Pokey", "Duck, Duck, Goose"). moves from one space to another in a variety of ways (e.g., running, jumping, hopping, skipping). moves in rhythm to simple tunes and music patterns. <p>The 36 month old child:</p> <ul style="list-style-type: none"> throws tennis ball at least 3 feet. avoids obstacles while running. catches playground ball using chest and hands. walks up and down stairs with alternating feet. 	<ul style="list-style-type: none"> Walks on a line in general direction Stands and walks on tip-toes Jumps from bottom step Throws and catches large ball Rides tricycle Jumps backwards and sideways Walks backward several feet Imitates rhythmic patterns 	<p>The teacher:</p> <ul style="list-style-type: none"> provides a variety of movement activities. provides time and space for children to participate in gross motor movements. modifies activities and equipment to meet the needs of individual children. plays games that include motor activities (e.g., "Follow the Leader", "Freeze Tag", "Red Light, Green Light"). provides outdoor equipment to stimulate a variety of skills (e.g., different size balls for catching, throwing, and kicking). provides equipment for indoor gross motor activities (e.g., bean bags to toss into a basket, obstacle courses using tunnels, large cardboard boxes, etc.). uses games and songs that involve movement and exercise (e.g., appropriate CDs or music downloads, "Skip to My Lou"). includes daily warm-up exercises such as stretching, jumping jacks, running in place, or yoga. participates in games with children. offers visual supports, pictures of each step of a routine. explicitly models and teaches thinking about where/what one is doing before moving (i.e., motor planning). consults with PT for adapting tricycle or other equipment.

B. Fine Motor Skills

Effective use of the hands to engage in age-appropriate tasks depends on a complex interaction of hand skills, postural control, cognition, and visual perception. Prior to developing mature grasping techniques and age-appropriate fine motor manipulation, a child needs postural stability and strength in the trunk, neck, pelvis and upper extremities. Engaging preschool children in prewriting activities, such as tasks that require isolated finger movements, right and left discrimination, two-hand coordination tasks and activities where a child puts weight into his/her hands all help to build a foundation for successful handwriting.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Developmental Continuum (48 and 36 months)	Foundational Skills	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 3: take action to meet needs</p> <p>❖ How does the child use his hands to hold and manipulate items such as crayons, clay, toys, tweezers, eating utensils, etc.?</p>	<p>IX.B.1. Child shows control of tasks that require small-muscle strength and control.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • uses modeling clay. • uses pincer control (grasps small objects between thumb and index finger) to manipulate tools (tweezers, eyedroppers). • uses hands and fingers to manipulate various classroom materials (e.g., placing caps on and off markers; using various size brushes to paint at the easel). • holds drawing and writing utensils in a more conventional grasp (i.e., with fingers instead of fist). <p>The 36 month old child:</p> <ul style="list-style-type: none"> • screws on lids. • snips with scissors. • scribbles on paper with appropriate pressure on paper. 	<ul style="list-style-type: none"> • Has sufficient shoulder, arm and hand strength • Has sufficient vision and eye-hand coordination • Has gross grasp • Uses a variety of grips depending on the materials presented (key grasp, fist grasp) • Uses both hands together in symmetry (e.g., rolling clay) • Uses both hands together, but each in separate functions (e.g., one hand holds film canister and the other hand puts bead into it) 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides a variety of tools for children to use in various centers (e.g., dramatic play center – eggbeaters, tongs; manipulative center – linking cubes; science center– tongs, eyedroppers). • plans activities that build small muscle strength and control (e.g., torn paper collages, cookie cutters with modeling clay, making decorative jewelry, painting). • allows children to work in different positions (e.g., color while standing with paper taped to door, color laying on stomach on floor, or color with paper taped under the table). • provides variety of pre-scissor activities and materials focusing first on exploration and then skill (e.g., box of scrap paper for children to snip and cut randomly, plastic baby pool filled with scrap paper of different thicknesses for children to snip and cut with loop/squeeze scissors). • supports small muscle strength and mature grasp patterns in pre-writing activities by using a variety of materials including small bits/pieces of chalk or crayon which prevents fist grasps, triangular shaped pencils that facilitate tripod grasp. • consults with OT about adapted equipment and strategies for students with fine motor

				delays/limitations.
<p>Outcome 3: take action to meet needs</p> <p>❖ Describe the child's ability to do things such as puzzles, zipping, and drawing. How independent is she in doing these tasks?</p>	<p>IX.B.2. Child shows control of tasks that require eye-hand coordination.</p>	<p>The 48 month old child:</p> <ul style="list-style-type: none"> • puts together puzzles with interlocking pieces. • accomplishes self-help tasks (buttoning, zipping, snapping). • strings small beads. • completes lacing cards. • draws recognizable pictures and shapes. <p>The 36 month old child:</p> <ul style="list-style-type: none"> • imitates drawing of shapes. • completes inset puzzles. • unbuttons large buttons. 	<ul style="list-style-type: none"> • Has sufficient shoulder, arm and hand strength • Has sufficient vision and eye-hand coordination • Has gross-grasp • Uses a variety of grips depending on the materials presented (key grasp, fist grasp) • Uses both hands together in symmetry (e.g., rolling clay) • Uses both hands together, but each in separate functions (e.g., one hand holds film canister and the other hand puts bead into it) 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides materials in the classroom that encourage children to practice eye-hand coordination (dramatic play center - dressing dolls; manipulative center - variety of beads and laces; block center - variety of block shapes; art center - scissors). • plans activities that build eye-hand coordination (string macaroni for a necklace; use glue sticks for collages). • provides time for practice of fine motor skills (e.g., in centers, small group activities). • encourages children to practice self-help skills such as buttoning and zipping own clothing (unbuttoning and unzipping are easier to start with). • places materials in front of child (not to the left or right) so his hand preference will develop without bias. • encourages the next developmental step by asking, "I wonder what would happen if you tried this?" (and teacher models drawing intersecting lines or shows how to trace fingers or around a jar lid). • uses larger buttons, button-holes, snaps, pop-beads, etc. that are easier for children to master before moving to medium and then smaller sizes of materials. • uses firmer bits of paper and squeeze scissors for children who are learning to cut. • provides opportunities for children to practice and learn without too much correction (i.e., process is more important than product).

X. TECHNOLOGY APPLICATIONS DOMAIN

Access to technology is necessary for all children. Some children may need accommodations and/or modifications to access some equipment. Consider necessary modifications to enable all children to successfully access technology.

Note: *Assistive Technology* (AT) is any item, piece of equipment, or product system whether acquired commercially or off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.

In preschool, children expand their ability to acquire information, solve problems, and communicate with others. Regular access and exposure to computers and related technology can enhance this learning. Children can use engaging, age-appropriate, and challenging software and technology to extend knowledge and enrich learning. These technologies serve as important learning tools and can be integrated throughout the instructional program.

What is the process for considering Assistive Technology for a child receiving Special Education services?

1. Review PLAAFP and Evaluation Data
2. Develop goals and objectives
3. Determine tasks that are difficult or impossible for student
4. Determine if Assistive Technology devices or services are required, and if yes, in which domains. Following are some examples of how AT could be included in each of the domains of the *Texas Prekindergarten Guidelines*.
 - a. Social and Emotional Domain: AT as sensory or perceptual tools such as cube chairs, fidget fanny pack, weighted materials
 - b. Language and Communication Domain: AT as tangible or picture symbols, Picture Exchange Communication System (PECS), manual communication boards, voice output devices, multiple choice presentations with eye-gaze frame
 - c. Emerging Literacy-Reading Domain: AT as picture-supported text, picture symbols to point to for comprehension, books on tape, digital talking books, highlighted text, enlarged text, Braille
 - d. Emerging Literacy- Writing Domain: AT as pencil grip, labeler, letter stamps, magnetic letters, voice recorder, adapted paper, talking word processor
 - e. Mathematics Domain: AT as magnetic or stamp numbers, enlarged manipulatives, abacus, ten frame, talking calculator, graphic organizer/sorting boxes
 - f. Science Domain: AT as switch-activated electronics (e.g., pouring cups), manual communication system or voice output, picture supports
 - g. Social Studies Domain: AT as adapted books (e.g., remnant books, digital books, video), communication system
 - h. Fine Arts Domain: AT as switch-activated art tools (e.g., paint spinner), eye-gaze communication system, enlarged materials, adapted scissors
 - i. Physical Development Domain: AT as adapted seating, slant boards, adapted writing tools, adapted scissors, adapted playground equipment
 - j. Technology Applications Domain: AT as mouse alternatives (e.g., joystick, switches), talking word processor, text to speech, increased font

X. TECHNOLOGY APPLICATIONS DOMAIN

A. Technology and Devices Skills

Children learn how technology can enhance our lives. Technology includes computers, voice/sound recorders, televisions, digital cameras, personal digital assistants, MP3 devices or iPods™, and iPads™. Surrounded by technology, children can benefit from becoming aware of and interacting with the variety of technology and devices that may be available. Children are supported in developing techniques for handling and controlling various devices, becoming increasingly confident and independent users of age-appropriate technologies.

Early Childhood Outcome and Guiding Questions	End of Prekindergarten Year Outcomes	Foundational Skills that may be useful in reaching Outcome:	Differentiation of Instruction for Children with Learning Differences
<p>Outcome 2: knowledge and skills</p> <p>❖ What kind of software can the child open, launch and use? Does she need help?</p>	<p>X.A.1. Child opens and navigates through software programs designed to enhance development of appropriate concepts.</p>	<ul style="list-style-type: none"> • Follows multi-step directions • Understands cause-effect • Has some background knowledge/familiarity with computers/software • Has sufficient dexterity for use of mouse, keyboard, touch screen, etc. • Has sufficient vision and hearing to understand software audio visuals • Listens to and interacts with storybooks in electronic forms 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides time and technology for children to use. • models use of computers and software using basic oral or visual cues. • provides a variety of interactive websites and software packages with audio, video, and graphics to enhance learning experiences (improving vocabulary, increasing phonological awareness, creating original works). • provides purpose of the interactive web/tech activities (e.g., “You are on this website so that you can re-tell me the story you’re listening to and reading” or “...so that you can show me the drawing or pictures you chose from the story.”). • uses built-in accessibility features in Windows and Word or Mac for children with physical, cognitive, and/or visual impairments (e.g., increased font-size, high contrast, on-screen keyboard, voice comment, WordTalk®, StickyKeys®, clip art, highlighting, etc.). • knows how to configure the mouse for left-handed users. • uses websites and activities to help build cause-effect, skill in mouse control, and navigation. • uses mouse alternatives such as a joystick, trackball or IntelliKeys® keyboard for children who are unable to use a standard mouse. • uses switches and switch interface with students

			<p>for whom no other computer access method would work (i.e., children who have physical impairments).</p> <ul style="list-style-type: none"> • asks Occupational Therapist (OT) or AT specialist for adapted equipment or strategies for students who cannot use the computer, mouse, or software in the standard way.
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ How well does the child use a mouse? Does he use any other way to access the computer? ❖ What parts of the computer is the child familiar with? How do you know? 	<p>X.A.2. Child uses and names a variety of computer input devices, such as mouse, keyboard, voice/sound recorder, touch screen, CD-ROM.</p>	<ul style="list-style-type: none"> • Moves and double-clicks the mouse to interact with software programs • Uses simple/basic terminology to describe work on computer • Follows multi-step directions • Understands cause-effect • Has some background knowledge/familiarity with computers/software • Has sufficient dexterity for use of mouse, keyboard, touch screen, etc. • Has sufficient vision and hearing to understand software audio visuals 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides instruction and practice time to enable children to master this skill of using the appropriate terminology and vocabulary. • develops games/activities using pictures or symbols to support labeling components of technology (e.g., places a sticker of a mouse on the mouse, places a picture of a key on the keyboard, plays “I spy” or scavenger hunt for the tech items to build connections/descriptive skills and vocabulary). • models and guides instruction of voice/sound recorder during echo-reading at story time, uses voice recorder during show-and-tell, or supports the child in using the recorder to tell the teacher what he/she wrote (e.g., classroom PowerPoint book could be made in which children can listen to their own voices reading). • models and practices computer routines (e.g., putting in CD-ROM) using visual schedules if needed. • uses mouse alternatives such as a joystick, trackball, or IntelliKeys® keyboard for children who are unable to use a standard mouse. • uses switches and switch interface with children for whom no other computer access method would work (i.e., children who have physical impairments). • asks AT specialist, OT, or Teacher of the Visually Impaired (TVI) for adapted equipment or strategies for children who cannot use the computer, mouse, or software in the standard way.

<p>Outcomes 2 & 3: knowledge and skills & take action to meet needs</p> <ul style="list-style-type: none"> ❖ Does the child use a touch screen? ❖ Does she use a voice/tape recorder to listen to music or books? How much help does she need to use these? 	<p>X.A.3. Child operates voice/sound recorders and touch screens.</p>	<ul style="list-style-type: none"> • Uses voice/sound recording and touch screen devices appropriately • Inserts and plays CD to listen to songs 	<p>The teacher:</p> <ul style="list-style-type: none"> • models and discusses how to use voice/sound recording and touch screen devices. • provides a CD or tape recorder for children to use during independent play. • allows child to read/record her own social story. • teaches children to narrate and tell the story of their day from an array of digital photos. • uses an iPad™ for instruction and teaches children about its care and use. • has a daily helper job for the “classroom tech support” duty (e.g., sets up the music for circle time or software for lessons, as appropriate). • models and practices computer routines (e.g., putting in CD-ROM) using visual schedules if appropriate. • asks AT specialist, OT, or TVI for adapted equipment or strategies for children who cannot use the computer, mouse, or software in the standard way.
<p>Outcome 2: knowledge and skills</p> <ul style="list-style-type: none"> ❖ How does the child use a variety of software packages with audio, video, and graphics to enhance learning experiences or creativity? 	<p>X.A.4. Child uses software applications to create and express own ideas.</p>	<ul style="list-style-type: none"> • Creates writings and drawings using software • Uses a variety of software packages with audio, video, and graphics to enhance learning experiences (e.g., improving vocabulary, increasing phonological awareness) 	<p>The teacher:</p> <ul style="list-style-type: none"> • models and discusses how to use software. • provides guided lessons to create a personalized classroom/child alphabet book using PowerPoint© with audio and video (e.g., A is for Adam, B is for Beebop Elementary, C is for Carlos, etc) . This book can go into listening center or be printed and used in classroom library. • helps children generate ideas before using technology by using artifacts from personal experiences such as a class party (e.g., party hat, party favor, photo book). • provides frequent practice for children to interact with different software programs. • prints, publishes, posts the children’s products on classroom bulletin board or website. • consults with TVI for strategies and materials to make printouts more tactile for children who are visually impaired so they may access and re-read their work. • asks AT specialist, OT, or TVI for adapted

			<p>equipment or strategies for children who cannot use the computer, mouse, or software in the standard way.</p>
<p>Outcome 2: knowledge and skills</p> <p>❖ Does the child learn new information through interaction with technology?</p>	<p>X.A.5. Child recognizes that information is accessible through the use of technology.</p>	<ul style="list-style-type: none"> • Understands the basics of how to use a computer, mouse, and software/apps (for fun) • Actively makes choices to use the computer • Engages with, imitates, repeats the information from the computer/tech games • Learns new information through interaction with technology 	<p>The teacher:</p> <ul style="list-style-type: none"> • models and discusses when and how to obtain information from websites (e.g., uses YAHOO® Kids website to look for and match weather forecast during circle time, visits an author’s website for a read-aloud story, or visits school or classroom website to find upcoming classroom or school events and pictures, etc.). • models and discusses that technology is another way to find information (e.g., when you don’t know something you can ask your teacher or your parent, or the answer may be found in a book or on the internet). • creates a chart or poster that illustrates what each website has to offer. The chart can include pictures of the homepage and pictures of activities from which a child can choose on that website (e.g., T-chart of Starfall.com symbol on left and picture of reading/book on right side). • consults with TVI or AT specialist for adapted equipment for children who cannot access the content on websites due to physical or visual impairments. • uses an interactive whiteboard, if available, for benefit of whole-class engagement, peer modeling, social skills such as turn-taking, and motivation/behavior support. • helps by guiding children to try several times to accomplish a task, to scroll "beyond the fold" (i.e., beyond what is initially displayed on the computer monitor), and to recognize and avoid ads and other distractions online.

Committee

Texas Education Agency

ESC Region XIII Contributors

Brenda Bush, M.Ed.

Maryteresa Tracy, M.S. Ed.

Education Specialist, Preschool

Education Specialist, Preschool

Consultant

Forrest Hancock, Ph.D.

Early Childhood Consultant

Special thanks are extended to the following individuals for their expertise:

Kathy Clapsaddle, M.S., CCC-SLP

Janice Esau, M.A. Ed.

Monica Gonzalez

Ann Jacobson, M.Ed., MRT

Nichole Kertis, OTR

Coordinator, Academic Services

Education Specialist

Education Specialist

Education Specialist

Education Specialist



References

- Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.
- Alexander, J. E., & Filler, R. C. (1976). *Attitudes and reading*. Newark, DE: International Reading Association.
- Allen, E. K., & Marotz, L. (1998). *Developmental Profiles: Pre-birth to 8*. Albany, NY: Delmar.
- Anderson, R.C. (1982). Allocation of attention during reading. In A. Falmmer & W. Kintsch (Eds.), *Discourse processing*. NY: North-Holland.
- Anthony, J. L., Lonigan, C. J., Burgess, S. R., Driscoll, K., Phillips, B., & Cantor, B. (2002). Structure of preschool phonological sensitivity: Overlapping sensitivity to rhyme, words, syllables, and phonemes. *Journal of Experimental Child Psychology*, 82(1), 65-92.
- Anthony, J. L., Lonigan, C. J., Driscoll, K., Phillips, B. M., & Burgess, S. R. (2003). Phonological sensitivity: A quasi-parallel progression of word structure units and cognitive operations. *Reading Research Quarterly*, 38(4), 470-487.
- Arnold, D. H., Lonigan, C. J., Whitehurst, G. J., Epstein, J. N. (1994). Accelerating language development through picture book reading: Replication and extension to a videotape training format. *Journal of Educational Psychology*, 86(2), 235-243.
- Arnold, D. H., & Whitehurst, G. J. (1994). Accelerating language development through picture book reading: A summary of dialogic reading and its effects. In D. K. Dickinson(Ed.), *Bridges to literacy: Approaches to supporting child and family literacy*. Cambridge, MA: Blackwell.
- August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The critical role of vocabulary development for English Language Learners. *Learning Disabilities Research and Practice*, 20(1), 50-57.
- August, D., & Shanahan, T. (2006). *Developing literacy in second-language learners: Report of the national literacy panel on language-minority children and youth*. Washington, DC: Center for Applied Linguistics.
- Baddeley, A. (1986). *Working memory*. New York: Oxford University Press.
- Badian, N. A. (1982). The prediction of good and poor reading before kindergarten entry: A four-year follow-up. *The Journal of Special Education*, 16, 309-318.
- Baghban, M. (1984). *Our daughter learns to read and write*. In J. A. Schickedanz, *Much more than the ABC's: The early stages of reading and writing*. Washington, DC: NAEYC.
- Baker, L., & Wigfield, A. (1999). Dimensions for children's motivation for reading and their relationships to reading activity and reading achievement. *Reading Research Quarterly*, 34(4), 452-477.

- Beck, I. & Juel, C. (1999). The role of decoding in learning to read. *Reading research anthology: The why of reading instruction (Core Literacy Training Series)*. Novato, CA: Arena Press.
- Becker, J. (1989). Preschoolers' use of number words to denote one to one correspondence. *Child Development, 60*, 1147-1157.
- Berlin, L. J., & Cassidy, J. (1999). Relations among relationships: Contributions from attachment theory and research. In J. Cassidy & P. Shaver (Eds.), *Handbook of attachment: Theory, research and clinical applications* (pp. 688-712). New York: Guilford.
- Bialystok, E. (2001). *Bilingualism in development: Language, literacy, and cognition*. Cambridge, UK: Cambridge University Press.
- Biemiller, A. (1999). *Language and reading success*. Cambridge, MA: Brookline Books.
- Biemiller, A. (2003). *Using stories to promote vocabulary*. Paper presented at the International Reading Association Symposium, Orlando, FL.
- Binger, C., & Light, J. (2007). The effect of aided AAC modeling on the expression of multi-symbol messages by preschoolers who use ACC. *Augmentative and Alternative Communication, 23*, 30-48.
- Birch, S. H., & Ladd, G. W. (1997). The teacher-child relationship and children's early school adjustment. *Journal of School Psychology, 35*(1), 61-79.
- Blachowicz, C. L. Z., Fisher, P. J. L., & Watts-Taffe, S. (2006). Vocabulary: Questions from the classroom. *Reading Quarterly, 41*(4), 524-535.
- Bohannon, J. N., & Bonvillian, J. D. (2001). Theoretical approaches to language acquisition. In J. B. Gleason (Ed.), *The development of language* (5th ed., pp. 255-314). Boston: Allyn and Bacon.
- Bortoli, A. M., & Brown, P. (2008). The social attention skills of preschool children with an intellectual disability and children with a hearing loss. (Report). *Australian Journal of Early Childhood*. Retrieved from: <http://www.accessmylibrary.com/article-1G1-191855899/social-attention-skills-preschool.html>
- Bowman, B. T., Bonovan, M. S., & Burns, S. (Eds.) (2001). *Eager to learn: Educating our preschoolers*. (National Research Council Committee on Early Childhood Pedagogy, Commission on Behavioral and Social Sciences and Education). Washington, DC: National Academy Press.
- Bradley, L., & Bryant, P. (1985). *Rhyme and reason in reading and spelling*. Ann Arbor, MI: University of Michigan Press.
- Bransford, J., Brown, A., & Cocking, R. R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Committee on Developments in the Science of Learning, National Research Council. Washington, DC: National Academic Press.

- Brazelton, T. B., & Sparrow, J. D. (2001). *Touchpoints three to six: Your child's emotional and behavioral development*. Cambridge, MA: Perseus.
- Bredenkamp, S., & Copple, C. (Eds.). (1997). *Developmentally Appropriate Practice in Early Childhood Programs* (Rev. ed.). Washington, DC: National Association for the Education of Young Children.
- Bricker, D., Squires, J., Mounts, L., Potter, L. W., Nickel, R., Twombly, E., & Farrell, J. (1999). *The Ages and Stages Questionnaires (ASQ): A Parent-Completed, Child-Monitoring System* (2nd ed.). Baltimore: Paul H. Brookes Publishing.
- Bronfenbrenner, U. (1979). *The ecology of human development*. Cambridge, MA: Harvard University Press.
- Brown, P. M., Bortoli, A., Remine, M. D. & Basyariatul, O. (2008). Social engagement, attention and competence of preschoolers with hearing loss. *Journal of Research into Special Education Needs*, 8(1), 19-26.
- Brush, L. R. (1978). Preschool children's knowledge of addition and subtraction. *Journal of Research in Mathematics Education*, 9, 44-54.
- Bryant, P. E., MacLean, M., Bradley, L. L., & Crosswell, J. (1990). Rhyme and alliteration, phoneme detection, and learning to read. *Developmental Psychology*, 26(3), 429-438.
- Burgess, S. R., & Lonigan, C. J. (1998). Bidirectional relations of phonological sensitivity and prereading abilities: Evidence from a preschool sample. *Journal of Experimental Child Psychology*, 70, 117-141.
- Burton, R., & Denham, S. A. (1998). Are you my friend? A qualitative analysis of a social-emotional intervention for at-risk 4-year-olds. *Journal of Research in Childhood Education*, 12, 210-224.
- Byers, J. A. (1998). The biology of human play. *Child Development*, 69(3), 599-600.
- Byrne, B., & Fielding-Barnsley, R. F. (1993). Evaluation of a program to teach phonemic awareness to young children: A one-year follow-up. *Journal of Educational Psychology*, 87, 488-503.
- Calhoun, E. F. (1999). *Teaching beginning reading and writing with the picture word inductive model*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Cárdenas-Hagan, E., Carlson, C. D., & Pollard-Durodola, E. D. (2007). The cross-linguistic transfer of early literacy skills: The role of initial L1 and L2 skills and language of instruction. *Language, Speech and Hearing Services in Schools*, 38(3), 249-259.
- Case-Smith, J. (Ed.) (2001). *Occupational therapy for children* (4th ed.). St. Louis, MO: Mosby.

- Cazden, C. B. (1986). Classroom Discourse. In M. C. Wittrock (Ed.), *Handbook of Research on Teaching* (3rd ed.). New York: Macmillan.
- Chall, J. S. (1967). *Learning to read: The great debate*. New York: McGraw-Hill.
- Chaney, C. (1992). Language development, metalinguistic skills, and print awareness in three-year-old children. *Applied Psycholinguistics*, 12, 485-514.
- Chang, F., Crawford, G., Early, D., Bryant, D., Howes, C., Burchinal, M., Barbarin, O., Clifford, R., & Pianta, R. (2007). Spanish speaking children's social and language development in pre-kindergarten classrooms. *Early Education and Development*, 18(2), 243-269.
- The Child Mental Health Foundations and Agencies Network. (2003). *A good beginning: Sending America's children to school with the social and emotional competence they need to succeed* (p. v). Chapel Hill: University of North Carolina, FPG Child Development Center.
- Children, Youth, and Women's Health Service, Parenting and Child Health. *Child development: 3-4 years*. Retrieved from: <http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=114&np=122&id=1888>
- Cisero, C. A., & Royer, J. M. (1995). The development of cross-language transfer of phonological awareness. *Contemporary Educational Psychology*, 20(3), 275-303.
- Clay, M. M. (1975). *What did I write?* In J. A. Schickedanz, *Much more than the ABC's: The early stages of reading and writing*. Washington, DC: NAEYC.
- Clay, M. M. (1979). *Reading: The patterning of complex behavior*. Auckland, NZ: Heinemann.
- Clay, M. M. (1985). *The early detection of reading difficulties* (3rd ed.). Portsmouth, NH: Heinemann.
- Clay, M. M. (1993). *Reading recovery: A guidebook for teachers in training*. Portsmouth, NH: Heinemann.
- Clay, M. M. (1997). Exploring with a pencil. *Theory into Practice*, 16(5), 334-341.
- Clay, M. M. (2002). *An observation survey of early literacy achievement* (2nd ed.). Portsmouth, NH: Heinemann.
- Clayton County Schools. (2008). *Prekindergarten education: Developmental milestones*. Retrieved from <http://www.clayton.k12.ga.us/departments/instruction/prek/developmentalmilestones.asp>

- Clements, D. H. (2004a). Major themes and recommendations. In D. H. Clements, J. Sarama, & A. M. DiBiase (Eds.), *Engaging young children in mathematics: Standards for early childhood mathematics education*. Mahwah, NJ: Erlbaum.
- Clements, D. H. (2004b). Geometric and spatial thinking in early childhood education. In D. H. Clements, J. Sarama, & A. M. DiBiase (Eds.), *Engaging young children in mathematics: Standards for early childhood mathematics education*. Mahwah, NJ: Erlbaum.
- Clements, D. H. (2004c). Measurement in pre-k to grade 2 mathematics. In D. H. Clements, J. Sarama, & A. M. DiBiase (Eds.), *Engaging young children in mathematics: Standards for early childhood mathematics education*. Mahwah, NJ: Erlbaum.
- Copley, J. (2001). *The young child and mathematics*. Washington, DC: National Association for the Education of Young Children.
- Crosser, S. (1992). Managing the early childhood classroom. *Young Children*, 47(2), 23-29.
- Denham, S. A. (1986). Social cognition, social behavior, and emotion in preschoolers: Contextual validation. *Child Development*, 57, 194-201.
- Denham, S., Mason, T., Caverly, S., Schmidt, M., Hackney, R., Caswell, C., & DeMulder, E. (2001). Preschoolers at play: Co-socialisers of emotional and social competence. *International Journal of Behavioral Development*, 25(4), 290-301.
- Developmental Accomplishment Chart (DAC) Level 1: 0-60 months*. Lewisville, NC: Kaplan.
- Developmental Accomplishment Chart (DAC) Level 2: 60-108 months*. Lewisville, NC: Kaplan.
- Dickinson, D. K., Anastasopoulos, L., McCabe, A., Peisner-Feinberg, E. S., & Poe, M. D. (2003). The comprehensive language approach to early literacy: The interrelationships among vocabulary, phonological sensitivity, and print knowledge among preschool-aged children. *Journal of Educational Psychology*, 95(3), 465-481.
- Dickinson, D. K., Hao, W., & He, Z. (1995). Pedagogical and classroom factors related to how teachers read to three- and four-year-old children. In D. J. Leu (Ed.), *NRC yearbook*. Chicago: National Research Council.
- Dickinson, D. K., & Snow, C. E. (1987). Interrelationships among prereading and oral language skills in kindergartners from two social classes. *Early Childhood Research Quarterly*, 2, 1-25.
- Dougherty, C. (Ed.). (1999). *Improving early literacy of preschool children: A handbook for prekindergarten educators*. Lyndon B. Johnson School of Public Affairs (Policy Research Project on Early Childhood Education in Texas). Austin, TX: LBJ School of Public Affairs.

- Durgunoglu, A. Y., & Oney, B. (April 19-20, 2000). Literacy development in two languages: Cognitive and sociocultural dimensions of cross-language transfer. *Research symposium on high standards in reading for students from diverse language groups: Research, practice, and policy*. Washington, DC: U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs.
- Duncan, G. J., Dowsett, C. J., Claessens, A., Magnuson, K., Huston, A. C., Klebanov, P., Pagani, L. S., Feinstein, L., Engel, M., Brooks-Gunn, J., Sexton, H., Duckworth, K., & Japel, C. (2007). School readiness and later achievement. *Developmental Psychology, 43*(6), 1428-1447.
- Dunn, L., Beach, S. A., & Kontos, S. (1994). Quality of literacy environment in day care and children's development. *Journal of Research in Childhood Education, 9*(1), 24-34.
- Ehrman, M. E., Leaver, B. L., & Oxford, R. L. (2003). A brief overview of individual differences in second language learning. *System, 31*(3), 313-330.
- Eisenberg, N., Spinrad, T. L., Fabes, R. A., Reiser, M., Cumberland, A., Shepard, S. A., Valiente, C., Losoya, S. H., Guthrie, I. K., & Thompson, M. (2004). The relations of effortful control and impulsivity to children's resiliency and adjustment. *Child Development, 75*(1), 25-46.
- Ervin-Tripp, S. (1974). Is second language learning like the first? *TESOL Quarterly, 8*(2), 111-128.
- Findings from the National School Readiness Indicators Initiative: A 17 State Partnership. (2005). *Getting ready*. Providence, RI: Rhode Island Kids Count. Retrieved from: <http://www.GettingReady.org>
- Foundations for young children ages 3-5*. Indiana Department of Education. Retrieved from: <http://media.doe.in.gov/exceptional/3-5/index.html>
- Freeman, S., & Freeman, D. (2006). *Teaching reading and writing in Spanish and English in bilingual and dual language classrooms* (2nd ed.). Heinemann: Portsmouth: NH.
- Fuson, K. C. (1992). Research on whole number addition and subtraction. In D. A. Grouws (Ed.), *Handbook of research on mathematics teaching and learning*. New York: Macmillan.
- Fuson, K. C. (2004). Pre-K to grade 2 goals and standards: Achieving 21st century mastery for all. In D. H. Clements, J. Sarama, & A. M. DiBiase (Eds.), *Engaging young children in mathematics: Standards for early childhood mathematics education*. Mahwah, NJ: Erlbaum.
- Gard, A., Gilman, L., & Gorman, J. (1993). *Speech and language development chart* (2nd ed.). Austin, TX: PRO-ED.
- Gardner, H. (1980). *Artful scribbles: The significance of children's drawings*. In J. A. Schickedanz, *Much more than the ABC's: The early stages of reading and writing*. Washington, DC: NAEYC.

- Genishi, C., Yung-Chan, D., & Stires, S. (2000). Talking their way into print: English language learners in a prekindergarten classroom. In D. S. Strickland & L. M. Morrow (Eds.), *Beginning reading and writing* (pp. 66-80). New York: Teachers College Press.
- Ginsburg, H. P., Cannon, J., Eisenband, J., & Pappas, S. (2006). Mathematical thinking and learning. In K. McCartney & D. Phillips (Eds.), *Blackwell handbook of early childhood development*. Malden, MA: Blackwell Publishing.
- Ginsburg, H. P., Inoue, N., & Seo, K. H. (1999). Young children doing mathematics: Observations of everyday activities. In J. V. Copley (Ed.), *Mathematics in the early years*. Reston, VA: National Council of Teachers of Mathematics.
- Ginsburg, H. P., & Seo, K. (1999). Mathematics in children's thinking. *Mathematical thinking and learning*, 1(2), 113-129.
- Halliday, M. A. K., & Webster, J. J. (Eds.). (2006). *The language of early childhood*. New York: Continuum International Publishing Group.
- Harris, P. (2006). Social cognition. In W. Damon, R. M. Lerner, D. Kuhn, & R. S. Siegler (Eds.), *Handbook of child psychology : Cognition, perception, and language* (6th ed., Vol. 2, pp. 811-858). New York: Wiley.
- Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experiences of young American children*. Baltimore: Brookes Publishing Co.
- HELP Checklist Birth to Three Years (Revised)*. (2004). Palo Alto, CA: VORT Corporation.
- HELP for Preschoolers Assessment and Curriculum Guide*. (1999). Palo Alto, CA: VORT Corporation.
- HELP for Preschoolers Checklist*. (2004). Palo Alto, CA: VORT Corporation.
- Hiebert, E. H. (1978). Preschool children's understanding of written language. *Child Development*, 49, 1231-1234.
- Holden, G. W., & Edwards, L. A. (1989). Parental attitudes toward child rearing: Instruments, issues, and implications. *Psychological Bulletin*, 106, 29-58.
- Howes, C. (1997). Children's experiences in center-based child care as a function of teacher background and adult-child ratio. *Merrill-Palmer Quarterly*, 43(3), 404-425.
- Howes, C., Phillipsen, L. C., & Peisner-Feinberg, E. (2000). The consistency of perceived teacher-child relationships between preschool and kindergarten. *Journal of School Psychology*, 38(2), 113-132.

- Huffman, L. C., Mehlinger, S. L., & Kerivan, A. S. (2000). *Risk factors for academic and behavioral problems at the beginning of school, off to a good start: Research on the risk factors for early school problems and selected federal policies affecting children's social and emotional development and their readiness for school*. Chapel Hill: University of North Carolina, FPG Child Development Center.
- Indrisano, R., & Chall, J. S. (1995). Literacy development. *Journal of Education*, 177(1), 63-81.
- International Reading Association and the National Association for the Education of Young Children. (1998). Learning to read and write: Developmentally appropriate practice for young children (Joint position paper). *Young Children*, 53(4), 30-46.
- Johnson-Martin, N. M., Hacker, B. J., & Attermeier, S. M. (2004a). *Assessment log and developmental progress chart for the Carolina curriculum for infants and toddlers with special needs* (3rd ed.). Baltimore, MD: Brookes Publishing Co.
- Johnson-Martin, N. M., Hacker, B. J., & Attermeier, S. M. (2004b). *Assessment log and developmental progress chart for the Carolina curriculum for preschoolers with special needs* (2nd ed.). Baltimore, MD: Brookes Publishing Co.
- Johnson-Martin, N. M., Hacker, B. J., & Attermeier, S. M. (2004c). *The Carolina curriculum for preschoolers with special needs* (2nd ed.). Baltimore, MD: Brookes Publishing Co.
- Joyner, J., Andrews, A., Clements, D. H., Flores, A., Midgett, C., & Roitman, J. (2003). Standards for grades Pre-K-2. In J. Ferrini-Mundy, W. G. Martin, & E. Galindo (Eds.), *Principles and standards for school mathematics* (3rd ed.). National Council of Teachers of Mathematics.
- Justice, L. M., Bowles, R. P., & Skibbe, L. E. (2006). Measuring preschool attainment of print-concept knowledge: A study of typical and at-risk 3- to 5-year-old children using item response theory. *Language, Speech, and Hearing Services in Schools*, 37, 224-235.
- Justice, L. M., & Ezell, H. K. (2002). Use of storybook reading to increase print awareness in at-risk children. *American Journal of Speech-Language Pathology*, 11, 17-29.
- Justice, L. M., & Kaderavak, J. (2002). Using storybook reading to promote emergent literacy. *Teaching Exceptional Children*, 34(4), 8-13.
- Justice, L. M., Meier, J., & Walpole, S. (2005). Learning new words from storybooks: Findings from an intervention with at-risk kindergarteners. *Language, Speech, and Hearing Services in Schools*, 36, 17-32.
- Kilpatrick, J., Swafford, J. J., & Findell, B. (Eds.). (2001). *Adding it up: Helping children learn mathematics* (1st ed.). Mathematics Learning Study Committee. Washington, DC: National Academy Press.
- Klein, A., & Starke, P. J. (2004). Fostering preschool children's mathematical knowledge: Findings from the Berkeley math readiness project. In D. H. Clements & J. Sarama (Eds.), *Engaging young children in mathematics: Standards for early childhood mathematics education*. Hillsdale, NJ: Lawrence Erlbaum.

- Kohl, M. F., Ramsey, R. F., & Bowman, D. (2002). *First art: Art experiences for toddlers and twos*. Beltsville, MD: Gryphon House.
- Kress, G. N. (1994). *Learning to write*. New York: Routledge.
- Landry, S. (2005). *Effective early childhood programs: Turning knowledge into action*. Houston: Rice University Press.
- Landry, S. H., & Smith, K. E. (2006). The influence of parenting on emerging literacy skills. In D. K. Dickinson & S. B. Neuman (Eds.), *Handbook of Early Literacy Research* (Vol. 2, pp. 135-148). New York: Guilford Press.
- Landry, S. H., Smith, K. E., Miller-Loncar, C. L., & Swank, P. R. (1997). Predicting cognitive-language and social growth curves from early maternal behaviors in children at varying degrees of biological risk. *Developmental Psychology, 33*(6), 1040-1053.
- Landry, S. H., Smith, K. E., Swank, P. R., Assel, M., & Vellet, N. S. (2001). Does early responsive parenting have a special importance for children's development or is consistency across early childhood necessary? *Developmental Psychology, 37*(3), 387-403.
- Lieberman, I. Y., Shankweiler, D., Fischer, W. F., & Carter, B. (1974). Explicit syllable and phoneme segmentation in the young child. *Journal of Experimental Child Psychology, 18*, 201-212.
- Linder, T. (2008a). *Transdisciplinary play-based assessment* (2nd ed.). Baltimore, MD: Brookes Publishing Co.
- Linder, T. (2008a). *Transdisciplinary play-based intervention* (2nd ed.). Baltimore, MD: Brookes Publishing Co.
- Lonigan, C. J. (1994). Reading to preschoolers exposed: Is the emperor really naked? *Developmental Review, 14*, 303-323.
- Lonigan, C. J. (2004). Emergent literacy skills and family literacy. In B. H. Wasik (Ed.), *Handbook on family literacy: Research and service* (pp.57-82). Mahwah, NJ: Lawrence Erlbaum Associates.
- Lonigan, C. J., Burgess, S. R., & Anthony, J. L. (2000). Development of emergent literacy and early reading skills in preschool children: Evidence from a latent variable longitudinal study. *Developmental Psychology, 36*, 596-613.
- McGee, L. M., Lomax, R. G., & Head, M. H. (1988). Young children's written language knowledge: What environmental and functional print reveals. *Journal of Reading Behavior, 20*, 99-118.
- McLane, J. B., & Spielberger, J. (1996). Play in early childhood development and education: Issues and questions. In A. Phillips (Ed.), *Topics in early education: Playing for keeps* (Vol. 2). St. Paul, MN: Red Leaf Press.

- McLane, J. B. (2003). 'Does not,' 'Does too.' Thinking about play in the early childhood classroom. (Occasional paper no. 4). Chicago, IL: Herr Research Center, Erikson Institute.
- Morrow, L. M. (1989). *Literacy development in the early years: Helping children read and write*. Englewood Cliffs, NJ: Prentice Hall.
- National Association for the Education of Young Children (NAEYC) and National Council of Teachers of Mathematics (NCTM). (adopted 2002, updated 2010). *Early childhood mathematics: Promoting good beginnings* (Joint position statement). Retrieved from: <http://www.naeyc.org/files/naeyc/file/positions/psmath.pdf>
- National Council for the Social Studies. (1988). *Social studies for early childhood and elementary school children: Preparing for the 21st century*. NCSS Task Force on Early Childhood/Elementary Social Studies (Report). Retrieved from: <http://www.socialstudies.org/positions/elementary>
- National Council of Teachers of Mathematics (NCTM). (2000). *Principles and standards for school mathematics*. Reston, VA: Author.
- National Council of Teachers of Mathematics (NCTM). (2007). *Focal points*. Reston, VA.
- National Educational Goals Panel. (1991). Goal 1 technical planning group report on school readiness (pp. 10-11). Washington, DC: Author.
- National Research Council (1999). M. S. Burns, P. Griffin, & C. E. Snow (Eds.) (1999). *Starting out right: A guide to promoting children's reading success*. Washington, DC: National Academy Press.
- National Research Council, Committee on Early Childhood Pedagogy. (2001). B. T. Bowman, M. S. Donovan, & M. S. Burns (Eds.), *Eager to learn: Educating our preschoolers*. Washington, DC: National Academy Press.
- National Research Council and Institute of Medicine, Committee on Integrating the Science of Early Childhood Development. (2000). J. P. Shonkoff, & D. A. Phillips (Eds.), *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.
- Neuman, S. B., & Roskos, K. (1990). Play, print, and purpose: Enhancing play environments for literacy development. *The Reading Teacher*, 44, 214-221.
- Neuman, S. B., & Roskos, K. (1993). *Language and literacy learning in the early years*. Fort Worth, TX: Harcourt Brace.
- Neyman, J., & Gonzalez, A. (Jan. 10, 2004). *Telling us about our early behavior even in kindergarten, social skills trump*. USA Today. In National survey of 350 preschool teachers finds social skills trump academic abilities. *PR Newswire, Horizon Research Corporation*. (2006). Retrieved from: http://www.accessmylibrary.com/coms2/summary_0286-12288704_ITM
- Owocki, G. (2001). *Make way for literacy: Teaching the way young children learn*. Washington, DC: NAEYC.

- Parlakian, R., & Lerner, C. (2008). *Your child's development*. Zero to Three. Retrieved from: <http://www.zerotothree.org/child-development/early-development/your-babys-development.html>
- Peña, E. D. (2007). Lost in translation: Methodological considerations in cross-cultural research. *Child Development, 78*(4), 1255-1264.
- Piaget, J. (1952). *The origins of intelligence in children*. New York: Norton.
- Pianta, R. C., Steinberg, M. S., & Rollins, K. B. (1995). The first two years of school: Teacher-child relationships and deflections in children's classroom adjustment. *Development and Psychopathology, 7*, 295-312.
- Project Zero and Reggio Children. (2001). *Making learning visible: Children as individual and group learners*. Reggio Emilia, Italy: Reggio Children.
- Rall, J., & Harris, P. L. (2000). In Cinderella's slippers: Story comprehension from the protagonist's point of view. *Development Psychology, 36*(2), 202-208.
- Raver, C. C., & Knitzer, J. (2002). *Ready to enter: What research tells policymakers about strategies to promote social and emotional readiness among 3- and 4-year-old children* (Policy Paper #3), National Center for Children in Poverty. Columbia University: Mailman School of Public Health. Retrieved from: http://www.nccp.org/publications/pdf/text_485.pdf
- Report of the National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading instruction*. (NIH Publication No. 00-4769). Washington, DC: National Institute of Child Health and Human Development.
- Rimm-Kaufman, S. E., & Pianta, R. C., & Cox, M. J. (2000). Teachers' judgments of problems in the transition to kindergarten. *Early Childhood Research Quarterly, 15*(2), 147-167.
- Roskos, K., Ergul, C., Bryan, T., Burstein, K., Christie, J., & Han, M. (2008). Who's learning what words and how fast: Preschoolers' vocabulary growth in an early literacy program. *Journal of Research in Childhood Education, 22*(3), 275-291.
- Schickedanz, J. A. (1990). *Adam's righting revolutions: One child's literacy development from infancy through grade one*. Portsmouth, NH: Heinemann.
- Schickedanz, J. A. (1999). *Much more than the ABC's: The early stages of reading and writing*. Washington, DC: NAEYC.
- Seefeldt, C., Castle, S., & Falconer, R. C. (2010). *Social studies for the preschool/primary child* (8th ed.). Boston, MA: Merrill.
- Seefeldt, C. & Galper, A. (2006). *Active experiences for active children: Social studies* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

- Senechal, M. (1997). The differential effect of storybook reading on preschoolers' acquisition of expressive and receptive vocabulary. *Child Language, 24*, 123-138.
- Snow, C. E. (1983). Literacy and language: Relationships during the preschool years. *Harvard Educational Review, 53*, 165-189.
- Snow, C. E. (1986). Conversations with children. In P. Fletcher and M. Garmen (Eds.), *Language acquisition: Studies in first language development* (pp. 69-89). NY: Cambridge University Press.
- Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Stahl, S. A. (1999). *Vocabulary development*. Cambridge, MA: Brookline Press.
- Starkey, P. (1992). The early development of numerical reasoning. *Cognition, 43*, 93-126.
- Starkey, P., & Cooper, R. G. (1995). The development of subitizing in young children. *British Journal of Developmental Psychology, 13*, 399-420.
- Starkey, P., Klein, A., & Wakeley, A. (2004). Enhancing young children's mathematical knowledge through a pre-kindergarten mathematics intervention. *Early Childhood Research Quarterly, 19*, 99-120.
- Sulzby, E. (1986). Writing and reading: Signs of oral and written language organization in the young child. In W. H. Teale & E. Sulzby (Eds.), *Emergent literacy: Reading and writing* (p. 50-89). Westport, CT: Ablex Publishing.
- Tabors, P. O. (1997). *One child, two languages: A guide for preschool educators of children learning English as a second language*. Baltimore: Brookes Publishing Company.
- Tabors, P. O., & Snow, C. E. (2002). Young bilingual children and early literacy development. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (Vol. 1, pp. 159-178). New York: Guilford Press.
- Temple, C. A., Ogle, D., Crawford, A. N., & Freppon, P. (2005). *All children read: Teaching for literacy in today's diverse classroom*. Boston, MA: Pearson.
- Texas Education Agency. *LEER MAS I*, Retrieved from: www.tea.state.tx.us/curriculum/biling/tearesources.html
- Texas Education Agency. *LEER MAS II*, Retrieved from: www.tea.state.tx.us/curriculum/biling/tearesources.html

- Texas Education Agency. *Implementing the prekindergarten curriculum guidelines for language and early literacy*. Retrieved from: www.texasreading.org/utclra/materials/prek_language.asp
- Texas Education Agency. (2008). *Revised Texas prekindergarten guidelines*. Retrieved from: http://www.tea.state.tx.us/ed_init/pkguidelines/PKG_Final_100808.pdf
- Texas Family Literacy Resource Center. Retrieved from: www.tei.education.txstate.edu/famlit/EarlyChildhood/earlychildhood.html
- Thelen, E., & Smith, L. B. (1996). *A dynamic systems approach to the development of cognition and action* (pp. 222-311). Cambridge MA: MIT Press.
- Trowell, J. (1997). *Understanding your three year-old (Understanding your child - The Tavistock Clinic Series)*. Los Angeles: Warwick Publishing.
- van Kleeck, A. (1998). Preliteracy domains and stages: Laying the foundation for beginning reading. *Journal of Childhood Communication Development*, 20(1), 33-51.
- Van Kleeck, A. (2003). Research on book sharing: Another critical look. In A. van Kleeck, S. A. Stahl, & E. B. Bauer (Eds.), *On reading books to children: Parents and teachers* (pp. 271-320). Mahwah, NJ: Lawrence Erlbaum Associates.
- Vaughn, S., Kim, A. H., Claire, M. S., Hughes, M. T., Elbaum, B., & Sridhar, S. (2003). Social skills interventions for young children with disabilities: A synthesis of group design studies. *Remedial and Special Education*. Retrieved from: <http://www.accessmylibrary.com/article-1G1-97467814/social-skills-interventions-young.html>
- Vlachopoulos, S., Biddle, S., & Fox, K. (1997). Determinants of emotion in children's physical activity: A test of goal perspectives and attribution theories. *Pediatric Exercise Science*, 9, 65-79.
- Voress, J. K., & Pearson, N. A. (2003). *Early childhood development chart*. Austin, TX: PRO-ED.
- Vygotsky, L. S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.
- Walley, A. C., Mestslal, J. L., & Garlock, V. M. (2003). Spoken vocabulary growth: Its role in the development of phoneme awareness and early reading ability. *Reading and Writing: An Interdisciplinary Journal*, 16, 5-20.
- Wetherby, A. M. (June, 2002). *Language, literacy, and reading in the early years: Do they make a difference?* Presentation at 2002 NAEYC Institute, Albuquerque, New Mexico. Retrieved from: <http://firstwords.fsu.edu>
- Whitehurst, G. J. (1997). Language learning in children reared in poverty. In L. B. Adamson and M. A. Ronski (Eds.), *Research on communication and language disorders: Contribution to theories of language development*. Baltimore: Brookes Publishing.

- Whitehurst, G. J., Epstein, J. N., Angell, A. L., Payne, A. C., Crone, D. A., & Fischel, J. E. (1994). Outcomes of an emergent literacy intervention in Head Start. *Journal of Educational Psychology, 86*, 542-555.
- Whitehurst, G. J., & Lonigan, C. J. (1998). Child development and emergent literacy. *Child Development, 69*(3), 848-872.
- Whitehurst, G. J., & Lonigan, C. J. (2002). Emergent literacy: Development from prereaders to readers. In S. B. Neuman & D. K. Dickenson (Eds.), *Handbook of early literacy research* (Vol. 1, pp. 11-29). New York: Guilford Press
- Widerstrom, A. H. (2005). *Achieving learning goals through play: Teaching young children with special needs* (2nd ed.). Baltimore, MD: Brookes Publishing Co.