



**Arizona
Early Learning
Standards
3rd Edition**



Arizona Department of Education

EARLY LEARNING STANDARDS

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Arizona Department of Education

Early Learning Standards

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Original Edition Contributors

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

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Refined Edition Contributors

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

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

Elayne Achilles	Rosanne Dlugosz	Gay Kohl	Jill Rosenzweig
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Introduction

STATEMENT OF PURPOSE

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

Every Child

Is a unique, complex learner;

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

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

Is entitled to opportunities to learn through active exploration;

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

GUIDING PRINCIPLES

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

- ✚ Families are the primary caregivers and educators of young children.
- ✚ Children are capable and competent regardless of their backgrounds, their experiences and their varying abilities.
- ✚ Children learn best when they have relationships that are safe, consistent, predictable and nurturing and when there is positive interaction among teacher, parent, and child and when their health, nutritional and emotional needs are met.
- ✚ Early Childhood is a critical period for children to develop executive functioning which is the basis of all life skills including self-regulation, motivation, consider perspective of others, **cognitive flexibility**, self-reflection, and positive social dispositions.
 - Young children learn through active exploration of their environment where there is a balance between self- discovery, intentional planned experiences and adult-initiated activities.
 - Children construct knowledge based on prior experiences, play, and social interactions with other children and nurturing adults.
 - Optimal learning occurs in environments where the adult is respectful of the child, the family, the language, the culture, and the community.
 - Children develop a sense of empowerment, curiosity, and persistence by consistently having many opportunities to make choices within their daily routines.
- ✚ Children progress at unique rates, have individual learning styles and possess diverse abilities.
- ✚ Children's progress is best understood through observable behavioral change using ongoing and consistent observation and monitoring, anecdotal record keeping, and collection of children's work.
- ✚ Children's learning is enhanced when assessment information is interpreted and results are applied through the intentional development of new learning encounters that support all essential domains of school readiness.

INCLUSIVE PRACTICES

Early Childhood Special Education

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

English Language Learners

All children have acquired knowledge as a result of the language used in their home since birth. The richer the home language and background experiences, the easier it is for children to learn a second language. Children develop language much the same way they acquire other skills, along a continuum, at different rates, and with individual learning styles. Some children may experience a silent period while they learn English; other children may practice their knowledge by mixing or combining languages; still others may quickly acquire English-language proficiency. Each child's progress in learning English needs to be respected and viewed as acceptable, logical, and part of the ongoing process of learning any new skill. The language skills needed for young English language learners to become proficient in English are fully embedded in the Arizona Early Learning Standards. Using the standards to plan enriching experiences will enhance children's proficiency in English and enable them to become successful learners in Kindergarten - 12 schools.

The Arizona Early Learning Standards are:

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

The Arizona Early Learning Standards are not:

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

The Arizona Early Learning Standards Format

The Arizona Early Learning Standards represent an agreed upon framework of skills that young children need to experience in order to develop a foundation for higher levels of learning. The Early Learning Standards Document is comprised of three components:

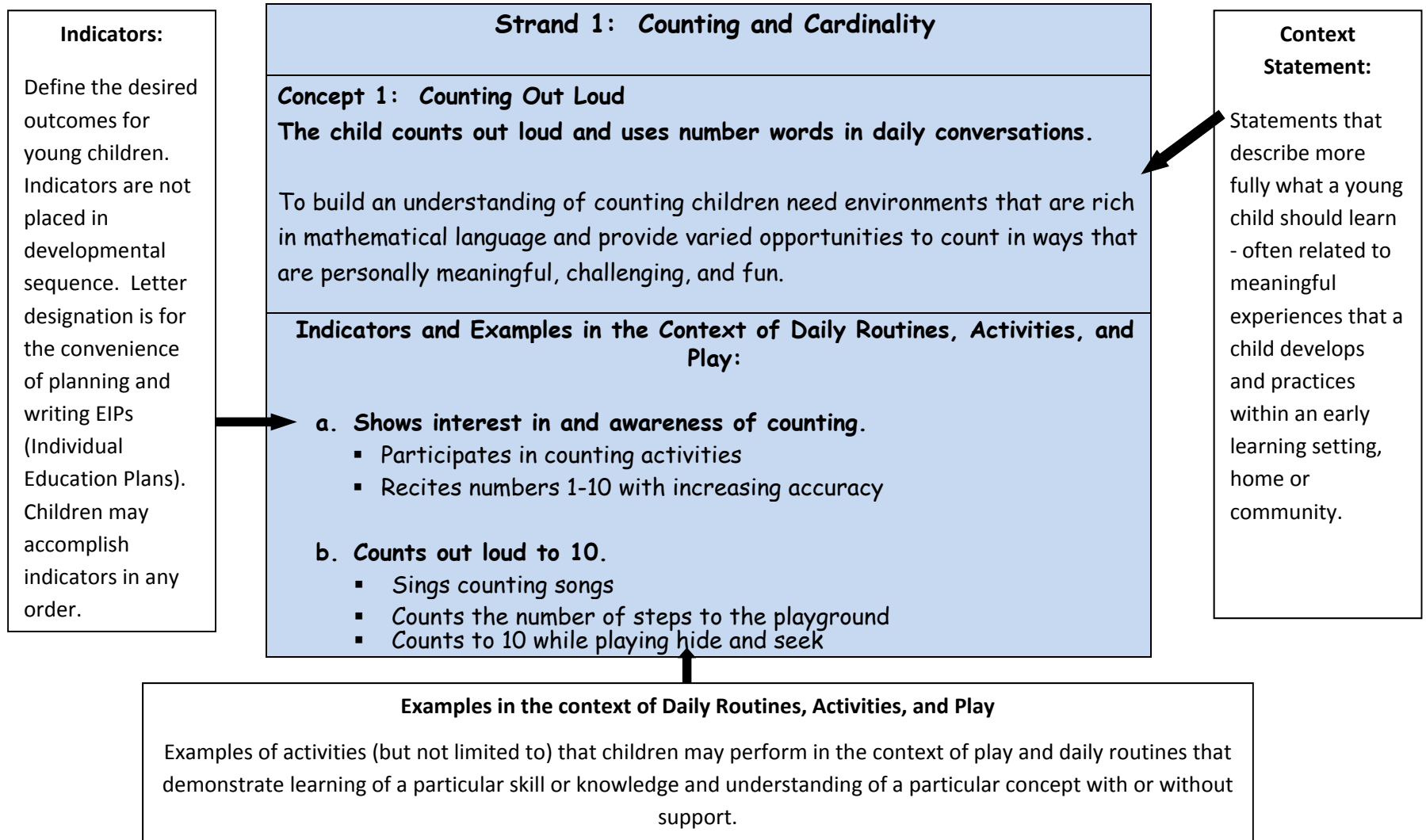
1. The Strands, Concepts, Indicators and Examples relevant to Daily Routines, Activities, and Play,
2. Integration - Guidance and examples for integrating mathematics and language/literacy into all domains of early learning, and
3. Alignment - A matrix demonstrating how the Early Learning Standards align with the Infant and Toddler Guidelines, the Head Start Child Outcomes, and the Arizona Kindergarten Standards.

A Visual Explanation of the Arizona Early Learning Standards

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

Strand: The “Big Idea” – a component of the Standard

Concept: One topic or sub-skill of the Element



Integration

The Integration Section within each Domain Standard provides guidance and examples for integrating approaches to learning, mathematics and language/literacy into all domains of early learning. For example, in the Mathematics Domain, the Integration section provides examples of Approaches to Learning and for integrating Language and Literacy into the early learning mathematics experience.

MATHEMATICS	
STRAND 1: COUNTING AND CARDINALITY	
Approaches to Learning - Actions that would incorporate Approaches to Learning into Mathematics.	Language & Literacy - Actions that would incorporate Language and Literacy into Mathematics.
1. The pre-k class was curious about how many airplanes were flying over their playground. During the year, with support from the teachers, they tallied the number of planes that flew over their playground each day.	1. The children, with support from the teachers, made a chart to help tell the story about the number of trains that went by the playground during the school year. The teacher brought non-fiction books into the classroom about trains.

Alignment

The Alignment Section within each Domain provides a matrix demonstrating how the Early Learning Standards align with the Infant and Toddler Guidelines, the Head Start Child Outcomes, and the Arizona Kindergarten Standards.

Example

STRAND 1: LANGUAGE			
INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Listening and Understanding	Receptive Language Understanding	Receptive Language	Speaking and Listening
Shows interest in listening to sounds. (LDC)	a. Demonstrates understanding a variety of finger-plays, rhymes, chants, poems, conversations, and stories.	Attends to language during conversations, songs, stories, or other learning experiences. (LD)	Recognizes and produces Rhyming words. (PA)

Within the Alignment Matrix are codes that reference where in the Head Start Outcomes and the Infant/Toddler Guidelines the examples are found. For example, under Infant & Toddler Guidelines (above) is the code (LDC) which means this guideline is found in the Language Development and Communication section of the Infant & Toddler Guidelines. The reference codes for Head Start Outcomes and Infant and Toddler Guidelines are consistent throughout the Alignment sections in each domain.

Reference Codes for the HS Outcomes Framework

- ATL - Approaches to Learning
- CAE - Creative Arts Expression
- ELD - English Language Development
- LD - Language Development
- LKS - Literacy Knowledge & Skills
- LR - Logic & Reasoning
- MKS - Mathematics Knowledge & Skills
- PDH - Physical Development & Health
- SED - Social & Emotional Development
- SKS - Science Knowledge & Skills
- SSKS - Social Studies Knowledge & Skills

Reference Codes for the Infant / Toddler Developmental Guidelines

- ATL - Approaches to Learning
- CD - Cognitive Development
- LDC - Language Development and Communication
- PMD - Physical and Motor Development
- SED - Social and Emotional Development

The Arizona Kindergarten Standard reference codes are unique to each domain and are also included in the Alignment Section for each Domain.

Social Studies Codes-

- AH - American History
- CG - Civics/Government
- E - Economics
- G - Geography
- WH - World History

Science Codes

- IP - Inquiry Process
- PS - Physical Science

Physical Education Codes

- PE - Physical Education
- PB - Personal Behavior
- SB - Social Behavior
- VPA - Values Physical Activity

Health Education Codes

- AH - Asking for Help
- CEH - Communication to Enhance Help
- HE - Health Education

English Language Arts Codes

- CC - Comprehension and Collaboration
- CS - Craft and Structure
- CSE - Conventions of Standard English
- FL - Fluency
- KID - IT - Key Ideas and Details - Reading Standards for Information Text K-2
- KID -LIT - Key Ideas and Details - Reading Standards for Literature K-2
- PA - Phonological Awareness
- PC - Print Concepts
- PDW - Production and Distribution of Writing
- PKI - Presentation of Knowledge and Ideas
- RBPK - Research to Build and Present Knowledge
- RRLTC - Range of Reading and Level of Text Complexity
- TTP - Text Types and Purposes
- VAU - Vocabulary Acquisition and Use

Mathematics Codes

- MP - Mathematical Practices

**Social
Emotional
Standard**



SOCIAL EMOTIONAL STANDARD

For Young Children From Three to Five Years Old

Overview

Children learn and thrive within relationships in which they feel emotionally secure and physically safe. These relationships promote feelings of competence and pride in their accomplishments.

Children need to develop the capacity to experience, express, and gain self-control over their emotions and social interactions in order to mature socially and emotionally. This development is enhanced through nurturing relationships and positive early learning experiences. A consistent and predictable environment strengthens a child's confidence in approaching new challenges. Confident children approach new tasks and situations enthusiastically. They recognize and express emotions appropriately as well as share information about themselves and others.

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

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

Strand 1: Self

- Self-Awareness
- Recognizes and Expresses Feelings
- Self-Regulation

Strand 2: Relationships

- Attachment
- Social Interactions
- Respect

Social Emotional Standard Definitions

Attachment Relationship is the security, confidence, and trust that children have with the adults responsible for their care. It is the framework within which children develop their growing ability to regulate emotions and behavior.¹

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

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

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

¹ Adapted from the research listed below by the Ounce of Prevention Network (1 Casady, A., Diener, M., Isabella, R., and Wright, C. (2001). Attachment Security among Families in Poverty: Maternal, Child, and Contextual Characteristics. Paper presented at the 2001 Biennial Conference of the Society for Research in Child Development: www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED473457. 2 Hamre, B.K. & Pianta, R. C. (2001). Early teacher—child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, 72, 625-638; Palermo, F., Hanish, L., Martin, C., Fabes, R.A., & Reiser, M. (2007). Preschoolers' academic readiness: What role does the teacher-child relationship play? *Early Childhood Research Quarterly*, 22, 407-422.)

STRAND 1: SELF

Concept 1: Self-Awareness

The child demonstrates an awareness of his or her self.

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

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

- a. **Demonstrates self-confidence.**
 - Acknowledges her own accomplishments and says, "I can hit the ball."
 - Tells the teacher, "I can do it myself."
- b. **Makes personal preferences known to others.**
 - Signs "red," when asked to name a favorite color.
 - Tells her friends, "I don't like that."
- c. **Demonstrates knowledge of self-identity.**
 - Declares, "I'm the big brother," while looking at a family picture.
 - Holds up three fingers and says "I am this many."
- d. **Shows an awareness of similarities and differences between self and others.**
 - Says, "I am bigger than you."
 - Points to his shirt and then to his friend's shirt, indicating that they are wearing the same color of shirt.

STRAND 1: SELF

Concept 2: Recognizes and Expresses Feelings

The child recognizes and expresses feelings of self and others.

Children develop an awareness of the feelings of self and others through daily interactions with peers and adults. Children develop the ability to effectively and appropriately express themselves and learn that their feelings and feelings of others are important.

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

- a. **Associates emotions with words, facial expressions and body language.**
 - Describes the emotions of a character in a book.
 - Signs, "I am mad" when asked how she feels.
- b. **Identifies, describes and expresses their own feelings.**
 - Covers their eyes and says, "This is scary!" while listening to a story.
 - Says, "I am happy today because it's my birthday!"
- c. **Identifies and describes feelings of others.**
 - Approaches an adult and says, "Jamal is sad. He is crying."
 - Says, "My mommy will be so excited to see my picture!"
- d. **Expresses empathy for others.**
 - Sees her friend crying, and then gives her a hug.
 - Asks, "Are you OK?" after seeing her friend fall down.

STRAND 1: SELF

Concept 3: Self-Regulation

The child manages the expression of feelings, thoughts, impulses and behaviors.

Young children develop self-control as they acquire the ability to regulate their impulses with minimal support from adults. This enables children to function successfully and independently in both personal and social contexts.

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

- a. **Understands and follows expectations in the learning environment.**
 - Reminds others that running is for outside.
 - Puts his puzzle away when "Clean Up Time" is announced.
- b. **Manages transitions, daily routines and unexpected events.**
 - Moves to the next activity independently.
 - Stays with the group and follows the teacher during a fire drill.
- c. **Modifies behavior for various situations and settings.**
 - Uses a quiet voice when visiting the library.
 - Withdraws to a safe place to calm down after an altercation with another child.
- d. **Chooses appropriate words and actions.**
 - Says "Stop, I don't like it when you hit me." When a peer hits her.
 - Waits for her turn during a conversation.

STRAND 2: RELATIONSHIPS

Concept 1: Attachment

The child demonstrates the ability to engage in and maintain healthy relationships.

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

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

- a. **Expresses affection for familiar adults.**
 - Greet parent upon arrival with a hug or a high-five.
 - Leans on teacher when reading a book.
- b. **Seeks security and support from familiar adults.**
 - Yells out for a teacher when they need help.
 - Seeks out the caregiver when they get hurt.
- c. **Demonstrates the ability to engage with new adults or children with the support of familiar adults.**
 - Invites a new student to join in the activity.
 - Looks to familiar adult for reassurance when approached by an unfamiliar adult.
- d. **Separates from familiar adult with minimal distress.**
 - Continues to paint after acknowledging a family member's arrival.
 - Cries briefly or doesn't cry when dropped off at school or child care provider's home.

STRAND 2: RELATIONSHIPS

Concept 2: Social Interactions

The child displays socially competent behavior.

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

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

- a. **Responds when adults or other children initiate interactions.**
 - Chooses from the choice board when asked, "What do you want to do now?"
 - Joins a group when invited to play.
- b. **Initiates and sustains positive interactions with adults and other children.**
 - Asks teacher to help finish putting a puzzle together.
 - Suggests, "Let's build a road for our cars." Children work together to build a road.
- c. **Demonstrates positive ways to resolve conflict.**
 - Asks for a turn when they want a toy another child is playing with.
 - Seeks assistance from a teacher before a disagreement starts to escalate into physical aggression.

STRAND 2: RELATIONSHIPS

Concept 3: Respect

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

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

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

- a. **Respects the rights and property of others.**
 - Walks around a block structure built by another child.
 - Sees a doll in another child's backpack and asks to play with it.

- b. **Defends own rights and the rights of others.**
 - Tells his friend not to knock down his block structure.
 - Says, "Elizabeth, Joe had the bike first."

- c. **Shows respect for learning materials in the learning environment.**
 - Reminds classmates to take care of the books.
 - Picks up crayons from the floor and returns them to the correct container.

Integration

Integration of Approaches to Learning, Language and Literacy, and Mathematics into the Social Emotional Standard.

SOCIAL EMOTIONAL		
STRAND 1: SELF		
Approaches to Learning - Actions that would incorporate Approaches to Learning into Social Emotional.	Language & Literacy - Actions that would incorporate Language and Literacy into Social Emotional.	Mathematics - Actions that would incorporate Mathematics into Social Emotional.
<p>1. Problem solving - When an accident happens (e.g., child spills milk, paint, bottle of water), teacher asks child "What do we do to fix this?" Teacher continues to ask child what the next step is, rather than provide the answer immediately to the child. Teacher guides and provides minimal assistance when needed.</p>	<p>1. Teacher performs a "Think Aloud:" models appropriate behavior for emotional control (when angry, frustrated, sad, etc.): discuss choices for dealing with emotions, reason behind emotion, and consequences of poor behavior choices. Use feeling picture cards/poster for added support.</p>	<p>1. Additional visual activity for "Think Aloud" modeling: provide behavior choices and open discussion to children and allow them to vote/graph on which would be the best choice.</p>
<p>2. Reasoning and confidence - "Show and Share" activity: child will show a picture, project, toy, etc. The teacher will model extension questions about the item to elicit a deeper conversation. For example, "Where does it live? What does it eat? How powerful is it?" The children will continue questioning.</p>	<p>2. Read-a-loud activity with book focusing on self-regulation (e.g., <i>It's Hard to Be Five: Learning How to Work My Control Panel</i>_by Jamie Lee Curtis). Activity: ask children to draw a picture of something that is hard for them to do. Follow activity with conversation on how child can overcome this difficult task.</p>	<p>2. Compare and contrast behaviors children are great at. "What do you do best?" with behaviors they find challenging. "What is hard for you?"</p>

SOCIAL EMOTIONAL

STRAND 2: RELATIONSHIPS

Approaches to Learning - Actions that would incorporate Approaches to Learning into Social Emotional.	Language & Literacy - Actions that would incorporate Language and Literacy into Social Emotional.	Mathematics - Actions that would incorporate Mathematics into Social Emotional.
<p>1. Problem solving - Teacher designates a "problem solving" area in the classroom (e.g., a Peace Rug), and assists children in problem-solving skills: emphasizes active listening and provide words for conversation to meet a solution. Additional support: show children possible solution cards to use with one another.</p>	<p>1. Teacher models how to utilize names when greeting others or saying goodbye.</p>	<p>1. Teacher begins by starting a conversation about "grown-ups" in their life (friends, siblings, parents, etc.). Teacher discusses why these people are important to them, and make them happy. Ask children to draw a picture of all the grown-ups that are important to them. Teacher collects, and performs a whole-group tally of how many grown-ups the class has drawn. ("Look! Our class has 54 grown-ups that love us!") Extension idea: put all the drawings together on display with the total number to show families.</p>
<p>2. Confidence - Teacher acknowledges children's positive interactions with peers. (e.g., "McKenzie you are such a good friend to give Omar your chair.")</p>	<p>2. Teacher role plays with children to demonstrate accepting the answer "no" from a peer when it is appropriate. For example, when a child approaches teacher after hearing "no" from peer, teacher models an appropriate response (accepting the answer), and helps the child to ask another peer to join in their play.</p>	<p>2. For clean-up time, teacher asks children to place a specified number of items back in their correct location. The number can change daily, weekly, by gender/group, etc. to help develop one-to-one correspondence.</p>

Alignment

Within the Alignment Matrix are codes that reference where in the Head Start Outcomes and the Infant/Toddler Guidelines the examples are found.

Reference Codes for the HS Outcomes Framework Alignment

- ATL - Approaches to Learning
- CAE - Creative Arts Expression
- ELD - English Language Development
- LD - Language Development
- LKS - Literacy Knowledge & Skills
- LR - Logic & Reasoning
- MKS - Mathematics Knowledge & Skills
- PDH - Physical Development & Health
- SED - Social & Emotional Development
- SKS - Science Knowledge & Skills
- SSKS - Social Studies Knowledge & Skills

Reference Codes for the Infant/Toddler Developmental Guidelines Alignment:

- ATL - Approaches to Learning
- CD - Cognitive Development
- LDC - Language Development and Communication
- PMD - Physical and Motor Development
- SED - Social and Emotional Development

Reference Codes for Kindergarten Standards

Social Emotional Codes Kindergarten Physical Education Standards

- PB - Personal Behavior
- SB - Social Behavior
- VPA - Values Physical Activity

Social Emotional Codes Kindergarten Health Education Standards

- AH - Asking for Help
- CEH - Communication to Enhance Help

Social Emotional Codes AZ English Language Arts Common Core Standards

- AZ ELA CCS SL - AZ English Language Arts Common Core Standards Speaking and Listening

STRAND 1: SELF

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Self-Awareness	Self-Awareness	Self-Concept & Self-Efficacy	Health Education or Physical Education
Shows confidence in increasing abilities. (SED)	a. Demonstrates self-confidence.	Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks. (SED)	Participates in new skills and movement activities. (VPA)
Expresses feelings and emotions through facial expressions, sounds or gestures. (SED)	b. Makes personal preferences known to others.	Identifies personal characteristics, preferences, thoughts, and feelings. (SED)	Demonstrate healthy ways to express needs, wants, and feelings. (CEH)
Develops awareness of self as separate from others. (SED)	c. Demonstrates knowledge of self-identity.	Identifies personal and family structure. (SSKS)	
Develops awareness of self as separate from others. (SED)	d. Shows an awareness of similarities and differences between self and others.	Understands similarities and respects differences among people. (SSKS)	Accept all classmates without regard for personal differences. (SB)

STRAND 1: SELF (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Recognizes and Expresses Feelings	Emotional & Behavioral Health	Health Education or Physical Education
Expresses feelings and emotions through facial expressions, sounds or gestures. (SED)	a. Associates emotions with words, facial expressions and body language.	Recognizes and labels emotions. (SED)	Exhibit both verbal and nonverbal expressions of enjoyment. (VPA)
Begins to show concern for others. Learns social skills and eventually uses words for expressing feelings, needs and wants. (SED)	b. Identifies, describes and expresses their own feelings.	Expresses a range of emotions appropriately such as excitement, happiness, sadness, and fear. (SED)	Demonstrates healthy ways to express needs, wants, and feelings. (CEH)
Begins to recognize and respond to other children's feelings and emotions. (SED)	c. Identifies and describes feelings of others.	Recognizes and labels others' emotions. (SED)	Speak audibly and express thoughts, feelings, and ideas clearly. (AZ ELA CCS SL)
Begins to show concern for others. Learns social skills and eventually uses words for expressing feelings, needs and wants. (SED)	d. Expresses empathy for others.	Expresses empathy and sympathy to peers. (SED)	Shows compassion for others by helping them. (SB)

STRAND 1: SELF (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Self-Regulation	Self-Regulation	Self-Regulation	Health Education or Physical Education
Understands simple routines, rules or limitations. (SED)	a. Manages transitions, daily routines and unexpected events.	Demonstrates age appropriate independence in a range of activities, routines, and tasks. (SED)	Works in a diverse group setting without interfering with others. (SB)
Behave in consistent ways to elicit desired response. (ATL)	b. Understands and follows expectations in the learning environment.	Shifts attention between tasks and moves through transitions with minimal direction from adults. (SED)	Follows directions in class. (PB)
Begins to manage own behavior and show self-regulation. (SED)	c. Modifies behavior for various situations and settings.	Adapts to new environment with appropriate emotions and behaviors. (SED)	
Use sounds, gestures and movements to impact the environment and interactions. (ATL)	d. Chooses appropriate words and actions.	Refrains from disruptive, aggressive, angry, or defiant behaviors. (SED)	Demonstrates healthy ways to express needs, wants, and feelings. (CEH)

STRAND 2: RELATIONSHIPS

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Trust and Emotional Security	Attachment	Social Relationships	Health Education or Physical Education
Shows preference for familiar adults. (SED)	a. Expresses affection for familiar adults.	Communicates with familiar adults and accepts or requests guidance. (SED)	
Engages in behaviors that build relationships with familiar adults. (SED)	b. Seeks security and support from familiar adults.	Establishes secure relationships with adults. (SED)	Demonstrate ways to tell a trusted adult if threatened or harmed. (AH)
Shows interest and curiosity in new people and objects. (CD)	c. Demonstrates the ability to engage with new adults or children with the support of familiar adults.	Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. (SED)	
Seeks to find comfort in new situations. (SED)	d. Separates from familiar adult with minimal distress.		

STRAND 2: RELATIONSHIPS (Continued)			
INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Developing Relationship with other children	Social Interactions	Social Relationships	Health Education or Physical Education
Responds to and interacts with other children. (SED)	a. Responds when adults or other children initiate interactions.	Cooperates with others. (SED)	Continues a conversation through multiple exchanges. (AZ ELA CCS SL)
Engages in behaviors that build relationships with familiar adults. (SED)	b. Initiates and sustains positive interactions with adults and other children.	Develops friendships with peers. (SED)	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (AZ ELA CCS SL)
Uses a variety of strategies to solve problems. (CD)	c. Demonstrates positive ways to resolve conflict.	Resolves conflict with peers alone and/or with adult intervention as appropriate. (SED)	Demonstrate the elements of socially acceptable conflict resolution during class activity. (SB)

STRAND 2: RELATIONSHIPS (Continued)			
INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Respect		Health Education or Physical Education
Begins to recognize and respond to other children's feelings and emotions. (SED)	a. Respects the rights and property of others.	Understands the reasons for rules in the home and classroom, and for laws in the community. (SSKS)	
	b. Defends own rights and the rights of others.	Recognizes cause and effect relationships. (LR)	
Shows awareness of and interest in the environment. (ATL)	c. Shows respect for learning materials in the learning environment.	Helps, shares, and cooperates in a group. (ATL)	Demonstrates safe use of equipment during all class activities. (PB)



**Approaches
to Learning
Standard**

APPROACHES TO LEARNING

For Young Children From Three to Five Years Old

Overview

"Approaches to learning refer to observable behaviors that indicate ways children become engaged in social interactions and learning experiences. Children's approaches to learning contribute to their success in school and influence their development and learning in other domains. For example, curiosity is a **prerequisite** of the scientist, and reasoning and problem solving are as necessary for social relationships as they are for mathematics. Children's ability to stay focused, interested, and engaged in activities supports a range of positive outcomes, including cognitive, language, and social and emotional development. It allows children to acquire new knowledge, learn new skills, and set and achieve goals for themselves. Many early learning experts view approaches to learning as one of the most important domains of early childhood development."² "When children have a positive approach to learning, they are likely to want to learn more."³

"Approaches to learning are interrelated with **executive function** skills, an umbrella term for a set of **neurologically-based processes** that involve managing one's self and one's resources in order to achieve a goal."⁴ "These include the ability to remember and follow multi-step instructions, avoid distractions, control rash responses, adjust when rules change and persist at problem-solving."⁵ Arizona's Approaches to Learning (initiative and curiosity, attentiveness and persistence, confidence, creativity, and reasoning and problem-solving) will prepare children for the ultimate goal of school success.

When adults provide an engaging environment that allows children to explore and create independently, using their own approach to a learning situation, children will be better equipped for kindergarten and to take advantage of Arizona's Common Core Standards.

² *Promoting Positive Outcomes in Early Childhood Programs Serving Children 3-5 Years Old*

³ *Creative Curriculum for Preschool, Volume 5, Objectives for Development and Learning*, p. 61

⁴ *Late, Lost, and Unprepared* by Joyce Cooper-Kahn, Ph.D. & Laurie Dietzel, Ph.D. Published by Woodbine House, p 9-14

⁵ Center on the Developing Child at Harvard University (2011). *Building the Brain's "Air Traffic Control" System: How Early Experiences Shape the Development of Executive Function: Working Paper No. 11*. Retrieved from www.developingchild.harvard.edu

The Approaches to Learning Standard is organized into the following strands and related concepts:

Strand 1: Initiative and Curiosity

- Initiative
- Curiosity

Strand 2: Attentiveness (engagement) and persistence

- Attentiveness
- Persistence

Strand 3: Confidence

- Confidence

Strand 4: Creativity

- Creativity

Strand 5: Reasoning and Problem-solving

- Reasoning
- Problem-Solving

Approaches to Learning Standard Definitions

Attentiveness is concentration on something.

Cognitive flexibility is the capacity to shift or switch one's thinking and attention between different tasks or **operations** typically in response to a change in rules or demands.

Executive function is the ability to analyze situations, plan, focus and maintain attention, and adjust one's actions to complete a task.⁶

Initiative is the power or ability to begin or to follow through energetically with a plan or task.

Neurologically-based is brain based.

Persistence is the ability to stick with an activity to completion or satisfaction.

Prerequisite is required or necessary as a prior condition.

⁶ *Growing Minds, Building Strong Cognitive Foundations in Early Childhood*, by Carol Copple, NAEYC, Washington, DC, 2012, p. 95.

STRAND 1: INITIATIVE AND CURIOSITY

Concept 1: Initiative

The child demonstrates self-direction while participating in a range of activities and routines.

Initiative refers to a child's ability to exhibit a spirit of independence and sense of control over their choices. It also reflects the child's willingness to pursue social relationships and to demonstrate a growing sense of self-sufficiency and confidence while interacting with others.

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

a. Seeks interaction with others.

- While playing outside, child asks a friend to play with her on the slide.
- Child joins three other children to play in the sand.

b. Develops independence during activities, routines and play.

- Upon entering the learning environment, the child hangs up his coat and backpack.
- Child gathers needed items to paint at the easel (paint, brush, paper, smock).

c. Exhibits cognitive flexibility, imagination, and inventiveness when attempting tasks and activities.

- While playing in the block area with friends, child goes to the library to get a book on buildings. He returns to the block area to show friends a picture of a structure they can build.
- Child tries different ways to make a design using pattern blocks, combining two shapes to make a new shape.

STRAND 1: INITIATIVE AND CURIOSITY

Concept 2: Curiosity

The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.

Curiosity relates to children's natural tendencies as active learners to explore all aspects of the environment, from objects and people, to ideas and customs. It is through discovering the answers to their own questions that children construct knowledge.

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

a. Shows interest in learning new things and trying new experiences.

- Child says, "Ohhhh, what does that do?" when a microscope is brought into the room for the first time.
- Child gets a magnifying glass to look at a rock.

b. Expresses interest in people.

- Child says, "I wonder where Jack and Jill are today?"
- Child asks, "Do you have any sisters?"

c. Asks questions to get information.

- When going on a walk, the child asks, "Where are we going?"
- After listening to a story about a dog, child asks, "What kind of dog do you have?"

STRAND 2: ATTENTIVENESS AND PERSISTENCE

Concept 1: Attentiveness

The child demonstrates the ability to focus on an activity with deliberate concentration despite distractions.

Attentiveness refers to the child's ability to focus attention and concentrate. The child will sustain a plan sequence. This enhances academic learning, including language acquisition and problem solving, as well as social skills and cooperation.

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

- a. **Displays ability to hold attention when engaged in an activity.**
 - The child claps every time she hears the /m/ sound in a poem as directed by the teacher.
 - During a transition, the child waits for the teacher to call his name and shows the color he is wearing before he goes to wash his hands.
- b. **Sustains attention for extended periods of time when engaged in an age-appropriate activity despite distractions or interruptions.**
 - The child focuses on making a menu for the pizza parlor while others are rolling clay to make pizzas.
 - The child continues to work on a puzzle even with other children playing musical **instruments** nearby.
- c. **Increases ability to focus attention, and can return to activities after distractions and interruptions.**
 - The child stops his activity to join in a problem-solving discussion at the teacher's request and then returns to his art activity.
 - The child returns to a construction project over several days, adding new dimensions each day.

STRAND 2: ATTENTIVENESS AND PERSISTENCE

Concept 2: Persistence

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

Starting at a very young age, children develop an understanding of how to maintain and sustain a task. Children demonstrate **persistence** in their capacity to engage in what they are doing and to meet challenges appropriate to their level of development. Children stay longer in a center and engage in an activity with increasing regularity. The ability to persist in a task is an important element in learning.

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

a. Pursues challenges.

- Child continuously stacks blocks to duplicate a picture until they no longer tumble down.
- Child practices swinging across the monkey bars until successful.

b. Copes with frustration or disappointment with support.

- While trying to pour juice into a cup, the child knocks the cup over, resets the cup and tries again.
- Child wants to use the computer and others are already there. She adds her name to the list so she can use the computer later.

c. Establishes goals, generates plans and follows through to completion.

- Child works on building a Lego airport throughout the course of the day.
- Child works on creating a 3-D art project based on his drawing.

STRAND 3: CONFIDENCE

Concept 1: Confidence

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

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

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

a. Expresses opinions or ideas.

- Child indicates red is her favorite color and then chooses it even though her peers chose other colors.
- While building a castle, the child says to his friend, "I know how to get the top to stay on."

b. Views self as competent and skilled.

- The child says, "I can pour the juice myself."
- Child tells his friend, "I don't want you to help. I can do it!"

c. Is willing to take risks and consider a variety of alternatives.

- When offered "broccoli and ranch dressing," the child says, "I want to try it."
- The child chooses the high heel shoes and walks around the classroom despite his friends saying, "Boys don't wear those shoes."

STRAND 4: CREATIVITY

Concept 1: Creativity

The child demonstrates the ability to express their own unique way of seeing the world.

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

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

a. Uses imagination to generate new ideas.

- Child creates a story about a picture she has drawn.
- During transition, child suggests, "How about we walk like turtles to the playground!"

b. Appreciates humor.

- Child reacts with a laugh or smile when something silly occurs in the story. Child says, "That is a funny story."
- Child shows enjoyment while stringing nonsense words together, such as: "link, pink, stink, frink, gink..."

c. Engages in inventive social play.

- While playing house with a friend, child says, "Let's take the babies to the park."
- During center time a child says to her friend, "Let's use these boxes to build a rocket and go to the moon!"

STRAND 5: REASONING AND PROBLEM-SOLVING

Concept 1: Reasoning

The child demonstrates the ability to analyze information and situations in order to form judgments.

Reasoning involves the child's ability to use prior knowledge and information to generate an appropriate decision. Logic and reasoning skills are key components of child development and early learning. These skills are essential for competence and success in school and other settings.

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

a. Gathers information and reaches a conclusion.

- Child notices his friend is not present and states, "Billy isn't here. He must be sick."
- During an experiment with ice, child states, "It melted! It must be because it's not as cold in here as it is in the freezer."

b. Recognizes relationships between cause and effect.

- While playing on the computer, the child intentionally clicks on the mouse to change the screen.
- Child increases the slant of the ramp in order to make the marble go faster.

c. Uses prior knowledge to build new knowledge and skills.

- Child mixed yellow and red to make orange on Monday. On Tuesday he states, "I'm going to mix purple and orange to make a new color!"
- After going to the zoo, the child builds a structure in blocks to house the animals.

STRAND 5: REASONING AND PROBLEM-SOLVING

Concept 2: Problem-solving

The child demonstrates the ability to seek solutions to problems.

Problem solving involves the child's ability to look for or find multiple solutions to a question, task or problem. This ability is crucial for constructing knowledge as the child builds on prior experiences and integrates new information.

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

a. Recognizes problems.

- When setting the table, child realizes there are not enough cups and says, "We have a problem. There are not enough cups."
- Two children want to play with the red truck. One says, "We both can't play with it."

b. Seeks adult assistance when support is required.

- When putting on her jacket, the child asks, "Will you zip my jacket, please?"
- Child attempts to open paint container. When he is unable to do so, he asks for help.

c. Tries to solve problems.

- When child discovers paint on her pants, she gets a wet paper towel and wipes the paint off.
- Child asks another child to hold the door open while he parks his bike in the shed.

d. Works to solve a problem independently.

- When ropes on the swing become tangled, child works to untangle them.
- Child gets a step stool to help him reach the paper towels.

Alignment

Within the Alignment Matrix are codes that reference where in the Head Start Outcomes and the Infant / Toddler Guidelines the standards, guidelines or outcomes are found. The reference codes for Head Start Outcomes and Infant and Toddler Guidelines are consistent throughout the Alignment sections in each domain.

Reference Codes for the HS Outcomes Framework Alignment

- ATL - Approaches to Learning
- CAE - Creative Arts Expression
- ELD - English Language Development
- LD - Language Development
- LKS - Literacy Knowledge & Skills
- LR - Logic & Reasoning
- MKS - Mathematics Knowledge & Skills
- PDH - Physical Development & Health
- SED - Social & Emotional Development
- SKS - Science Knowledge & Skills
- SSKS - Social Studies Knowledge & Skills

Reference Codes for the Arizona Common Core Standards Mathematics

- MP - Mathematical Practices

Reference Codes for the Arizona Common Core Standards English Language Arts

- CC - Comprehension and Collaboration
- KID - LIT - Key Ideas and Details - Reading Standards for Literature K-2
- PKI - Presentation of Knowledge and Ideas
- RBPK - Research to Build and Present Knowledge

Reference Codes for the Infant / Toddler Developmental Guidelines Alignment:

- ATL - Approaches to Learning
- CD - Cognitive Development
- LDC - Language Development and Communication
- PMD - Physical and Motor Development
- SED - Social and Emotional Development

Reference Codes for the Kindergarten Physical Education Standards

- PE - Physical Education

Reference Codes for the Kindergarten Health Education Standards

- HE - Health Education

STRAND 1: INITIATIVE AND CURIOSITY

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Initiative and Curiosity	Initiative	Initiative & Curiosity	Arizona's Common Core English Language Arts or Mathematics
Responds to and interacts with other children. (SED)	a. Seeks interaction with others.	Joins in cooperative play with others and invites others to play. (ATL)	Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (CC)
Engage in and actively explores self, objects, and surroundings.	b. Develops independence during activities, routines, and play.	Develops age-appropriate independence in a range of activities, routines, and tasks. (SED)	
Demonstrate ability to initiate activities.	c. Exhibits adaptability, imagination, and inventiveness when attempting tasks and activities.	Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.	
	Curiosity		
Shows eagerness and curiosity as a learner. Shows interest and curiosity in new people and objects. (CD)	a. Shows interest in learning new things and trying new experiences.	Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.	Make sense of problems and persevere in solving them. (MP)

<p>Begins noticing people, events and things. (ATL)</p> <p>Shows interest in and awareness of other children. (SED)</p>	<p>b. Expresses interest in people.</p>	<p>Develops friendships with peers. (SED)</p>	
<p>Shows awareness of and interest in the environment.</p>	<p>c. Asks questions to get information.</p>	<p>Asks questions and seeks new information.</p>	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CC)</p>

STRAND 2: ATTENTIVENESS AND PERSISTENCE

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Indicators of Persistence	Attentiveness	Persistence & Attentiveness	Arizona's Common Core English Language Arts or Mathematics
Pay attention briefly and try to reproduce interesting and pleasurable effects and events. (ATL)	a. Displays ability to hold attention when engaged in an activity.	Maintains interest in a project or activity until completed.	Participates in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (RBPk)
Notice and show interest in and excitement with familiar objects, people and events. (ATL)	b. Sustains attention for extended periods of time when engaged in an age-appropriate activity despite distractions or interruptions.	Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.	Make sense of problems and persevere in solving them. (MP) Reason abstractly and quantitatively. (MP)
Begins to manage own behavior and show self-regulation. (SED)	c. Increases ability to focus attention, and can return to activities after distractions and interruptions.	Shifts attention between tasks and moves through transitions with minimal direction from adults. (SED)	
	Persistence		
Developing confidence; trying new things and taking risks.	a. Pursues challenges.		Make sense of problems and persevere in solving them. (MP)
Shows ability to cope with stress. (SED)	b. Copes with frustration or disappointment.	Refrains from disruptive, aggressive, angry, or defiant behaviors. (SED)	Reason abstractly and quantitatively. (MP)

Approach and explore new experiences in familiar settings. (ATL)	c. Establishes goals, generates plans and follows through to completion.	Sets goals and develops and follows through on plans.	Make sense of problems and persevere in solving them. (MP)
STRAND 3: CONFIDENCE			
INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Confidence	Social & Emotional Development: Self-Concept & Self-Efficacy	Arizona's Common Core English Language Arts or Mathematics
Uses sounds, gestures, or actions to express needs and wants. (LDC)	a. Expresses opinions or ideas.	Identifies personal characteristics, preferences, thoughts, and feelings.	Speak audibly and express thoughts, feelings, and ideas clearly. (PKI)
Shows confidence in increasing abilities. (SED)	b. Views self as competent and skilled.	Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.	Express positive feelings on progress made while learning a new movement skill. (PE)
Watches what others do, begin to pretend, and use materials in new and different ways. (ATL)	c. Is willing to take risks and consider a variety of alternatives.	Demonstrates age-appropriate independence in a range of activities, routines, and tasks.	Construct viable arguments and critique the reasoning of others. (MP)

STRAND 4: CREATIVITY

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Indicators of Creativity	Creativity		Arizona's Common Core English Language Arts
Uses imitation or pretend play to express creativity and imagination. (CD)	a. Uses imagination to generate new idea.	Engages in pretend play and acts out roles. (LR)	
Develops likes and dislikes; with a growing sense of playfulness, they begin to see things as "funny" and enjoy surprising others. (ATL)	b. Appreciates humor.	Expresses a range of emotions appropriately, such as excitement, happiness, sadness and fear. (SED)	Exhibits both verbal and nonverbal expressions of enjoyment. (PE)
Pretend and use imagination during play.	c. Engages in inventive social play.	Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations, (CAE)	With prompting and support, retell familiar stories, including key details. (KID-LIT)

STRAND 5: REASONING AND PROBLEM-SOLVING

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Reasoning	Reasoning & Problem Solving	Arizona's Common Core Mathematics
Shows ability to acquire and process new information. (CD)	a. Gathers information and reaches a conclusion.	Classifies, compares, and contrasts objects, events and experiences.	Reason abstractly and quantitatively. (MP)
Use sounds, gestures and movements to impact the environment and interactions. (ATL)	b. Recognizes relationships between cause and effect.	Recognizes cause and effect relationships.	Look for and Express regularity in repeated reasoning. (MP)
Recalls and uses information in new situations. (CD)	c. Uses prior knowledge to build new knowledge and skills.	Use past knowledge to build new knowledge.	Construct viable arguments and critique the reasoning of others. (MP)
	Problem-Solving		
Applies knowledge to new situations. (CD)	a. Recognizes problems.	Uses past knowledge to build new knowledge. (LR)	Make sense of problems and persevere in solving them. (MP)
Uses variety of strategies to solve problems. (CD)	b. Tries to solve problems.	Seeks multiple solutions to a question, task or problem.	
Seeks to find comfort in new situations. Shows preference for familiar adults. (SED)	c. Seeks adult assistance when support is required.	Communicates with familiar adults and accepts or requests guidance. (SED)	Demonstrate healthy ways to express needs, wants, and feelings. (HE)
Shows imagination and creativity in solving problems. (CD)	d. Works to solve a problem independently.	Resolves conflict with peers alone and/or with adult intervention as appropriate.	Demonstrate the elements of socially acceptable conflict resolution during class activity. (PE)



**Language and
Literacy
Standard**

LANGUAGE AND LITERACY STANDARD

For Young Children From Three to Five Years Old

Overview

Daily exposure to verbal and written language provides young children with the opportunities to begin acquiring understanding of the concepts of **literacy** and its functions. Through play and intentional activities, children learn to create meaning from language and communicate with others using verbal and non-verbal language, pictures, **symbols** and print.

Environments rich with print, language, storytelling, books, technology, and writing materials allow children to experience the joy and power associated with reading and writing, while mastering basic **concepts about print**. The preschool environment is respectful and supportive of children's cultural heritages and home languages while encouraging English language acquisition. The abilities to listen, speak, read, and write emerge interdependently in environments designed to meet each child's unique skills, abilities, interests, and needs.

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

Strand 1: Language

- Receptive Language Understanding
- Expressive Language and Communication Skills
- Vocabulary

Strand 2: Emergent Literacy

- Concepts of Print
- Book Handling Skills
- Phonological Awareness
- Alphabet Knowledge
- Comprehension

Strand 3: Emergent Writing

- Early Writing, Writing Processes, and Writing Applications

Language and Literacy Standard Definitions

Active Engagement is a reciprocal relationship between children and teacher involved in the learning activity; interactive dialogue, listening and focused attention are emphasized.

Alliteration contains the same consonant sounds at the beginning of words in a sentence, a group of words, or a line of poetry; e.g., the "P" in Peter Piper picked a peck of pickled peppers." There are two levels of **alliteration** awareness - 1) identification - the ability to recognize that several words start with the same sound and 2) production - the ability to produce two words that start with the same sound such as "bumble bee."

Alphabet Knowledge is a state of familiarity with the alphabet, which is the complete **set** of letters or other graphic **symbols** representing speech sounds used in writing a language.

Alphabetic Principle is the basic idea that written language is a code in which letters represent the sounds in spoken words.

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

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

Concepts about Print is knowledge of print conventions (e.g., left-right, top-to-bottom, front and back) and concepts (e.g., book cover, author, and text)

Dialogic Reading is a process of incorporating conversation as an oral technique in teaching reading skills.

Differentiation means tailoring instruction to meet an individual child's learning needs.

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

Emergent Literacy is a view that literacy learning begins at birth and is encouraged by having children participate early in a range of literacy and language activities.

Environmental Print includes common words and messages that guide us through our world (e.g., signs, advertisements, labels, directions).

Expository/Informational books are a genre that present and explain information. The primary purposes of expository text are to inform, explain or persuade.

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

Interactive shared reading is a strategy where the adult involves a child or small group of children in reading a book that introduces conventions of print and new vocabulary, or encourages predictions, rhyming, discussion of pictures, and other interactive experiences.

Inventive Writing is the spelling of words from a beginning writer's first attempts to associate sounds with letters (kp ot = keep out).

Literacy includes reading, writing, and the creative and analytical acts involved in producing and comprehending texts.

Manipulate is a verb that means to maneuver or work with something; e.g., the child manipulates sounds in words.

Narratives/Storybooks are books that tell a story with a beginning, middle, and ending. Narrative stories include characters, settings, themes, a central problem/conflict, and a solution to the problem.

Onset is the beginning consonant sound in a syllable that precedes the vowel (e.g., b-ook).

Pattern Books provide repeated **patterns** throughout the book such as frequent use of the same word, sentence or sound.

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

Phonemic Awareness is the ability to notice, think about, and work with the individual sounds in spoken words.

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

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

Print Awareness is a basic knowledge about print and how it is typically organized on a page (e.g., print conveys meaning, print is read left to right, and words are separated by spaces).

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

Rime is the initial vowel and all that follows it in the syllable (e.g., b-ook).

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

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

Scaffold is to provide support at a level just above a child's current skill level that pushes them to a slightly higher level of skill.

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

Text Complexity is made up of three components: **Quantitative Measures** (readability such as: word difficulty, sentence length and syntax, and text cohesion), **Qualitative Measures** (levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader), and **Reader and Task Considerations** (teacher's knowledge of students as readers, the teacher's understanding of text complexity, the teacher's ability to use instructional supports/scaffolds, and the teacher's consideration of matching the text to the task the students are expected to complete.)

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

STRAND 1: LANGUAGE

Concept 1: Receptive Language Understanding

The child demonstrates understanding of directions, stories, and conversations.

During the preschool years, children learn language more quickly than at any other time in their lives. Associating language with pleasant and stimulating experiences nurtures this development. Young children's sense of words and sentences, sensitivity to **tone**, and understanding of ideas communicated, influences their abilities to listen and to comprehend. Listening involves **active engagement** with adults and peers as they share their ideas, feelings, and needs. Language is learned through engaging, interactive conversations and related **literacy** activities such as oral storytelling and interactive reading of books.

Indicators and examples in the Context of Daily Routines, Activities, and Play

- a. **Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories.**
 - Follows gestures and actions.
 - Points to blocks when asked, "It's time to work. Where would you like to play?" Teacher expands on child's response by saying, "Oh, you want to play in the block area."
- b. **Actively engages in finger-plays, rhymes, chants, poems, conversations, and stories.**
 - Claps when prompted with, "If you're happy and you know it, clap your hands."
 - Participates in story *Going on a Bear Hunt*.
- c. **Demonstrates understanding and follows directions that involve: one step, two steps, and a series of unrelated sequences of action.**
 - Responds to directions, "Put the block on the table, put your paper in the cubby, and line up to go outside."
 - Places toy truck on shelf when adult says, "Please put the truck on the shelf."

STRAND 1: LANGUAGE

Concept 2: Expressive Language and Communication Skills

The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information.

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

Indicators and examples in the Context of Daily Routines, Activities, and Play

- a. **Communicates needs, wants, ideas, and feelings through three to five word sentences.**
 - Intentionally engages in conversations with peers and adults at snack time replying to the question, "What did you have for breakfast?" "My mom made pancakes."
 - When someone is talking about a trip to a park, another child signs, "I went to the park too. We had a picnic."
- b. **Speaks clearly and understandably to express ideas, feelings and needs.**
 - Combines words into simple sentences - "Is it time to go home?" Or "More milk please."
 - Says, "I want to go build in the block area."
- c. **Makes relevant responses to questions and comments from others.**
 - Exclaims, "I did it!" after teachers asks, "Did you get your jacket on?"
 - Says, "I have a cat, too," after teacher shows a picture of a cat.
- d. **Initiates, sustains, and expands conversations with peers and adults.**
 - Approaches peers and asks, "What are you making?"
 - Says "I went to the zoo." Teacher expands by asking, "What was your favorite animal?" Child replies, "The lion." Teacher responds, "The lion is your favorite. Why?" Child answers, "I like the way he roars."

STRAND 1: LANGUAGE

Indicators and examples in the Context of Daily Routines, Activities, and Play (Continued)

- e. **With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.**
 - With reminder, child uses inside voice when going into the classroom.
 - Child emphatically tells a classmate, "Stop, I don't like that!" or Whispers in a classmate's ear during circle time.

- f. **Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers.**
 - Uses turn-taking during conversations with peers and adults.
 - Looks at a friend as she is speaking.

- g. **Recognizes when the listener does not understand and uses techniques to clarify the message.**
 - Uses a different word to clarify the intended message when child realizes he has been misunderstood.
 - Points to a picture to clarify his intent.

- h. **With modeling and support, uses increasingly complex phrases and sentences.**
 - Says, "Let's put the cars up higher on the ramp so they will go really fast."
 - Says, "I want to go home because my grandma is there."

STRAND 1: LANGUAGE

Concept 3: Vocabulary

The child understands and uses increasingly complex vocabulary.

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

Indicators and examples in the Context of Daily Routines, Activities, and Play

- a. **With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs.**
 - Says, "Let me listen to your heart with a stethoscope." while in dramatic play.
 - Exclaims, "I'm so mad, I'm going to explode like a volcano!"
- b. **With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete object.**
 - Says, "A skyscraper is a tall building." after the teacher shows them a book about buildings.
 - Says, "I will get the colander to rinse the grapes." after using the colander during a group cooking activity with the teacher.
- c. **With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc.**
 - Says, "I want a carrot and broccoli." when asked what vegetables she wants.
 - Gathers and names a fire truck, car, and dump truck when asked to put vehicles in the block area.
- d. **With modeling and support, demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind.**
 - Responds to the teacher's requests to put his car on the shelf, blocks in the container, or stand beside a peer.
 - Says, "I am standing between Billy and Rita."

STRAND 2: EMERGENT LITERACY

Concept 1: Concepts of Print

The child knows that print carries messages.

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

Indicators and examples in the Context of Daily Routines, Activities, and Play

- a. **Identifies signs, symbols and labels in the environment.**
 - Points to a McDonalds sign and says, "That says McDonalds."
 - Sees recycling symbol and says, "This is the recycling bin."
- b. **Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.**
 - Finds name on her placemat at lunch.
 - Pretends to read a letter while playing Post Office.
- d. **Recognizes that letters are grouped to form words.**
 - Asks teacher to write name on her paper.
 - Groups letters together and asks, "What does this say?"
- e. **Recognizes own written name and the written names of friends and family.**
 - Reads job chart naming his classmates.
 - Picks up a name card and says, "This says Jose."
- e. **Seeks information in printed materials.**
 - Says, "We caught a cricket in our bug jar. Let's find a book about crickets."
 - Looks at grocery advertisements while creating a shopping list.

STRAND 2: EMERGENT LITERACY

Concept 2: Book Handling Skills

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

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

Indicators and examples in the Context of Daily Routines, Activities, and Play

- a. **Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.**
 - Turns the pages one page at a time in order to continue reading.
 - Turns the book right side up before beginning to look at it, when handed a book upside down.
- b. **Identifies where in the book to begin reading.**
 - Finds the front of the book, the first page of the text, and the first word on the page.
 - Points to the first page and says, "Start here."
- c. **Understands a book has a title, author and/or illustrator.**
 - Makes a book and says, "My book is called *My Mom* and I'm the author."
 - Identifies that the illustrator draws the pictures in a book.

STRAND 2: EMERGENT LITERACY

Concept 3: Phonological Awareness

The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).

Young children learn to **discriminate** between the similarities and differences in spoken language. Such awareness is the foundation of young children's abilities to hear and **discriminate** different sounds in words (**phonological awareness**). Research indicates how quickly and how easily children learn to read often depends on how much phonological awareness they have. Children's abilities to play with or **manipulate** the smallest units of speech (**phonemes**) are demonstrated in a variety of ways, including using rhymes, **alliteration**, and experimenting with beginning and ending sounds. Phonological awareness and **phonemic awareness** are the foundations that enable preschool children to later **match** sounds to their letters (**phonics**). Phonological awareness can be taught in the dark as it requires just listening for and manipulating sounds.

Indicators and examples in the Context of Daily Routines, Activities, and Play

- a. **Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).**
 - Plays sound bingo and can differentiate between sounds - "That's a telephone. That's a car horn."
 - Says, "Hey the beginning of my name sounds like that /t/."
- b. **With modeling and support, identifies rhyming words.**
 - Shows thumbs up when two words rhyme in a poem, cat/hat.
 - Points to pictures of words that rhyme.
- c. **With modeling and support, produces rhyming words.**
 - Child whose name is Joy, while playing, spontaneously says, "Joy, noy, boy, loy, toy."
 - Finishes the rhyme "The fat cat sat on the ____."
- d. **With modeling and support, recognizes spoken words that begin with the same sound.**
 - Child named Maria says, "My name starts like Monique's name."
 - Selects man and mop as beginning with the same sound when presented with pictures of man, hat and mop.

Indicators and examples in the Context of Daily Routines, Activities, and Play (Continued)

- e. **Hears and shows awareness of separate words within spoken phrases or sentences.**
 - Claps each word spoken in a sentence "I like blocks."
 - Jumps when hearing a specified word in a story/poem.

- f. **With modeling and support, identifies and discriminates syllables in words.**
 - Claps each **syllable** of a name during a name game or name song. (Ben-ja-min = clap, clap, clap)
 - Takes a step for each syllable heard in a word. (ad-ven-ture = step, step, step)

- g. **With modeling and support, combines onset and rime to form a familiar one-syllable word with and without pictorial support.**
 - Selects the correct picture of the cat when the adult says the name by segmenting it into its **onset** and **rime** components, /c/ + /at/.
 - Guesses, "Dog." when teacher says the **onset** and rime /d/ /og/.

- h. **With modeling and support, repeats words and identifies the common final sound.**
 - Identifies the common ending sound when shown pictures of mat, kite, and boat.
 - The teacher and child repeat the word bat three times. The child then says, "Bat has a /t/ sound at the end."

STRAND 2: EMERGENT LITERACY

Concept 4: Alphabet Knowledge

The child demonstrates knowledge of the alphabet.

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

Indicators and examples in the Context of Daily Routines, Activities, and Play

a. Discriminates letters from other shapes and symbols.

- Points to the letter [a] and says, "This is the letter a." when given a choice between letters and numbers.
- Points to the numeral two and says, "This is not a letter."

b. Matches and recognizes similarities and differences in letters, with modeling and support.

- Points to the upper case 'E' and the upper case 'F' and says, "This one [F] lost a line."
- Points to the letters s, g, o, and c and says, "These letters have curves."
- Says, "My name starts with a big A." The teacher says, "Yes, your name starts with an upper case A."

c. Recognizes as many as 10 letters, especially those in own name, family and friends.

- Correctly names some letters while playing with alphabet stamps, magnets, cards, or puzzles.
- Says, "My name starts with an [I]."

d. Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with modeling and support.

- While writing the child's name, Taylor makes the "t" sound and then prints the letter.
- Says, "/S/, /s/, /s/, snake." when looking at a letter [S].

STRAND 2: EMERGENT LITERACY

Concept 5: Comprehension

The child shows an interest in books and comprehends books read aloud with increasing text complexity.

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

Indicators and examples in the Context of Daily Routines, Activities, and Play

- a. **Takes an active role in reading activities.**
 - Picks up a book and pretends to read.
 - Chooses a book and asks someone to read it.
- b. **With prompting and support, identifies characters and major events in a story.**
 - Provides details about the characters and actions after listening to a story.
 - Tells adult the wolf blew the house down.
- c. **With prompting and support, asks and answers a variety of questions about books or stories told or read aloud.**
 - Asks, "Where do whales live?" after hearing a story about whales.
 - Declares, "I think David should make a better choice." when teacher asks, "What would you tell David?"
- d. **With prompting and support, draws connections between story events and personal experiences.**
 - Exclaims, "I have a cat!" after hearing a story about pets.
 - Says, "We went sledding in Flagstaff." after reading *The Snowy Day*.
- e. **With prompting and support, identifies events and details in the story and makes predictions.**
 - Predicts what happens next in a story.
 - Says, "I think the story will be about frogs." after completing a picture walk of a book.

Indicators and examples in the Context of Daily Routines, Activities, and Play (Continued)

- f. **With prompting and support, gives an opinion for liking or disliking a book or story.**
 - Says, "I like that book because David is funny."
 - Says, "I don't like that book because it is scary."

- g. **With modeling and support, begins to demonstrate an understanding of the differences between fiction and non-fiction.**
 - Says "Dogs don't talk." after listening to a story about a talking dog.
 - Gets a *Ranger Rick* magazine to find information about bears.

- h. **With modeling and support, identifies the topic of informational text that has been read aloud.**
 - Says "I am going to build a house just like we read about in the book."
 - Says, "This book tells us how to bake a cake."

- i. **With modeling and support, retells or reenacts a story in sequence with pictures or props.**
 - Acts out a familiar story using dramatic play materials.
 - Uses felt board to retell story of *The Hungry Caterpillar*.

- j. **With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.**
 - Repeats phrase in book using appropriate intonation and phrasing "Who's been sitting in my chair?" said Papa Bear.
 - Says, "Brown Bear, Brown Bear what do you see?" with teacher.

STRAND 3: EMERGENT WRITING

Concept 1: Early Writing, Writing Processes, and Writing Applications

The child uses writing materials to communicate ideas.

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

Indicators and examples in the Context of Daily Routines, Activities, and Play

Early Writing

a. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.

- Draws or writes using pencils, letter stamps, markers, crayons, paint, and/or shaving cream on paper, cardboard, chalkboard, and/or dry erase board.
- Draws on the sidewalk with chalk.

Writing Processes

b. With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest.

- Draws random lines/scribbles on a page.
- Dictates to an adult a story about her picture.

Writing Applications

c. Dictates to and shares thoughts, ideas, and stories with adults.

- Asks adult to write, "This is my dog, we went for a walk" on a drawing.
- Asks adult to help him write a sign that says, "Billy made this building. Do not knock it down."

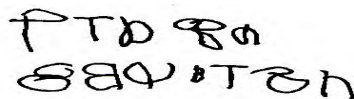
Indicators and examples in the Context of Daily Routines, Activities, and Play (Continued)

d. Writes own name using letter-like forms or conventional print.

- Writes own name on drawing.
- Writes own name from left to right on the sidewalk when playing with chalk on sidewalk.

e. Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.

- While playing restaurant, asks, "What would you like to eat?" and scribbles the order on a pad.



The image shows two lines of handwritten scribbles on a notepad. The first line contains the letters 'PTD' followed by some illegible marks. The second line contains the letters 'SAP' followed by some illegible marks.

- Writes KP OT and says, "This says, 'Keep out.'"

f. With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).

- Writes letters from name on the sidewalk with chalk.
- Writes letter-like forms on a page and says, "This is a note for my mommy."

g. Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.

- Plays at writing a message by placing spaces between the "words" on the page.
- Writes a series of letters and asks, "What word does this make?"

Integration

Integration of Approaches to Learning and Mathematics into the Language and Literacy Standard.

LANGUAGE AND LITERACY	
STRAND 1: LANGUAGE	
Approaches to Learning - Actions that would incorporate Approaches to Learning into Language and Literacy.	Mathematics - Actions that would incorporate Mathematics into Language and Literacy.
1. Reasoning - The teacher reads a story and then asks open ended questions ("what do you think", "what if", "how would", "where have you been", "why do you think") to allow children to communicate their reasoning skills.	1. The teacher uses daily routines to develop children's analysis and reasoning by asking questions such as "how many napkins do we need in order to set the table for snack" and "how did you figure that out?"
2. Confidence - The teacher reads a story to children and models retelling the story by providing props (puppets, costumes, velcro characters and felt board). Then the children reenact or retell story independently and with confidence using the props.	2. The teacher regularly uses mathematical vocabulary (plane, angle, more, less, fewer, big, bigger, biggest, compare,) in daily activities.
3. Problem solving - The teacher provides puppets for children to problem solve common conflicts in the classroom such as name calling, biting, pushing, taking toys from each other, etc.	3. The teacher uses songs and books to teach about counting, sequence, addition and subtraction; e.g., <i>There was Ten in the Bed, Five little Monkeys Jumping on the Bed, Five Little Ducks, Chicka, Chicka 123, While you were Sleeping</i> '.

LANGUAGE AND LITERACY	
STRAND 2: EMERGENT LITERACY	
Approaches to Learning - Actions that would incorporate Approaches to Learning into Language and Literacy.	Mathematics - Actions that would incorporate Mathematics into Language and Literacy.
1. Curiosity - The teacher promotes children's curiosity and Phonological Awareness by bringing in a basket with objects that rhyme and playing the game "A tisket a tasket the rhyming basket."	1. The teacher provides a variety of non-fiction books representing mathematical concepts throughout the classroom.
2. Creativity - The teacher has each child bring in an example of Environmental Print to create a class book and then places it in the library center for children to read independently.	2. The teacher provides activities to reinforce counting and awareness of syllables; e.g., have children count as they clap the syllables in their own names and then the syllables in their friend's names. Bailey-2, Brenda-2, Tom-1.
3. Creativity - After reading a familiar story the teacher has children record the story and places it in the listening center. She might include the book with the recording or have children illustrate their own book to add to the listening center.	3. The teacher creates a graph and provides plastic foods for children. The students then sort the foods by the number of syllables in each word; e.g., banana-3, milk-1, apple-2.

LANGUAGE AND LITERACY	
STRAND 3: EMERGENT WRITING	
Approaches to Learning - Actions that would incorporate Approaches to Learning into Language and Literacy.	Mathematics - Actions that would incorporate Mathematics into Language and Literacy.
1. Initiative - The teacher provides students opportunities to write independently and promote their self-expression; e.g., journals, clip boards, message boards, lists, blank paper, writing tools.	1. The teacher writes a question of the day; e.g., "How many pets do you have?" Students help tally the results and report their findings in their journals.
2. Creativity - The teacher regularly creates brainstorming webs with children by dictating their thoughts and ideas.	2. The teacher provides trays of sand for students to practice writing numbers.

Alignment

Within the Alignment Matrix are codes that reference where in the Head Start Outcomes and the Infant/Toddler Guidelines the examples are found.

Reference Codes for the HS Outcomes Framework Alignment

- ATL - Approaches to Learning
- CAE - Creative Arts Expression
- ELD - English Language Development
- LD - Language Development
- LKS - Literacy Knowledge & Skills
- LR- Logic & Reasoning
- MKS - Mathematics Knowledge & Skills
- PDH - Physical Development & Health
- SED - Social & Emotional Development
- SKS - Science Knowledge & Skills
- SSKS - Social Studies Knowledge & Skills

Reference Codes for the Infant/Toddler Developmental Guidelines Alignment:

- ATL - Approaches to Learning
- CD - Cognitive Development
- LDC - Language Development and Communication
- PMD - Physical and Motor Development
- SED - Social and Emotional Development

Reference Codes for Kindergarten English Language Arts

- CC - Comprehension and Collaboration
- CS - Craft and Structure
- CSE - Conventions of Standard English
- FL - Fluency
- KID - IT - Key Ideas and Details - Reading Standards for Information Text K-2
- KID -LIT - Key Ideas and Details - Reading Standards for Literature K-2
- PA - Phonological Awareness
- PC - Print Concepts
- PDW - Production and Distribution of Writing
- PKI - Presentation of Knowledge and Ideas
- RBPK - Research to Build and Present Knowledge
- RRLTC - Range of Reading and Level of Text Complexity
- TTP - Text Types and Purposes
- VAU - Vocabulary Acquisition and Use

STRAND 1: LANGUAGE

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Listening and Understanding	Receptive Language Understanding	Receptive Language	Speaking and Listening
Shows interest in listening to sounds. (LDC)	a. Demonstrates understanding a variety of finger-plays, rhymes, chants, poems, conversations, and stories.	Attends to language during conversations, songs, stories, or other learning experiences. (LD)	Recognizes and produces Rhyming words. (PA)
Begins to understand gestures, words, questions, or routines. (LDC)	b. Actively engages in finger-plays, rhymes, chants, poems, conversations, and stories.	Attends to language during conversations, songs, stories, or other learning experiences. (LD)	Recognizes and produces Rhyming words. (PA) Follow agreed-upon rules for discussions (e.g., Listening to others, taking turns speaking about the topics and texts under discussion). (CC)
Begins to understand gestures, words, questions, or routines. Responds to verbal communication of others. (LDC)	c. Demonstrates understanding and follows directions that involve: 1 step, 2 steps, and a series of unrelated sequences of action.	Comprehends different forms of language, such as questions or exclamations. (LD)	Follow agreed-upon rules for discussions (e.g., Listening to others, taking turns speaking about the topics and texts under discussion). (CC) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CC)

STRAND 1: LANGUAGE (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Communication and Speaking	Expressive Language and Communication Skills	Expressive Language	Speaking and Listening Standards
<p>Uses sounds, signs, or words for a variety of purposes.</p> <p>Uses consistent sounds, gestures, or words to communicate, imitates sounds, gestures or words.</p> <p>Uses sounds, signs, or words, for a variety of purposes. (LDC)</p>	<p>a. Communicates needs, wants, ideas, and feelings through 3-5 word sentences.</p>	<p>Uses language to express ideas and needs. (LD)</p>	<p>Speak audibly and express thoughts, feelings and ideas clearly. (PKI)</p>
<p>Uses sounds, signs, or words for a variety of purposes. Uses consistent sounds, gestures, or words to communicate, imitates sounds, gestures or words. Uses sounds, signs, or words, for a variety of purposes. (LCD)</p>	<p>b. Speaks clearly and understandably to express ideas, feelings and needs.</p>	<p>Uses language to express ideas and needs. (LD)</p>	<p>Speaks audibly and express thoughts, feelings and ideas clearly. (PKI)</p>

STRAND 1: LANGUAGE (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Uses consistent sounds, gestures or words to communicate, Imitates sounds, gestures or words.</p> <p>Shows reciprocity in using language in simple conversations. (LCD)</p>	<p>c. Makes relevant responses to questions and comments from others.</p>	<p>Engages in communication and conversations with others. (LD)</p>	<p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CC)</p>
<p>Shows reciprocity in using language in simple conversations. (LDC)</p>	<p>d. Initiates, sustains, and expands conversations with peers and adults.</p>	<p>Engages in communication and conversations with others. Engages in conversation with peers and adults. (LD)</p>	<p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CC)</p>
<p>Uses consistent sounds, gestures or words to communicate, Imitates sounds, gestures or words. (LDC)</p>	<p>e. With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.</p>	<p>Uses different forms of language. Uses different grammatical structures for a variety of purposes. (LD)</p>	<p>Follows agreed upon rules for discussion (e.g., listening to others, taking turns speaking about the topic and text under discussion). (CC)</p>
<p>Uses sounds, gestures, or actions to express needs and wants.</p> <p>Shows reciprocity in using language in simple conversations. (LDC)</p>	<p>f. Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers.</p>	<p>Engages in communication and conversations with others. Engages in conversation with peers and adults. (LD)</p>	

STRAND 1: LANGUAGE (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Uses sounds, signs or words for a variety of purposes. (LDC)	g. Recognizes when the listener does not understand and uses techniques to clarify the message.	Uses different forms of language. Uses different grammatical structures for a variety of purposes. (LD)	Asks and answers questions in order to seek help, get information, or clarify something that is not understood. (CC)
Shows reciprocity in using language in simple conversations. (LDC)	h. With modeling and support, uses increasingly complex phrases and sentences.	Uses increasingly complex and varied vocabulary. (LD)	Speaks audibly and express thoughts, feelings, and ideas clearly. (PKI)
Communication and Speaking Listening and Understanding	Vocabulary	Receptive and Expressive Language.	Language Standards
Uses consistent sounds, gestures, or words, to communicate, Imitates sounds, gestures or words. Uses sounds, signs, or words for a variety of purposes. (LDC)	a. With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs.	Uses increasingly complex and varied vocabulary. Uses different grammatical structures for a variety of purposes. (LD)	Identify new meanings for familiar words and apply them accurately. (VAU)

STRAND 1: LANGUAGE (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Shows reciprocity in using language in simple conversations.</p> <p>Begins to Understand gestures, words, questions, or routines. (LDC)</p>	<p>b. With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete objects.</p>	<p>Uses increasingly complex and varied vocabulary. (LD)</p> <p>Asks and answers questions and makes comments about print materials. (LKS)</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (VAU)</p>
<p>Uses sounds, signs or words for a variety of purposes. (LDC)</p>	<p>c. With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc.</p>	<p>Uses increasingly complex and varied vocabulary. (LD)</p>	<p>Sort common objects into categories to gain a sense of the concepts the categories represent. (VAU)</p>
<p>Shows reciprocity in using language in simple conversations.</p> <p>Begins to understand gestures, words, questions or routines. (LDC)</p>	<p>d. With modeling and support, demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind.</p>	<p>Comprehends different forms of language, such as questions or exclamations. (LD)</p> <p>Understands directionality, order, and position of objects, such as up, down, in front, behind. (MKS)</p>	<p>Use the most frequently occurring prepositions. (CSE)</p>

STRAND 2: EMERGENT LITERACY

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Emergent Literacy	Concepts of Print	Print Concepts & Conventions	Reading Standards
Begins to recognize and understand symbols. (LDC)	a. Identifies signs, symbols and labels in the environment.	Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs. (LKS)	Recognizes that spoken words are represented in written language by specific sequence of letters. (PC)
Begins to recognize and understand symbols. (LDC)	b. Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.	Understands that print conveys meaning. (LKS)	Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. (PA)
Develops interest in and involvement with books and other print materials. (LDC)	c. Recognizes that letters are grouped to form words.	Recognizes that letters of the alphabet are a special category of visual graphics that can be individually named. (LKS)	Recognizes that spoken words are represented in written language by specific sequence of letters. Understands that words are separated by spaces in print.
Begins to recognize and understand symbols. (LDC)	d. Recognizes own written name and the written names of friends and family.	Recognizes words as a unit of print and understands that letters are grouped to form words. (LKS)	Understand that words are separated by specific spaces in print. Recognizes that spoken words are represented in written language by specific sequence of letters. (PC)

STRAND 2: EMERGENT LITERACY (Continued)			
INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Develops interest in and involvement with books and other print materials. (LDC)	e. Seeks information in printed materials.	Recognizes words as a unit of print and understands that letters are grouped to form words.	Participates in shared research and writing projects. (RBPk)
Emergent Literacy	Book Handling Skills	Book Appreciation and Knowledge	Reading Standards for Informational Text
Develops interest in and involvement with books and other print materials. (LDC)	a. Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.	Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics such as title, author, and illustrator. (LKS)	Identify the front cover, back cover, and title page of a book. (CS)
Develops interest in and involvement with books and other print materials. (LDC)	b. Identifies where in the book to begin reading.	Asks and answers questions and makes comments about print materials. Understands that print conveys meaning. (LKS)	Identify the front cover, back cover, and title page of a book. (CS)
Develops interest in and involvement with books and other print materials. (LDC)	c. Understands a book has a title, author, and/or illustrator.	Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics such as title, author, and illustrator. (LKS)	Name the author, and illustrator of a text and define the role of each presenting the idea or information in a text. (CS)

STRAND 2: EMERGENT LITERACY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Emergent Literacy and Communicating and Speaking, Listening and Understanding</p>	<p>Phonological Awareness</p>	<p>Phonological Awareness</p>	<p>Reading Standards: Foundational Skills</p>
<p>Shows interest in songs, rhymes and stories.</p> <p>Begins to recognize and understand symbols. (LDC)</p> <p>Uses consistent sounds, gestures or words. (LDC)</p> <p>Imitates sounds, gestures or words.</p>	<p>a. Differentiates between sounds that are the same and different; e.g., environmental sounds, animal sounds, phonemes.</p>	<p>Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. (LKS)</p>	<p>Demonstrate Understanding of spoken words, syllables, and sounds (phonemes). (PA)</p>
<p>Shows interest in songs, rhymes and stories.</p> <p>Begins to recognize and understand symbols.</p> <p>Uses consistent sounds, gestures or words to communicate, Imitates sounds, gestures or words. (LDC)</p>	<p>b. With modeling and support, identifies rhyming words.</p>	<p>Identifies and discriminates between words in language. (LKS)</p>	<p>Recognizes and produces rhyming words. (PA)</p>

STRAND 2: EMERGENT LITERACY (Continued)			
INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Uses consistent sounds, gestures or words to communicate, Imitates sounds, gestures or words.</p> <p>Shows interest in songs, rhymes and stories. (LDC)</p>	<p>c. With modeling and support produces rhyming words.</p>	<p>Identifies and discriminates between words in language. (LKS)</p>	
<p>Uses consistent sounds, gestures or words to communicate, Imitates sounds, gestures or words. (LDC)</p>	<p>d. With modeling and support, recognizes spoken words that begin with the same sound.</p>	<p>Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. (LKS)</p>	<p>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel, CVC) words. (PA)</p>
<p>Begins to Understand gestures, words, questions or routines. (LDC)</p>	<p>e. Hears and shows awareness of separate words within spoken phrases or sentences.</p>	<p>Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. (LKS)</p> <p>Identifies and discriminates between separate syllables in words. (LKS)</p>	<p>Count, pronounce, blend, and segment syllables in spoken words. (PA)</p>

STRAND 2: EMERGENT LITERACY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Begins to recognize and understand symbols. (LDC)	f. With modeling and support, identifies and discriminates syllables in words.	Identifies and discriminates between separate syllables in words. (LKS)	Count, pronounce, blend, and segment syllables in spoken words. (PA)
Uses sounds, signs, or words for a variety of purposes. (LDC)	g. With modeling and support, combines onset and time to form a familiar one-syllable word with and without pictorial support.	Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. (LKS)	Count, pronounce, blend, and segment syllables in spoken words. (PA)
Uses sounds, signs, or words for a variety of purposes. (LDC)	h. With modeling and support, repeats words and identifies the common final sound.	Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. (LKS)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel, CVC) words. (PA)

STRAND 2: EMERGENT LITERACY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Emergent Literacy	Alphabet Knowledge	Alphabet Knowledge Print Concepts and Conventions	Reading Standards: Foundational Skills. Writing Standards
Begins to recognize and understand symbols. (LDC)	a. Discriminates letters from other shapes and symbols.	Recognizes that letters of the alphabet are a special category of visual graphics that can be individually named. (LKS)	Recognizes and name all upper-and lowercase letters of the alphabet. (PC)
Begins to recognize and understand symbols. (LDC)	b. Matches and recognizes similarities and differences in letters, with modeling and support.	Recognizes that letters of the alphabet are a special category of visual graphics that can be individually named. (LKS)	Recognizes and name all upper-and lowercase letters of the alphabet. (PC)
Begins to recognize and understand symbols. (LDC)	c. Recognizes as many as 10 letters, especially those in own name, family and friends.	Recognizes that letters of the alphabet are a special category of visual graphics that can be individually named. (LKS) Recognizes print in everyday life, such as numbers, letters, one's name, words and familiar logos and signs. (LKS)	Recognizes and name all upper-and lowercase letters of the alphabet. (PC)

STRAND 2: EMERGENT LITERACY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Uses sounds, signs or words for a variety of purposes. (LDC)	d. Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as ten letters, with modeling and support.	Identifies letters and associates correct sounds with letters. (LKS)	Demonstrates understanding of spoken words, syllables and sounds (phonemes). (PA)
Emergent Literacy and Memory	Comprehension	Book Appreciation	Reading Standards for Informational Text and Reading Standards for Literature
Develops interest in and involvement with books and other print materials. .	a. Takes an active role in reading activities.	Demonstrates an interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics. (LKS)	Actively engages in group reading activities with purpose and understanding. (RRLTC)
Develops interest in and involvement with books and other print materials. (LDC)	b. With prompting and support, identifies characters and major events in a story.	Retells stories or information from books through conversation, artistic works, and creative movement. (LKS)	With prompting and support, identify characters, setting, and major events in a story. (KID-LIT)
Develops interest in and involvement with books and other print materials. (LDC)	c. With prompting and support, asks and answers a variety of questions about books or stories told or read aloud.	Asks and answers questions and makes comments about print materials. (LKS)	With prompting and support, ask and answer questions about key details in a text. (KID-LIT)

STRAND 2: EMERGENT LITERACY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Develops interest in and involvement with books and other print materials. (LDC)</p> <p>Recognizes familiar people, places and things. Recalls and uses information in new situations. (CD)</p>	<p>d. With prompting and support, draws connections between story events and personal experiences.</p>	<p>Retells stories or information from books through conversation, artistic works, creative movement. (LKS)</p>	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer question. (RBPK)</p>
<p>Uses a variety of strategies to solve problems. (CD)</p>	<p>e. With prompting and support, identifies events and details in the story and makes predictions.</p>	<p>Asks and answers questions and makes comments about print materials. (LKS)</p>	<p>With prompting and support, ask and answer questions about key details in a text. (KID-LIT)</p>
<p>Develops interest in and involvement with books and other print materials. (LDC)</p>	<p>f. With prompting and support, gives an opinion for liking or disliking a book or story.</p>	<p>Shows interest in shared reading experiences and looking at books independently. (LKS)</p>	<p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (TTP)</p>

STRAND 2: EMERGENT LITERACY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Develops interest in and involvement with books and other print materials. (LDC)	g. With modeling and support, begins to demonstrate an understanding of the differences between fiction and non-fiction.	Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics. (LKS)	Recognize common types of text. (CS)
Develops interest in and involvement with books and other print materials. (LDC)	h. With modeling and support, identifies the topic of informational text that has been read aloud.	Asks and answers questions and makes comments about print materials. (LKS)	With prompting and support, identify the main topic and retell key details of a text. (KID-IT)
Uses imitation or pretend play to express creativity and imagination. (CD)	i. With modeling and support, retells or reenacts a story in sequence with pictures or props.	Retells stories or information from books through conversation, artistic works, creative movement or drama. (LKS)	With prompting and support, retell familiar stories, including key details. (KID-LIT)
Begins to recognize and understand symbols. (LDC) Uses sounds, signs or words for a variety of purposes. (LDC)	j. With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, changes, songs, nursery rhymes or other repetitious or predictable texts.	Uses different forms of language. (LKS)	Read emergent-reader texts with purpose and understanding. (FL)

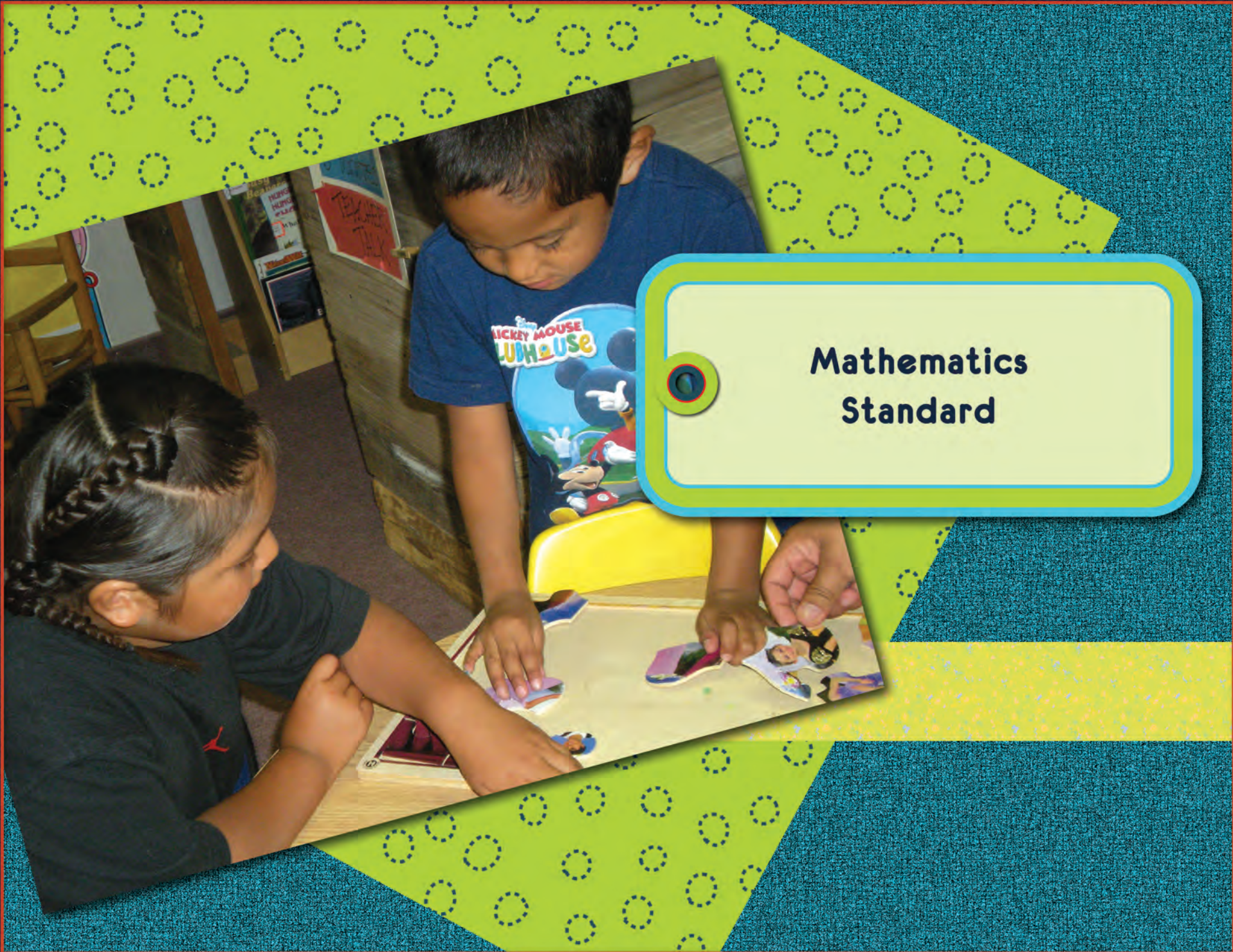
STRAND 3: EMERGENT WRITING			
INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Fine Motor Development, Communicating and Speaking and Emergent Literacy	Early Writing, Writing Processes, and Writing Applications	Early Writing	Writing Standards
Develops small muscle control and coordination. Uses different actions on objects. (PMD)	a. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.	Experiments with writing tools and materials. (LKS)	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (PDW)
Uses hands or feet to make contact with objects or people. (PMD) Uses sounds, signs or words for a variety of purposes. (LDC)	b. With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest.	Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion. (LKS)	Use of a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (TTP)

STRAND 3: EMERGENT WRITING (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Uses sounds, signs or words for a variety of purposes. (LDC)</p>	<p>c. Dictates to and shares thoughts, ideas, and stories with adults.</p>	<p>Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion. (LKS)</p>	<p>Use of a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p>Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (TTP)</p>
<p>Controls small muscles in hands when doing simple tasks. (PMD)</p>	<p>d. Writes own name using letter-like forms or convention print.</p>	<p>Copies, traces, or independently writes letters or words. (LKS)</p>	<p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CSE)</p> <p>Print many upper-lowercase letters. (CSE)</p>

STRAND 3: EMERGENT WRITING (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Begins to recognize and understand symbols. (LDC)	e. Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas, or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.	Copies, traces, or independently writes letters or words. (LKS) Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion. (LKS)	Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (TTP)
Begins to recognize and understand symbols. (LDC) Develops small muscle control and coordination. (PMD)	f. With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).	Copies, traces, or independently writes letters or words. (LKS) Manipulates writing, drawing, and art materials. (PDH)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CSE) Print many upper-lowercase letters. (CSE)
Begins to recognize and understand symbols. (LDC)	g. Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.	Uses scribbles, shapes, pictures and letters to represent objects, stories, experiences or ideas. (LKS)	Understands that words are separated by spaces in print. (PC) Follow words from left to right, top to bottom, and page by page. (PC)



**Mathematics
Standard**

MATHEMATICS STANDARD

For Young Children From Three to Five Years Old

Overview

Mathematic knowledge, interests, and skills are basic to children's success in school and later life. Mathematics is a way of thinking, knowing, problem-solving, and reasoning that is accessible to all children regardless of their prior knowledge and experiences. From a very early age, mathematics helps children to connect ideas, develop logical thinking, and question, analyze and understand the world around them.

Through their senses, children embrace mathematics as an integral part of their world. Children thrive in environments that promote thinking and curiosity, are rich in mathematical language, and nurture their natural drive to explore and experiment with numbers, shapes, measurement, and **patterns**. Spontaneous and planned math experiences that are developmentally appropriate encourage children's positive attitudes towards mathematics.

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

Strand 1: Counting and Cardinality

- Counts Out Loud
- Knows Number Names and Symbols
- Counts to Tell Number of Objects
- Compares Numbers and Quantities

Strand 2: Operations and Algebraic Thinking

- Explores Addition and Subtraction
- Patterning

Strand 3: Measurement and Data

- Sorts and Classifies
- Data Analysis
- Measures

Strand 4: Geometry

- Spatial Reasoning
- Shapes

Mathematics Standard Definitions

Algebraic thinking is being taught when teachers help children recognize **patterns**, make generalizations, and then use **symbols** to represent problems and their solutions. (J. V. Copley, *The Young Child and Mathematics, Second Edition*)

Attributes are characteristics or qualities of objects, such as color, position, roundness, shape, size, number of corners; e.g., a child notices that the plate is round.

Cardinality is the understanding that when counting items, the number word applied to the last object represents the total amount.

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

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

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

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

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

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

Graphs display information in an organized manner.

Match means to pair items or objects that are identical.

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

Numeral is the written symbol that represents a number; e.g., "seven" is the numeral for the number seven.

One-to-one Correspondence is the ability to match numbers to objects or objects to objects; e.g., 4 forks with 4 spoons.

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

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

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

Quantity is an amount, measure or number; e.g., how many cars are in a box?

Set is a group of objects.

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

Sort means to classify objects that share certain **attributes**; e.g., place all red blocks in one group and all blue blocks in another.

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

Subitize means to count items in groups; e.g., not counting items individually. Utilizing visualization, it is recognizing an amount rather than counting it; e.g., when someone rolls the dice in a game and knows instantly what was rolled without counting each dot on the dice, that person is subitizing.

Symbols are gestures or printed signs that represent quantities in mathematics; e.g., using three fingers to represent "three".

STRAND 1: COUNTING AND CARDINALITY

Concept 1: Counts Out Loud

The child counts out loud and uses number words in daily conversations.

To build an understanding of counting, children need environments that are rich in mathematical language and provide varied opportunities to count in ways that are personally meaningful, challenging, and fun.

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

a. Shows interest in and awareness of counting.

- Participates in counting activities.
- Recites numbers one to 10 with increasing accuracy.

b. Counts out loud to 10.

- Sings counting songs.
- Counts to 10 while playing hide and seek.

STRAND 1: COUNTING AND CARDINALITY

Concept 2: Knows Number Names and Symbols

The child identifies numerals and uses number words in daily activities.

To build an understanding of number names and **symbols** children need number rich environments that allow them to explore and play with numbers and **numerals** throughout the day and across the curriculum.

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

- a. **Uses numerals and number symbols in the context of daily routines, activities, and play.**
 - Draws a squiggly line and says, "Here is my phone number."
 - Looks at the grocery advertisement and says, "Oranges are on sale for three dollars."

- b. **Uses and creates symbols to represent numbers.**
 - Holds up four fingers when asked, "How old are you?"
 - Writes **numerals** and **numeral-like symbols** in the sand.
 - Writes out a bill while playing restaurant and says, "You owe 10 dollars."

- c. **Identifies numerals one to 10.**
 - Names some **numerals** while child is reading a book.
 - Recognizes **numerals** in the environment; e.g., signs, grocery store, room numbers.
 - Points to **numerals** on his shirt and says, "I have a two and a five on my shirt." (The **numerals** may or may not be a two and a five.)

STRAND 1: COUNTING AND CARDINALITY

Concept 3: Counts to Tell Number of Objects

The child uses number words and counting to identify quantity.

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

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

- a. **Counts groups of objects using one-to-one correspondence (one object for each number word).**
 - Touches and counts the number of cars on the rug, "one, two, three, four, five."
 - Counts out four straws for the four children at the table.

- b. **Counts a collection of up to 10 items using the last counting word to tell, "How many?"**
 - Counts out six eggs. When adult asks, "How many?" the child responds, "six."
 - Counts and responds, "seven" when the teacher asks, "How many girls are here today?"

- c. **Matches numerals to quantities they represent using physical models and representations.**
 - Spins a spinner, lands on five and moves five steps.
 - **Matches** three objects to the numeral three.

- d. **Identifies quantity of three-five objects without counting (subitize).**
 - Looks briefly at a picture and says, "There are three ducks."
 - Looks at a pile of blocks and says, "There are four blocks."

STRAND 1: COUNTING AND CARDINALITY

Concept 4: Compares Numbers and Quantities

The child applies a range of strategies such as counting or matching to compare sets of objects.

Learning the meaning of numbers begins with hands-on experiences, using a variety of objects found in the home, the classroom and nature. To build an understanding of numbers and the quantities they represent, children need daily experiences involving comparing groups of objects in ways that are personally meaningful, challenging, and fun.

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

- a. **Compares two sets of objects using terms such as more, fewer, or the same.**
 - Looks at friend's blocks and says, "I have more blocks than you."
 - **Matches** one car for each toy person to see if there are fewer cars or people.

STRAND 2: OPERATIONS AND ALGEBRAIC THINKING

Concept 1: Explores Addition and Subtraction

The child combines and separates groups of objects and names how many.

Learning the meaning of a number begins with hands-on experiences using a variety of objects found in the home, the classroom, and nature. To build an understanding of numbers and to discover number relationships, children need opportunities to describe the changes that result from putting **sets** of objects (e.g., blocks, animals, toy people) together or taking them apart.

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

a. Demonstrates an understanding that adding increases the number of objects in a group.

- Adds one block to her pile of blocks and says, "Now I have more."
- Has one slice of apple on her plate and adds another slice and says, "Now I have two."
- Participates in stories and rhymes involving addition; e.g., *One Elephant Went Out to Play*.

b. Describes changes in two or more sets of objects when they are combined.

- Recognizes that three cars and two trucks is a total of five vehicles.
- Puts the red, yellow, and blue crayons together and tells how many crayons.

c. Demonstrates an understanding that taking away decreases the number of objects in a group.

- Participates in stories and rhymes involving subtraction; e.g., *Five Little Monkeys*.
- Gives some marbles to a friend and then says, "Now I have less."

d. Describes changes in a set of objects when they are separated into parts.

- Plays with a plastic ball and bowling pins and tells how many fell down and how many are left standing.
- Gives two grapes to a friend and says, "Now I have two grapes and you have two grapes."

STRAND 2: OPERATIONS AND ALGEBRAIC THINKING

Concept 2: Patterning

The child recognizes, copies, extends, describes and creates patterns.

Recognition and investigation of **patterns** are important components of a child's development. A child's ability to work with **patterns** is the precursor to mathematical thinking, especially algebraic **processes**. Children need frequent opportunities to engage in pattern-related activities such as playing with repetitive sounds and movement or noticing **patterns** in textures and pictures.

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

a. Recognizes patterns in the real world.

- Follows and remembers movements in familiar songs and rhymes.
- Notices **patterns** on clothing.
- Anticipates what comes next in the daily routine.

b. Copies simple patterns.

- **Matches** a **pattern** on a picture to make a necklace from shaped beads.
- Imitates a **pattern** in a rhythmic activity such as stomp, clap, stomp, clap.

c. Extends simple patterns.

- Places the next two dominoes, one up and one down when shown a series of dominoes with one up, one down, one up, one down.
- Extends a rhythmic **pattern**: clap, pat, clap, pat.

d. Creates simple patterns.

- Builds a road alternating long and short unit blocks.
- Creates a simple pattern using shells.

e. Describes similarities and differences in patterns.

- Says, "We always wash our hands after we come in from outside, but today we got a drink first."
- Says, "My shirt has two red stripes and one blue stripe, your shirt has one green stripe and one red stripe."

STRAND 3: MEASUREMENT AND DATA

Concept 1: Sorts and Classifies

The child sorts and groups objects by a variety of characteristics/attributes.

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

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

- a. **Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).**
 - Picks all the books about bugs out of the library.
 - Puts objects together that have the same use; e.g., puts all the vehicles in a pile and all of the blocks in another pile.
 - **Sorts** rough and smooth objects into two separate piles.

- b. **Explains how items were sorted into groups.**
 - Says, "I put all of these together [helicopter, bee, plane, birds] because they all fly."
 - **Sorts** buttons and says, "All these have two holes. These have four holes."

STRAND 3: MEASUREMENT AND DATA

Concept 2: Data Analysis

The child collects, organizes, displays, and describes relevant data.

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

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

- a. **Asks questions to gather information.**
 - Asks, "What is your favorite color?" Child uses a photo of herself to indicate a favorite color on a class graph.
 - Surveys the classroom asking, "Do you like chocolate milk or white milk?"
- b. **Displays data to answer simple questions about themselves or the environment.**
 - Makes tally marks representing the number of brothers and sisters they have.
 - Moves to an area of the room to indicate their vote for the next game to play.
- c. **Uses descriptive language to compare data in picture graphs or other concrete representations.**
 - Looks at picture graph of selected fruit and says, "A lot of kids like bananas."
 - Identifies which category has more, fewer, or the same number of objects.
- d. **Uses charts and graphs to analyze information or answer questions.**
 - Counts number of children who have a pet and do not have a pet to answer the question, "Are there more children in our class who have a pet or who do not have a pet?"
 - Looks at attendance chart to determine if more boys or girls are present.

STRAND 3: MEASUREMENT AND DATA

Concept 3: Measures

The child uses measurement to describe and compare objects in the environment.

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

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

- a. **Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower.**
 - Says, "My car is going faster than yours."
 - Exclaims, "I can't pull the wagon. You're too heavy. Get out!"
 - Says, "I need a bigger box for these blocks."

- b. **Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.**
 - Measures how many small containers it takes to fill one large container at the water table.
 - Uses outstretched arms to measure a doorway.
 - Cuts a piece of yarn they think will be long enough to go around a pumpkin.

- c. **Uses various standard measuring tools for simple measuring tasks.**
 - Takes measuring tape and pretends to measure objects in a room.
 - Helps measure cups of flour for bread.
 - Helps measure a doorway with a yardstick to see if a wheelchair will fit.

- d. **Orders objects by measurable attributes.**
 - Places purple color samples (as from a paint store) in order from lightest to darkest.
 - Places blocks in order by height.

- e. **Uses appropriate vocabulary to describe time and sequence related to daily routines.**
 - Says, "After snack, we go outside."
 - Responds appropriately when asked, "What did you do this morning?"
 - Relates a sequence of events from a trip to the store.

STRAND 4: GEOMETRY

Concept 1: Spatial Reasoning

The child uses and demonstrates an understanding of positional terms.

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

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

- a. **Uses and responds to positional terms (e.g., between, inside, under, above, behind).**
 - Moves next to Javier when asked to stand next to a friend.
 - Says to his friend, "Please put your milk on the table."
- b. **Describes the position or location of objects in relation to self or to other objects.**
 - Plays with a car on a road constructed out of blocks and says, "The car is on the road."
 - Notices a puppy between two children in a magazine picture and says, "The puppy is in the middle."

STRAND 4: GEOMETRY

Concept 2: Shapes

The child recognizes names and describes common shapes and their properties.

Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Beginning in infancy, children compare objects by form and shape. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.

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

a. Recognizes basic two-dimensional shapes.

- Points to a door when requested to point to something that is a rectangle.
- Exclaims, "My buttons are circles!"

b. Uses the names of geometric shapes when describing objects found in the environment.

- Says, "I have a pink oval," when playing Shape Bingo.
- Asks, "May I have another square block?"
- Declares, "Look, the stop sign is an octagon."

c. Creates two- and three-dimensional shapes during play.

- Uses arms to form a circle to represent the sun.
- Uses finger to draw basic shapes in shaving cream or sand.

d. Compares and describes attributes of two- and three- dimensional objects in the environment using own vocabulary.

- Describes shapes in a feely box.
- Notices and signs, "I see rectangles on the side of my milk carton."
- Says, "The ball doesn't have any corners."

Integration

Integration of Approaches to Learning and Language and Literacy into the Mathematics Standard.

MATHEMATICS	
STRAND 1: COUNTING AND CARDINALITY	
Approaches to Learning - Actions that would incorporate Approaches to Learning into Mathematics.	Language & Literacy - Actions that would incorporate Language and Literacy into Mathematics.
1. Curiosity - The pre-k class was curious about how many airplanes were flying over their playground. During the year, with support from the teachers, they tallied the number of planes that flew over their playground each day.	1. The children, with support from the teachers, made a chart to help tell the story about the number of trains that went by the playground during the school year. The teacher brought non-fiction books into the classroom about trains.
2. Persistence - The children worked hard to move chairs into the block area to create the seating on a bus for first, second and third rows. The teacher commented on how persistent they were in completing the task.	2. The teacher joined the children in the "airplane" and acted as the flight attendant. She said, "What do the passengers in the first row want to drink? What do the passengers in the second row want to drink?" She wrote the answers on a piece of paper. She asked another child to assist as a flight attendant. She said, "We need five milks, three orange juices and three packages of string cheese."

MATHEMATICS

STRAND 2: OPERATIONS AND ALGEBRAIC THINKING

Approaches to Learning - Actions that would incorporate Approaches to Learning into Mathematics.

1. Problem solving - Teacher says, "I have four cookies. But we have eight children. How are we going to solve this problem and make sure everyone gets an equal amount of the cookies?"
2. Persistence - Teacher says, "Susie, you've worked a long time making a long line of car, person, car, person. You are making a pattern. What comes next in your pattern?"

Language & Literacy - Actions that would incorporate Language and Literacy into Mathematics.

1. Teacher points out the pattern in a book such as *Polar Bear, Polar Bear* or *I went Walking*. Teacher asks, "Did you notice a pattern in the book? What pattern do you hear?"
2. Billy takes three buttons from the bucket and Jose takes two buttons out of the bucket. With teacher assistance, the boys combine their buttons and teacher asks, "When you add three buttons and two buttons, how many are there all together?" The boys count out loud one, two, three, four, five and say "five buttons." The teacher then suggests that the boys draw a picture of their discovery in combining numbers.

MATHEMATICS

STRAND 3: MEASUREMENT AND DATA

Approaches to Learning - Actions that would incorporate Approaches to Learning into Mathematics.

1. Curiosity - When children express curiosity about the circumference of the tree outside their classroom, the teacher invites them to each cut a string that they estimate will go around the tree. They each try to wrap their string around the tree to see who was correct.
2. Curiosity and attentiveness - Teacher noticed that a child is measuring the tables with connecting cubes. He said, "I noticed that you have spent a very long time measuring the tables with the connecting cubes. What made you decide to measure the tables?"

Language & Literacy - Actions that would incorporate Language and Literacy into Mathematics.

1. The teacher asked the children to take their strings home and see if they had something at home the same length as their string. She asked their families to help them tell a story, through drawing or dictation of what they measured.
2. During a graphing activity the children, with teacher support, analyzed the graph. They discovered that seven of them had dogs, two had cats and one had a dog and cat. They surmised that dogs were more popular than cats.

MATHEMATICS

STRAND 4: GEOMETRY

Approaches to Learning - Actions that would incorporate Approaches to Learning into Mathematics.

1. Reasoning - The children were using paper towel tubes to print circles on the paper with paint. They dipped the end of the tube in paint and created many circles on the paper. During a conversation with some of the children, the teacher said, "Oh look the tube is called a cylinder and the end prints circles." The teacher brought over other three-dimensional shapes and asked, "Which one might print a square? How can we find out?"

2. Creativity - After children have spent several weeks working with a classroom set of blocks, the teacher provides them with variety of found materials to create their own unique set of blocks.

Language & Literacy - Actions that would incorporate Language and Literacy into Mathematics.

1. Teacher provides a feely box or bag with variously shaped objects. Children take turns placing a hand in the container and describe what they are feeling and try to guess what is inside. Afterwards, the teacher provides academic language such as corners, sphere, etc. for the child's description. For example, "You are right. It is pointy, we call that having corners."

2. After reading *The Mitten*, the teacher asks, "What do you think will really fit in the mitten?" The teacher has a child's mitten for children to compare for size.

Alignment

Within the Alignment Matrix are codes that reference where in the Head Start Outcomes and the Infant/Toddler Guidelines the examples are found.

Reference Codes for the HS Outcomes Framework Alignment

- ATL - Approaches to Learning
- CAE - Creative Arts Expression
- ELD - English Language Development
- LD - Language Development
- LKS - Literacy Knowledge & Skills
- LR- Logic & Reasoning
- MKS - Mathematics Knowledge & Skills
- PDH - Physical Development & Health
- SED - Social & Emotional Development
- SKS - Science Knowledge & Skills
- SSKS - Social Studies Knowledge & Skills

Reference Codes for the Infant/Toddler Developmental Guidelines

Alignment:

- ATL - Approaches to Learning
- CD - Cognitive Development
- LDC - Language Development and Communication
- PMD - Physical and Motor Development
- SED - Social and Emotional Development

STRAND 1: COUNTING AND CARDINALITY

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Counts Out Loud	Number Concepts & Quantities	Counting and Cardinality
Searches for missing or hidden objects. (CD)	a. Shows interest in and awareness of counting.	Recognizes numbers and quantities in the everyday environment.	Know number names and the count sequence.
Uses sounds, signs or words for a variety of purposes. (LDC)	b. Counts out loud to 10.	Recites numbers in the correct order and understands that numbers come "before" or "after" one another.	Count to 100 by ones and by tens.
	Knows Number Names and Symbols	Number Concepts & Quantities	Counting and Cardinality
Uses objects in new ways or pretend play. (CD)	a. Uses numerals and number symbols in the context of daily routines, activities, and play.	Recognizes numbers and quantities in everyday environment.	Write numbers from 0-20.
Uses imitation or pretend play to express creativity and imagination. (CD)	b. Uses and creates symbols to represent numbers.	Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.	Represent a number of objects with a written numeral 0-20.
Recognizes familiar people, places and things. (CD)	c. Identifies numerals 1-10.	Associates quantities and the names of numbers with written numerals.	

STRAND 1: COUNTING AND CARDINALITY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Count to Tell Number of Objects	Number Concepts & Quantities	Counting and Cardinality
Uses different actions on objects. (PMD)	a. Counts groups of objects using one-to-one correspondence (1 object for each number word).	Uses one-to-one counting and subitizing to determine quantity.	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
Listens with interest to language of others (CD)	b. Counts a collection of up to 10 items using the last counting word to tell, "How many?"	Uses the number name of the last object counted to represent the number of objects in the set.	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
	c. Matches numerals to quantities they represent using physical models and representations.	Associates quantities and the names of numbers with written numerals.	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

STRAND 1: COUNTING AND CARDINALITY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	d. Identifies quantity of 3-5 objects without counting (subitize).	Uses one-to-one counting and subitizing to determine quantity.	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group; e.g., by using matching and counting strategies. (Include groups with up to ten objects)
	Compare Numbers and Quantities	Number Relationships & Operations	Counting and Cardinality
Pays attention to people and objects. (CD)	a. Compares 2 sets of objects using terms such as more, fewer, or the same.	Uses a range of strategies such as counting, subitizing, or matching to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer, or equal to.	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group; e.g., by using matching and counting strategies. (Include groups with up to ten objects.)

STRAND 2: OPERATIONS AND ALGEBRAIC THINKING			
INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Explores Addition and Subtraction	Number Relationships & Operations	Operations and Algebraic Thinking
Makes things happen and watches for results or repeats action. (CD)	a. Demonstrates an understanding that adding increases the number of objects in a group.	Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
Shows ability to acquire and process new information. (CD)	b. Describes changes in 2 or more sets of objects when they are combined.	Identifies the new number created when numbers are combined or separated.	Solve addition and subtraction word problems and add and subtract with 10; e.g., by using objects or drawings to represent the problem.
Searches for missing or hidden objects. (CD)	c. Demonstrates an understanding that taking away decreases the number of objects in a group.		Decompose numbers less than or equal to 10 into pairs in more than one way; e.g., by using objects or drawings, and record each decomposition by drawing or equation (e.g., $5=2+3$ and $5=4+1$).
Recalls and uses information in new situations. (CD)	d. Describes changes in a set of objects when they are separated into parts.		Fluently add and subtract within 5.

STRAND 2: OPERATIONS AND ALGEBRAIC THINKING (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Patterning	Patterns	Mathematical Practices
Attends to colors, shapes, patterns or pictures. (CD)	a. Recognizes patterns in the real world.	Recognizes, duplicates, and extends simple patterns.	#7 - Look for and make use of structure. Young students begin to discern a pattern or structure.
	b. Copies simple patterns.		
	c. Extends simple patterns.		
	d. Creates simple patterns.	Creates patterns through the repetition of a unit.	
	e. Describes similarities and differences in patterns.	Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size.	

STRAND 3: MEASUREMENT AND DATA			
INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Sorts and Classifies	Patterns	Measurement and Data
Explore object characteristics in many different ways. (ATL)	a. Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).	Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size.	Classify objects into given categories; count the number of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10).
	b. Explains how items were sorted into groups.	Classifies, compares, and contrasts objects, events, and experiences. (LR)	
	Data Analysis		Measurement and Data
Shows eagerness and curiosity as a learner. (ATL)	a. Asks questions to gather information.	Seeks multiple solutions to a question, task, or problem. (LR)	Describe measurable attributes of objects, such as length or weight.
Engage in and actively explores self, objects, and surroundings. (ATL)	b. Displays data to answer simple questions about themselves or the environment.	Represents people, places, or things through drawings, movement, and three-dimensional objects. (LR)	Describe several measurable attributes of a single object. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
Uses consistent sounds, gestures or words to communicate. (LDC) Approach and explore new experiences in familiar settings. (ATL)	c. Uses descriptive language to compare data in picture graphs or other concrete representations.	Classifies, compares, and contrasts objects, events, and experiences. (LR) Uses language to express ideas and needs. (LD)	

STRAND 3: MEASUREMENT AND DATA (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Explore object characteristics in many different ways. (ATL)	d. Uses charts and graphs to analyze information or answer questions.	Seeks multiple solutions to a question, task or problem. (LR) Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion. (LKS)	

STRAND 3: MEASUREMENT AND DATA (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Explore object characteristics in many different ways. (ATL)	Measures	Measurement & Comparison	Measurement and Data
	a. Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower.	Compares objects using attributes of length, weight, and size (bigger, longer, taller, heavier).	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
	b. Uses nonstandard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.	Uses nonstandard and standard techniques and tools to measure and compare.	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
	c. Uses various standard measuring tools for simple measuring tasks.		
d. Orders objects by measurable attributes.	Orders objects by size and length.	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	

STRAND 3: MEASUREMENT AND DATA (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Understands simple routines, rules or limitations. (SED)	e. Uses appropriate vocabulary to describe time and sequence related to daily routines.	Uses increasingly complex and varied vocabulary. (LD) Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas. (LKS)	

STRAND 4: GEOMETRY

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Spatial Reasoning	Geometry & Spatial Sense	Geometry
<p>Develops increasing ability to change positions and move body from place to place. (PMD)</p> <p>Coordinates eye and hand movements. (PMD)</p>	<p>a. Uses and responds to positional terms (e.g., between, inside, under, above, behind).</p>	<p>Understands directionality, order, and position of objects, such as up, down, in front, behind.</p>	<p>Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to.</p>
	<p>b. Describes the position or location of objects in relation to self or to other objects.</p>	<p>Understands movement concepts, such as control of body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects. (PDH)</p>	<p>Analyze and compare two- and three- dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides, and vertices/"corners") and other attributes (e.g., having sides of equal length).</p>

STRAND 4: GEOMETRY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Shapes	Geometry & Spatial Sense	
<p>Uses senses to explore people, objects, and the environment. (CD)</p> <p>Attends to colors, shapes, patterns or pictures. (CD)</p>	a. Recognizes basic two-dimensional shapes.	Recognizes and names common shapes, their parts, and attributes.	Correctly name shapes regardless of their orientations or overall size.
	b. Uses the names of geometric shapes when describing objects found in the environment.		Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to.
	c. Creates two- and three-dimensional shapes during play.	Combines and separates shapes to make other shapes.	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
	d. Compares and describes attributes of two- and three-dimensional objects in the environment using own vocabulary.	<p>Compares objects in size and shape.</p> <p>Uses language to express ideas and needs. (LD)</p>	Analyze and compare two- and three- dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides, and vertices/"corners") and other attributes (e.g., having sides of equal length).



**Science
Standard**

SCIENCE STANDARD

For Young Children from Three to Five Years Old

Overview

Children have a natural sense of wonder and curiosity. Science, for young children, is an active and open-ended search for new knowledge. Children ask questions and seek answers in order to understand the world around them. Children learn by being actively engaged with hands-on experiences, real objects and natural, relevant occurrences.

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

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

Strand 1: Inquiry and Application

- Exploration, Observations, and Hypotheses
- Investigation
- Analysis and Conclusions
- Communication

Science Standard Definitions

Analysis means breaking up a whole (object, investigation, or thought) into parts to find out or study the parts.

Attributes are characteristics of a person, place, or thing or qualities of objects, such as color, position, roundness, shape, size, number of corners, etc.

Conclusion means an explanation about an object, idea, or occurrence based on previous experience and investigation.

Hypotheses (plural of hypothesis) are theories or explanations of a happening or event which become the starting point of an investigation.

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

STRAND 1: INQUIRY AND APPLICATION

Concept 1: Exploration, Observations, and Hypotheses

The child asks questions and makes predictions while exploring and observing in the environment.

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

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

- a. Exhibits curiosity about objects, living things, and other natural events in the environment by using one or more senses.
 - Observes a butterfly on a flower with a magnifying glass.
 - Feels and smells the orange blossoms on the tree in his caregiver's back yard.
- b. Identifies attributes of objects, living things, and natural events in the environment.
 - Notices bean seeds planted in clear bags have sprouted into plants with roots and a stem.
 - Moves in the sunlight and realizes that her own shadow moves when she moves.
- c. Describes changes in objects, living things, and the natural events in the environment.
 - Describes how he is getting bigger.
 - Says, "When I came to school it was cloudy and now it is sunny."
- d. Begins to describe the similarities, differences and relationships between objects, living things and natural events.
 - Places a picture of a baby chick with a hen.
 - Says, "Your rock is smooth and mine is rough."
- e. Asks and responds to questions about relationships of objects, living things, and events in the natural environment.
 - Answers, "It will melt," in response to the question, "What do you think will happen if we put the ice in the sun?"
 - Asks, "What is the nest made of? How did a bird do this without hands?"

STRAND 1: INQUIRY AND APPLICATION

Concept 2: Investigation

The child tests predictions through exploration and experimentation.

Children use their senses and a variety of **tools** and materials to gather information while investigating. Active experimentation requires questioning, refining, and **persistence**. Children explore answers to their questions and begin to form more complex **conclusions**. Information gathered in the process extends a child's knowledge of the world and their environment.

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

- a. **Uses a variety of tools and materials to investigate.**
 - Uses various **tools** to examine insects; e.g., magnifying glass, tongs, or tweezers.
 - Selects a scale to figure out how many small blocks will weigh as much as a big block.
- b. **Makes predictions and checks them through hands-on investigation with adult support.**
 - Predicts that the rock will sink when placed in water.
 - Says, "If I step on the balloon, it will pop."
- c. **Adjusts the experiment if results are different than expected and continues testing.**
 - Continues to mix different colors of paint to try to make purple.
 - Looks for another metal object when the magnet will not stick to the coins.
- d. **Persists with an investigation.**
 - Child returns day after day to see if the chicken eggs have hatched.
 - Child plants seeds and continues to care for them and observes changes.

STRAND 1: INQUIRY AND APPLICATION

Concept 3: Analysis and Conclusion

The child forms conclusions about observations and experimentations.

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

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

- a. **Uses a variety of materials to record and organize data.**
 - Uses journals, drawings or **graphs** to record information about the plant growth.
 - Creates a collection of items relevant to an experiment.
- b. **Identifies cause and effect relationships.**
 - Says, "It fell because I let go of the string" while using a pulley to hoist a bucket.
 - Explains, "When it rains the playground gets muddy."
- c. **Constructs explanation about investigations.**
 - Concludes that round objects roll down the ramp and flat objects slide down the ramp after placing different objects on a ramp.
 - Says, "Your plant died because you didn't water it."

STRAND 1: INQUIRY AND APPLICATION

Concept 4: Communication

The child discusses and reflects upon the scientific investigation and its findings.

Based on past experiences, children use language or an alternate communication system to show recognition of scientific principles and a deeper understanding of their environment. Science incorporates language and **literacy** skills which are an essential foundation for later reading comprehension.

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

a. Displays and interprets data.

- Places all floating materials on one tray and all sinking items on another tray during a sink/float activity.
- Finds out that marbles roll faster than other items after looking at a chart displaying speeds of various objects.

b. Presents their scientific ideas in a variety of ways.

- Makes own version of a bird nest with twigs, feathers, and other materials.
- Draws a picture of a plant after planting seeds and watching them grow.

c. Conducts further investigation based on prior experience and information gained.

- Says, "Next time I want to see what happens if I water the plant every day."
- Chooses to mix other colors to see if she can get the same shade.

Integration

Integration of Approaches to Learning, Language and Literacy, and Mathematics into the Science Standard.

SCIENCE		
STRAND 1: INQUIRY AND APPLICATION		
Approaches to Learning - Actions that would incorporate Approaches to Learning into Science.	Language & Literacy - Actions that would incorporate Language and Literacy into Science.	Mathematics - Actions that would incorporate Mathematics into Science.
1. Initiative - The teacher pairs students to work on cooperative science activities.	1. The teacher provides science journals (individual or class) to record observations, experiments and/or investigations (e.g., class pet, adopted tree, school garden).	1. The teacher uses natural object collections (e.g., rocks, shells, pine cones, sticks, bark) for sorting, classifying, ordering and other mathematical concepts.
2. Persistence and attentiveness - The teacher intentionally leaves materials out after an investigation so children can persist with further investigation on their own or in groups.	2. The teacher provides non-fiction books, magazines and technology resources on a variety of science topics throughout the classroom.	2. The teacher uses graphing strategies to record student predictions and results of science activities.

Alignment

Within the Alignment Matrix are codes that reference where in the Head Start Outcomes and the Infant / Toddler Guidelines the examples are found.

Reference Codes for the HS Outcomes Framework Alignment

- ATL - Approaches to Learning
- CAE - Creative Arts Expression
- ELD - English Language Development
- LD - Language Development
- LKS - Literacy Knowledge & Skills
- LR - Logic & Reasoning
- MKS - Mathematics Knowledge & Skills
- PDH - Physical Development & Health
- SED - Social & Emotional Development
- SKS - Science Knowledge & Skills
- SSKS - Social Studies Knowledge & Skills

Reference Codes for the Infant / Toddler Developmental Guidelines Alignment:

- ATL - Approaches to Learning
- CD - Cognitive Development
- LDC - Language Development and Communication
- PMD - Physical and Motor Development
- SED - Social and Emotional Development

Reference Codes for Kindergarten Science Standards

- IP - Inquiry Process
- PS - Physical Science

STRAND 1: INQUIRY AND APPLICATION

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Exploration, Observations, and Hypotheses	Scientific Skills & Method	Observations, Questions, and Hypotheses
Uses senses to explore people, objects and the environment. (CD)	a. Exhibits curiosity about objects, living things, and other natural events in the environment by using 1 or more senses.	Uses senses and tools, including technology, to gather information, investigate materials and observe processes and relationships.	Observe common objects using multiple senses.
Attends to colors, shapes, patterns, or pictures. (CD)	b. Identifies attributes of objects, living things, and natural events in the environment.	Observes and discusses common properties, differences and comparisons among objects.	Identify the following observable properties of objects using the senses: shape, texture, size and color. (PS)
	c. Describes changes in objects, living things, and the natural events in the environment.	Observes, describes, and discusses living things, and natural processes.	Compare objects according to their measurable characteristics (e.g., longer/shorter, lighter/heavier).
	d. Begins to describe the similarities, differences and relationships between objects, living things and natural events.	Observes, describes, and discusses living things, and natural processes.	Organize (e.g., compare, classify and sequence) objects, organisms, and events according to various characteristics.
Uses sounds, signs or words for a variety of purposes. (LDC)	e. Asks and responds to questions about relationships of objects, living things, and events in the natural environment.	Ask questions and seeks new information. (ATL)	Asks questions based on experiences with objects, organisms, and events in the environment.

STRAND 1: INQUIRY AND APPLICATION (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Investigation	Scientific Skills & Method	Scientific Testing (Investigating and Modeling)
Uses objects as intended. (ATL)	a. Uses a variety of tools and materials to investigate.	Uses senses and tools, including technology, to gather information, investigate materials and observe processes and relationships.	Demonstrates safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.
Makes things happen and watches for results or repeats action. (CD)	b. Makes predictions and checks them through hands-on investigation with adult support.	Describes and discusses predictions, explanations, and generalizations based on past experience.	Predicts results of an investigation based on life, physical, and Earth and space sciences (e.g., five senses, changes in weather). (IP)
Experiments with different uses for objects. (CD)	c. Adjusts the experiment if results are different than expected and continues testing.	Maintains interest in a project or activity until completed. (ATL)	Participate in guided investigations in life, physical, and Earth and space sciences.
Developing confidence; trying new things and taking risks. (ATL)	d. Persists with an investigation.	Sets goals and develops and follows through on plans. (ATL)	

STRAND 1: INQUIRY AND APPLICATION (Continued)			
INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Analysis and Conclusions	Scientific Skills & Method	Analysis and Conclusions
	a. Uses a variety of materials to record and organize data.	Observes, describes, and discusses properties of materials and transformation of substances.	Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics. Compare objects according to their measurable characteristics (e.g., longer/shorter, lighter/heavier).
Makes things happen, and watches for results or repeats action. (CD)	b. Identifies cause and effect relationships.	Recognizes cause and effect relationships. (LR)	Investigate how applied forces (push and pull) can make things move. (PS)
Recalls and uses information in new situations. (CD)	c. Constructs explanation about investigations.	Classifies, compares, and contrasts objects, events, and experiences. (LR)	Communicate with other groups to describe the results of an investigation. (IP)

STRAND 1: INQUIRY AND APPLICATION (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Communication	Scientific Skills & Method	Communication
	a. Displays and interprets data.	Collects, describes, and records information through discussions, drawings, maps, and charts.	Communicate observations with pictographs, pictures, models or words.
	b. Presents their scientific ideas in a variety of ways.	Collects, describes, and records information through discussions, drawings, maps, and charts.	Communicate with other groups to describe the results of an investigation.
Recalls and uses information in new situations. (CD)	c. Conducts further investigation based on prior experience and information gained.	Uses past knowledge to build new knowledge. (LR)	Participate in guided investigations in life, physical, and Earth and space sciences. (IP)



**Social Studies
Standard**

SOCIAL STUDIES STANDARD

For Young Children Three To Five Years Old

Overview

The inclusion of Social Studies in early childhood environments is important in order to nurture children's understanding of themselves and others. Social Studies includes: basic skills and competencies that set the foundation for learning about concepts of social science.

At a young age, children begin to develop their social identity and think about their place in the social world. As children grow, they develop an increased awareness of their personal histories and heritage, and a sense of time and place. Through everyday interactions with children and adults, they develop an appreciation for rights and responsibility within a group, and how social rules help people in promoting safety and fairness.

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

Strand 1: Family

- Understands Family

Strand 2: Community

- Understands Community
- Rights, Responsibilities and Roles within Community
- Geography

Strand 3: Historical Thinking

- Understands Time - Past, Present and Future

Social Studies Standard Definitions

Directionality means relating to or indicating direction within community.

STRAND 1: FAMILY

Concept 1: Understands Family

The child demonstrates an understanding of families and the roles and responsibilities of being a family member.

Children are curious about their world. They thrive on learning experiences that are meaningful and that connect to what they have previously learned. A child's family is central to their understanding of themselves and provides a foundational reference for their roles and relationships at school and within the larger community. As their perception grows, children further expand this scope to understand how systems work together.

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

- a. **Views self as a member of the family unit.**
 - Says, "I'm going on vacation with my family."
 - Mentions, "I have a baby brother and a big sister."
- b. **Identifies family members; e.g., mother, father, sister, brother, grandparents, cousins, etc.**
 - Draws a picture of her family.
 - Points to or names family members in a photograph.
- c. **Describes/discusses own family's cultural or family traditions.**
 - States, "We do that at my house" during a story about a traditional celebration.
 - Tells another child about a recent family activity; e.g., holiday, birthday, dinner, or wedding.
- d. **Identifies similarities and differences in their family composition and the families of others.**
 - Participates in a chart-making activity showing the number of siblings in each family.
 - Says, "Your grandmother lives with you and my aunt lives with me."
- e. **Develops an awareness of their personal & family history.**
 - Shares information about their adoption.
 - States, "My mom was in the Army and now she came back home."
- f. **Shows knowledge of family members' roles and responsibilities in the home.**
 - Says, "My big brother cleans up the kitchen after we eat."
 - Says, "My mom takes me to school."

STRAND 2: COMMUNITY

Concept 1: Understands Community

The child recognizes that he/she lives in a place with many people and that there are people and events in other places.

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

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

- a. Recognizes that places where people live are made up of individuals from different cultures and who speak different languages.**
 - Says, "Your uncle speaks Navajo."
 - Says, "My grandma is from Mexico."

- b. Identifies, discusses and asks questions about similarities and differences in other people in their community.**
 - Asks, "Why do you eat with chopsticks?"
 - Says to a peer, "Your skin is a different color than mine."

- c. Describes some characteristics (e.g., clothing, food, jobs) of the people in their community.**
 - Describes the clothes worn by dancers at the pow-wow celebration.
 - Talks about the firefighter they met at their neighborhood fire station.

STRAND 2: COMMUNITY

Concept 2: Rights, Responsibilities and Roles within Community

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

Children recognize themselves as part of their home and community. Children are given opportunities to experience choices and to make their own decisions in order to demonstrate their roles as individuals. As children learn to demonstrate respect for ideas and rules, they gain the skills necessary for being contributing members of the family and of a community.

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

- a. **Demonstrates responsible behaviors.**
 - Assists with setting the table.
 - Cleans up the play area when appropriate.
- b. **Shows an understanding of how to care for the environment.**
 - Picks up trash outside and puts paper in the recycling container.
 - Helps to plant flowers.
- c. **Recognizes that people rely on others for goods and services; e.g., farm goods, mail delivery, safety or health care.**
 - Pretends to buy or sell food in "grocery store" dramatic play.
 - Says, "I went to the doctor because I was sick."
- d. **Seeks opportunities for leadership.**
 - Shows a friend how to fold clothes in dramatic play.
 - Selects a task from the job chart.
- e. **Describes the purpose of rules.**
 - Reminds a classmate to use "walking feet" while in the classroom so he won't be hurt.
 - Explains, "We wash our hands before we eat, so we don't have germs."
- f. **Recognizes that people have wants and must make choices because resources and materials are limited.**
 - Notices that the red paint is gone and asks the teacher to get more out of the supply closet.
 - Offers to share the sponge in the water table when there is only one available.
- g. **Describes their role at home, at school, and in the community.**
 - Says, "I am the line leader today."
 - Says, "I helped my mom count the apples at the grocery store."

STRAND 2: COMMUNITY

Concept 3: Geography

The child demonstrates an awareness of locations within and around their community.

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

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

- a. **Uses words to describe directionality and/or location within the community.**
 - Says, "We went by the library on our way to the park."
 - Says, "This is the door that goes outside to the playground."
- b. **Describes some physical features of the environment in which the child lives; e.g., bodies of water, mountains, weather.**
 - Says, "There are a lot of mountains where I live."
 - Says, "It is hot outside."

STRAND 3: HISTORICAL THINKING

Concept 1: Understands Time – Past, Present and Future

The child demonstrates an awareness of time and sequence of events in their daily lives.

As young children explore their family and community identity and roles, they begin to develop a sense of what is in the past and what is in the future. While describing, experiencing, planning or discussing past events, children become aware of time, what is now and what is later.

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

- a. **Demonstrates an understanding of time in the context of daily experiences.**
 - Tells her mom that her friend was sick yesterday and not at school.
 - Reminds substitute teacher that they go on the playground after snack in the morning.
 - Shows the new boy in the class the picture schedule so he knows what comes next.
 - Describes what happens next in a familiar story.

- b. **Understands that events happened in the past and how these events relate to one's self, family and community.**
 - Describes a family snow trip while reading *The Snowy Day*.
 - Says, "We had a piñata at my party, too."

Integration

Integration of Approaches to Learning, Language and Literacy, and Mathematics into the Social Studies Standard.

SOCIAL STUDIES		
STRAND 1: FAMILY		
Approaches to Learning - Actions that would incorporate Approaches to Learning into Social Studies.	Language & Literacy - Actions that would incorporate Language and Literacy into Social Studies.	Mathematics - Actions that would incorporate Mathematics into Social Studies.
1. Confidence - The teacher asks the children to share their family book in whole group and talk about what makes them special.	1. The teacher plans for the children to make their own "Family" book. They can draw pictures or bring in photographs of the members of their family, write their names/ roles (mommy, grandpa, big sister, etc.), dictate family traditions/ customs.	1. The teacher plans a graphing activity to compare the number of family members in each child's family.
2. Creativity - The teacher plans a puppet show / role play to encourage the children to talk about their favorite activities to do with their family.	2. Read a book about families and provide props in the dramatic play area for the children to act out the story read to them.	2. The teacher plans a cooking activity that includes all tasks necessary to make a desired food for snack, including measuring, counting, dividing quantities for all children to share.

SOCIAL STUDIES

STRAND 2: COMMUNITY

Approaches to Learning - Actions that would incorporate Approaches to Learning into Social Studies.	Language & Literacy - Actions that would incorporate Language and Literacy into Social Studies.	Mathematics - Actions that would incorporate Mathematics into Social Studies.
<p>1. Initiative - The teacher consistently reviews the classroom community rules so the children can demonstrate independence during activities, routines and play by reminding peers to use "walking feet" in the classroom as one of the Community rules.</p>	<p>1. During whole group, the teacher leads the children through creation of the classroom community rules and writes them as the children dictate.</p>	<p>1. The teacher brings in pictures and books of various traffic signs to discuss shapes and colors associated with different safety rules in the community. The children then create their own traffic sign by making a rule and choosing a shape to represent their rule. They can then do a matching activity of all the shapes / rules the children created.</p>
<p>2. Curiosity - After reading a book about Inuits building igloos, the teacher develops curiosity by leading the children in asking questions, looking for pictures, and actively searching out information about Inuits and igloos.</p>	<p>2. During centers, the teacher places picture/word cards of various people and their homes out for the children to match; e.g., Inuit and igloo, Native American and adobe home, child and house, etc.</p>	<p>2. The teacher leads the children through building an igloo out of milk jugs, with discussion on planning, estimating, measuring, counting using rulers, graphs, pictures of examples, etc.</p>

SOCIAL STUDIES

STRAND 3: HISTORICAL THINKING

Approaches to Learning - Actions that would incorporate Approaches to Learning into Social Studies.	Language & Literacy - Actions that would incorporate Language and Literacy into Social Studies.	Mathematics - Actions that would incorporate Mathematics into Social Studies.
<p>1. Curiosity - After leading a discussion on Martin Luther King Jr. as a factual historical figure, the teacher can encourage curiosity through brainstorming what makes the children same or different from each other (e.g., hair color, eye color, height).</p>	<p>1. The teacher reads a non-fiction book about Martin Luther King Jr. and has the children write or dictate their dream for the world.</p>	<p>1. The teacher plans a graphing activity to summarize the results of a brainstorming activity comparing the similarities and differences of the children in the class.</p>
<p>2. Attentiveness - The teacher leads the children in a song during hand washing to encourage attentiveness to the task, understanding of the steps involved, and ability to complete the task despite distractions from peers.</p>	<p>2. The teacher leads a discussion around the vocabulary involved in sequencing and the passage of time (first, next, last, now, then, etc.) and also key vocabulary for each sequence introduced.</p>	<p>2. The teacher has sequencing cards for hand washing procedures, tooth brushing, dressing, daily classroom schedule, etc. so the children can recognize and practice the sequence of events on their daily routines.</p>

Alignment

Within the Alignment Matrix are codes that reference where in the Head Start Outcomes and the Infant / Toddler Guidelines the examples are found.

Reference Codes for the HS Outcomes Framework Alignment

- ATL - Approaches to Learning
- CAE - Creative Arts Expression
- ELD - English Language Development
- LD - Language Development
- LKS - Literacy Knowledge & Skills
- LR- Logic & Reasoning
- MKS - Mathematics Knowledge & Skills
- PDH - Physical Development & Health
- SED - Social & Emotional Development
- SKS - Science Knowledge & Skills
- SSKS - Social Studies Knowledge & Skills

Reference Codes for the Infant / Toddler Developmental Guidelines Alignment:

- ATL - Approaches to Learning
- CD - Cognitive Development
- LDC - Language Development and Communication
- PMD - Physical and Motor Development
- SED - Social and Emotional Development

Reference Codes for Kindergarten Social Studies Standards

- AH - American History
- CG - Civics/Government
- E - Economics
- G - Geography
- WH - World History

STRAND 1: FAMILY

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Understands Family	Self, Family & Community	
Engages in behaviors that build relationships with familiar adults. (SED)	a. Views self as a member of the family unit.	Identifies personal and family structure.	
Shows a preference for familiar adults. (SED) Recognizes familiar people, places and things. (CD)	b. Identifies family members; e.g., mother, father, sister, brother, grandparents, cousins, etc.		
	c. Describes/discusses own family's cultural or family traditions.		
	d. Identifies similarities and differences in their family composition and the families of others.		
Develops awareness of self as separate from others. (SED)	e. Develops an awareness of their personal & family history.		
Expresses feelings and emotions through facial expressions, sounds, or gestures. (SED) Expresses physical needs verbally and non-verbally. (PMD) Responds when physical needs are met. (PMD)	f. Shows knowledge of family members' roles and responsibilities in the home.		Give examples of work activities that people do at home. (E)

STRAND 2: COMMUNITY

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Seeks to find comfort in new situations. (SED)</p> <p>Listens with interest to language of others. (LDC)</p> <p>Shows ability to acquire and process new information. (CD)</p>	<p>Understands Community</p> <p>a. Recognizes that places where people live are made up of individuals from different cultures and who speak different languages.</p>	<p>Self, Family & Community</p>	<p>Recognize that Native Americans are the original inhabitants of North America. (AH)</p> <p>Recognize that groups of people in early civilizations (e.g., people of the Americas, Europeans, Asians, Africans) moved from place to place to hunt and gather food. (WH)</p> <p>Recognize through images how people live differently in other places and times. (G)</p>
<p>Responds to unfamiliar adults cautiously. (SED)</p> <p>Shows interest in and awareness of other children. (SED)</p> <p>Shows interest and curiosity in new people and objects. (CD)</p>	<p>b. Identifies, discusses and asks questions about similarities and differences in other people in their community.</p>	<p>Understands similarities and respects differences among people.</p>	<p>Recognize that classmates have varied backgrounds but may share principles, goals, customs, and traditions. (CG)</p> <p>Discuss the food, clothing, housing, recreation, and celebrations practiced by cultural groups in the local community. (G)</p>

STRAND 2: COMMUNITY (Continued)

NFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Shows emotional connection and attachment to others. (SED)</p> <p>Shows interest in songs, rhymes, and stories. (LDC)</p> <p>Shows interest in photos, pictures, and drawings. (LDC)</p> <p>Pays attention to people and objects. (CD)</p>	<p>c. Describes some characteristics (e.g., clothing, food, jobs) of the people in her community.</p>	<p>Recognizes a variety of jobs and the work associated with them.</p>	<p>Recognize national symbols and monuments that represent American democracy and values:</p> <ul style="list-style-type: none"> a. American Flag b. Bald Eagle c. Statue of Liberty d. White House (CG) e. Recognize the Pledge of Allegiance and the National Anthem. (CG) <p>Recognize the significance of national holidays:</p> <ul style="list-style-type: none"> a. Thanksgiving b. President's Day c. Martin Luther King, Jr. Day d. Constitution Day (CG) <p>Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation. (G)</p> <p>Describe how people earn a living in the community and the places they work. (G)</p>

STRAND 2: COMMUNITY (Continued)			
INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Rights, Responsibilities and Roles within Community	Self, Family & Community	
<p>Begins to manage own behavior and show self-regulation. (SED)</p> <p>Responds to and interacts with other children. (SED)</p> <p>Responds to verbal communication of others. (LDC)</p> <p>Responds to non-verbal communication of others. (LDC)</p> <p>Begins to develop self-help skills. (PMD)</p> <p>Shows characteristics of healthy behaviors. (PMD)</p>	<p>a. Demonstrates responsible behaviors.</p>		<p>Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground). (CG)</p>
<p>Uses objects in new ways or in pretend play; e.g., pretending to clean table with baby blanket. (CD)</p>	<p>b. Shows an understanding of how to care for the environment.</p>	<p>Understands that people can take care of the environment through activities, such as recycling.</p>	<p>Identify the origin of natural resources (e.g., fish from sea, minerals from the ground, wood from trees, food from farms). (G)</p> <p>Recognize that resources are renewable, recyclable, and non-renewable. (G)</p>

STRAND 2: COMMUNITY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Uses imitation or pretend play to learn new roles and relationships. (SED)</p> <p>Recalls and uses information in new situations. (CD)</p> <p>Uses imitation or pretend play to express creativity and imagination. (CD)</p>	<p>c. Recognizes that people rely on others for goods and services; e.g., farm goods, mail delivery, safety or health care.</p>	<p>Recognizes that people share the environment with other people, animals, and plants.</p>	<p>Recognize that early civilizations improved their lives through advancements (e.g., domestication of animals, tools, farming methods, calendars). (WH)</p> <p>Identify people who help keep communities and citizens safe (e.g. police, fire fighters, nurses and doctors.) (C/G)</p> <p>Discuss different types of jobs that people do. (E)</p> <p>Match simple descriptions of work with the names of those jobs. (E)</p>

STRAND 2: COMMUNITY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Shows increasing independence. (SED)</p> <p>Uses consistent sounds, gestures, or words to communicate. (LDC)</p> <p>Makes things happen and watches for results or repeats action. (CD)</p> <p>Shows imagination and creativity in solving problems. (CD)</p> <p>Moves body with purpose to achieve a goal. (PMD)</p> <p>Uses different actions on objects. (PMD)</p>	<p>d. Seeks opportunities for leadership.</p>		<p>Identify the current President of the United States and Governor of Arizona. (CG)</p>

STRAND 2: COMMUNITY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Understands simple routines, rules or limitations. (SED)</p> <p>Begins to understand gestures, words, questions, and routines. (LDC)</p> <p>Begins to recognize and understand symbols. (LDC)</p> <p>Applies knowledge to new situations. (CD)</p> <p>Begins to understand safe and unsafe behaviors. (PMD)</p>	<p>e. Describes the purpose of rules.</p>	<p>Understands the reasons for rules in the home and classroom and for laws in the community.</p>	<p>Recognize the rights and responsibilities of citizenship:</p> <ul style="list-style-type: none"> a. Elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated b. Importance of participation and cooperation in a classroom and community c. Why there are rules and the consequences for violating them d. Responsibility of voting (every vote counts) (CG) <p>Discuss differences between needs and wants. (E)</p> <p>Recognize various forms of U.S. currency. (E)</p> <p>Recognize that people use money to purchase goods and services. (E)</p>

STRAND 2: COMMUNITY (Continued)			
INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Shows ability to cope with stress. (SED) Begins to recognize and respond to other children's feelings and emotions. (SED)	f. Recognizes that people have wants and must make choices because resources and materials are limited.		
Shows confidence in increasing abilities. (SED)	g. Describes their role at home, at school, and in the community.		Identify examples of responsible citizenship in the school setting and in stories about the past and present. (CG)

STRAND 2: COMMUNITY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Uses sounds, signs, or words for a variety of purposes; e.g., When asked, "Where is the ball?" a toddler points to the ball in the corner. (LDC)</p> <p>Uses senses to explore people, objects and the environment. (CD)</p> <p>Searches for missing or hidden objects. (CD)</p> <p>Develops increasing ability to change positions and move body from place to place. (PMD)</p> <p>Imitates sounds, gestures or words; e.g., sounds heard in their neighborhood. (LDC)</p> <p>Attends to colors, shapes, patterns or pictures. (CD)</p>	<p>Geography</p> <p>a. Uses words to describe directionality and/or location within the community.</p> <p>b. Describes some physical features of the environment in which he/she lives; e.g., bodies of water, mountains, weather.</p>	<p>People & the Environment</p> <p>Describes or draws aspects of the geography of the classroom, home, and community.</p> <p>Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.</p>	<p>Geography</p> <p>Discuss geographic concepts related to current events.</p> <p>Recognize the differences between maps and globes.</p> <p>Construct maps of a familiar place (e.g., classroom, bedroom, playground, neighborhood).</p> <p>Determine the relative location of objects using the terms near/far behind/in front, over/under, left/right, up/down.</p> <p>Identify land and water on maps, illustrations, images, and globes.</p> <p>Locate continents and oceans on a map or globe.</p> <p>Identify plants and animals in the local environment.</p> <p>Identify the basic properties of earth materials (rocks, soil, water; natural or man-made; reusable and recyclable).</p> <p>Understand the characteristics of weather and how it affects people.</p>

STRAND 3: HISTORICAL THINKING

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Understanding Time - Past, Present and Future	History & Events	
<p>Shows reciprocity in using language in simple conversations; e.g., answering simple questions about their day. (LDC)</p> <p>Participates in physical care routines. (PMD)</p>	<p>a. Demonstrates an understanding of time in the context of daily experiences.</p>	<p>Differentiates between past, present, and future.</p> <p>Understands how people live and what they do changes over time.</p>	<p>Sequence recounts of historical events and people using concepts before and after. (AH)</p>
	<p>b. Understands that events happened in the past and how these events relate to one's self, family and community.</p>	<p>Recognizes events that happened in the past, such as family or personal history.</p>	<p>Retell personal events to show an understanding of how history is the story of events, people, and place in the past. (AH, WH)</p> <p>Listen to recounts of historical events and people and discuss how they relate to present day. (AH, WH)</p> <p>Use primary source materials (e.g., photos, artifacts) to study people and events from the past. (AH, WH)</p> <p>Use information from written documents, oral presentations, and the media to discuss current local events. (AH, WH)</p>

**Physical
Development,
Health and Safety
Standard**



PHYSICAL DEVELOPMENT, HEALTH AND SAFETY

For Young Children From Three To Five Years Old

Overview

It is important to recognize that children's physical development and their health and safety have as important a place in the curriculum as other areas of development. Children develop skills necessary for future social and academic success as they explore, combine and refine their physical movements. Thoughtfully planned movement experiences with vigorous outdoor and indoor activities should be part of the daily schedule.

Children in our care deserve environments that are safe and encourage healthy living. Therefore, it is important to model healthy living practices and teach children the importance of good hygiene, a healthy diet and the need for exercise and rest.

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

Strand 1: Physical and Motor Development

- Gross Motor Development
- Fine Motor Development

Strand 2: Health

- Personal Health and Hygiene Practices

Strand 3: Safety

- Safety and Injury Prevention

Physical Development, Health and Safety Standard Definitions

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

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

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

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

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

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

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

Concept 1: Gross Motor Development

The child moves with balance, control and coordination.

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

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

a. Moves with balance.

- Walks along the curb without falling off.
- Bends, stretches and twists while playing or exercising.

b. Moves with control (e.g., walks, runs, skips, jumps, gallops, hops).

- Runs during a game of tag, slowing and accelerating as needed to maneuver around equipment and people.
- Walks backward.

c. Moves with coordination.

- Kicks, throws and catches a ball.
- Pumps swing on outdoor play equipment.

d. Demonstrates spatial awareness in physical activity.

- Moves forward, backward and sideways.
- Jumps for height and distance.

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

Concept 2: Fine Motor Development

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

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

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

- a. **Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).**
 - Tears paper into pieces to make a collage.
 - Draws and paints a mural on paper taped to the wall.
- b. **Uses eye-hand coordination to perform simple tasks.**
 - Strings large beads.
 - Hits peg with a wooden hammer.
- c. **Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.**
 - Twists the cap off of a jar.
 - Uses pencil/crayon to make recognizable shapes, lines and dots.
 - Cuts paper with scissors.
- d. **Uses fine motor skills in daily living.**
 - Buttons, unbuttons, snaps, buckles, laces or ties shoe.
 - Uses eating utensils at mealtimes.

STRAND 2: HEALTH

Concept 1: Personal Health and Hygiene Practices

Child demonstrates knowledge of personal health practices, routines and understands the functions of body parts.

Children begin at a young age to learn living skills that will assist them in making appropriate healthy choices. They learn that proper nutrition, exercise and rest are necessary for a healthy body.

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

a. Demonstrates hygiene practices.

- Uses a tissue to wipe nose when needed and throws the tissue away.
- Washes and dries hands after using the toilet.
- Brushes teeth after meals.

b. Demonstrates healthy practices:

1. Nutrition

- Explains why the body needs food; e.g., "to make my body grow."
- Asks for water while playing outside.

2. Physical activity and rest

- Says, "When I run my legs get strong." or "I run fast because I exercise."
- Takes a break under the shade after running on the playground.

c. Awareness of the functions of body parts.

- Identifies function of body parts; e.g., "I hear with my ears." or "I see with my eyes."
- Tells a friend, "My muscles make me strong."

STRAND 3: SAFETY

Concept 1: Safety and Injury Prevention

Child demonstrates knowledge of personal safety practices and routines.

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

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

- a. **Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety.**
 - Puts on sun protection; e.g., hat and sunglasses before going outside in the sun.
 - Keeps a safe distance from moving swings.
 - Says, "When I use a hammer, I wear goggles."
- b. **Demonstrates transportation and street safety practices.**
 - Waits for an adult to say it's safe to cross the street.
 - Cooperates using car seat and seat belts in family car or school bus.
- c. **Enforces personal boundaries (safety, self-advocacy and boundary awareness).**
 - Says, "Don't touch me."
 - Gets the attention (by touch or sound) of a trusted adult when made to feel uncomfortable or unsafe by another person.
- d. **Knows personal information.**
 - Tells a caregiver/teacher her mother's name.
 - Tells a familiar adult their first and last name.
- e. **Demonstrates emergency safety practices.**
 - Tells a friend to call 911 because the "doll is hurt."
 - Participates in classroom fire drill routine with adult support and modeling.
- f. **Identifies how adults help to keep us safe.**
 - Identifies the roles of firefighters and police officers in an emergency situation.
 - Seeks out teacher when she is hurt or afraid.

Integration

Integration of Approaches to Learning, Language and Literacy, and Mathematics into the Physical Development, Health and Safety Standard.

PHYSICAL DEVELOPMENT, HEALTH AND SAFETY		
STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT		
Approaches to Learning - Actions that would incorporate Approaches to Learning into Physical Development, Health and Safety.	Language & Literacy - Actions that would incorporate Language and Literacy into Physical Development, Health and Safety.	Mathematics - Actions that would incorporate Mathematics into Physical Development, Health and Safety.
1. Initiative - The teacher intentionally plans cooperative group games, activities and events.	1. The teacher prepares an obstacle course using symbols, pictures and words to direct student through the course.	1. The teacher directs the students in a game of Simon Says including directions that utilize counting and math concepts (e.g., "Simon Says do three jumping jacks", " Simon Says stand next to a friend.").
2. Reasoning and problem-solving - The teacher develops student self-control by using a "Freeze Dance" technique.	2. The teacher provides clay for children to explore and manipulate to build fine motor muscles.	2. The teacher provides tweezers for children to move small objects to create patterns in ice cube trays.

PHYSICAL DEVELOPMENT, HEALTH AND SAFETY

STRAND 2: HEALTH

Approaches to Learning - Actions that would incorporate Approaches to Learning into Physical Development, Health and Safety.	Language & Literacy - Actions that would incorporate Language and Literacy into Physical Development, Health and Safety.	Mathematics - Actions that would incorporate Mathematics into Physical Development, Health and Safety.
1. Confidence - The teacher provides a "We Care" kit for students to assist other students who may need a band aid or tissue.	1. The teacher includes non-fiction books on a variety of health topics throughout the classroom.	1. The teacher encourages students to sing a counting song while washing hands.
2. Reasoning and problem-solving - The teacher plans a group activity to have children discover how germs are spread by using floured hands and a balloon.	2. The teacher helps student create <i>All About Me</i> books where students can record personal data such as height, weight, etc. twice a year.	2. The teacher facilitates portions by using the terms more and less and by using equivalent standard measuring tools during meal time (e.g., children are served with 2 $\frac{1}{4}$ cup servings in place of 1 $\frac{1}{2}$ cup serving of fruit).

PHYSICAL DEVELOPMENT, HEALTH AND SAFETY

STRAND 3: SAFETY

Approaches to Learning - Actions that would incorporate Approaches to Learning into Physical Development, Health and Safety.	Language & Literacy - Actions that would incorporate Language and Literacy into Physical Development, Health and Safety.	Mathematics - Actions that would incorporate Mathematics into Physical Development, Health and Safety.
1. Creativity - The teacher uses puppets to have students act out safety rules of the playground.	1. The teacher provides a variety of non-fiction books about safety and community helpers throughout the classroom.	1. The teacher provides a variety of safety signs in the block area and encourages discussion around shapes of signs.
2. Persistence - The teacher creates a school bus setting in the dramatic play center for the children to practice bus safety.	2. The teacher facilitates and helps children to create a class book about school safety rules.	2. The teacher plans for children to make simple cell phones to use in the dramatic play center to practice calling 911.

Alignment

Within the Alignment Matrix are codes that reference where in the Head Start Outcomes and the Infant / Toddler Guidelines the examples are found.

Reference Codes for the HS Outcomes Framework Alignment

- ATL - Approaches to Learning
- CAE - Creative Arts Expression
- ELD - English Language Development
- LD - Language Development
- LKS - Literacy Knowledge & Skills
- LR- Logic & Reasoning
- MKS - Mathematics Knowledge & Skills
- PDH - Physical Development & Health
- SED - Social & Emotional Development
- SKS - Science Knowledge & Skills
- SSKS - Social Studies Knowledge & Skills

Reference Codes for the Infant / Toddler Developmental Guidelines Alignment:

- ATL - Approaches to Learning
- CD - Cognitive Development
- LDC - Language Development and Communication
- PMD - Physical and Motor Development
- SED - Social and Emotional Development

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Gross Motor Development	Gross Motor Development	Gross Motor Skills	Demonstrates competency in motor skills and movement patterns need to perform a variety of physical activities
Demonstrates large muscle balance, stability, control and coordination.	a. Moves with balance.	Develops motor control and balance for a range of physical activities, such as walking, propelling a wheel chair or mobility device, skipping, running, climbing and hopping.	Demonstrate locomotor skills with age-appropriate ability.
Demonstrates large muscle balance, stability, control and coordination.	b. Moves with control (e.g., walks, runs, skips, jumps, gallops, hops).		Demonstrate locomotor skills with age-appropriate ability.
Moves body, arms, and legs with coordination.	c. Moves with coordination.	Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing, or hitting balls, and riding a tricycle.	Demonstrate a variety of developmentally appropriate specialized movement skills.

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Develops increasing ability to change positions and move body from place to place.</p>	<p>d. Demonstrates spatial awareness in physical activity.</p>	<p>Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.</p>	<p>Perform movement concepts in physical activity; Spatial awareness: personal space, direction, level, pathways, planes, dodging, fleeing, chasing, tagging.</p>

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Fine Motor Development	Fine Motor Development	Fine Motor Skills	Demonstrates competency in motor skills and movement patterns need to perform a variety of physical activities
Develops small muscle control and coordination. (PMD)	a. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).	Develops hand strength and dexterity.	Demonstrate a variety of manipulative skills.
Coordinates eye and hand movements.	b. Uses eye-hand coordination to perform simple tasks.	Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.	
Uses different actions on objects.	c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.	Manipulates writing, drawing and art tools.	
Controls small muscles in hands when doing simple tasks.	d. Uses fine motor skills in daily living.	Manipulates a range of objects, such as blocks or books.	

STRAND 2: HEALTH			
INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Physical Health and Well-Being	Personal Health and Hygiene Practices	Health Knowledge & Practice	Comprehensive of Health Promotions and Disease Prevention Concepts
Shows characteristics of healthy development.	a. Demonstrates hygiene practices.	Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.	Demonstrate healthy practices and behaviors to maintain or improve personal health.
Participates in physical care routines.	b. Demonstrates healthy practices: 1) Nutrition; 2) Physical Activity and Rest	Eats a variety of nutritious foods. Gets sufficient rest and exercise to support healthy development.	Identify that healthy behaviors affects personal health and overall well-being.
	c. Awareness of the functions of body parts.		Recognize what the human body is and what it means to be healthy.

STRAND 3: SAFETY

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Physical Health and Well-Being	Safety and Injury Prevention	Health Knowledge & Practice	Comprehensive of Health Promotions and Disease Prevention Concepts
Begins to understand safe and unsafe behaviors.	a. Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety.	Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.	Demonstrate healthy practices and behaviors to maintain or improve physical health.
	b. Demonstrates Transportation and Street Safety Practices.	Communicates an understanding of the importance of health and safety routines and rules.	
	c. Enforces personal boundaries (Safety, Self Advocacy and Boundary Awareness).	Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.	
Uses sounds, signs or words for a variety of purposes. (LDC)	d. Knows personal information.		
Begins to understand safe and unsafe behaviors.	e. Demonstrates Emergency Safety Practices.	Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.	Demonstrate healthy practices and behaviors to maintain or improve physical health.
	f. Identifies how adults help to keep us safe.		Identify trusted adults and professionals who can help promote health.



**Fine Arts
Standard**

FINE ARTS STANDARD

For Young Children from Three to Five Years Old

Overview

The arts nurture the imagination and creative spirit of all children. Sensory awareness (sight, sound, touch, smell, taste) is the foundation for all imaginative activity and creative expression. For young children, the importance of the arts is in the process of creating rather than the end result.

As children are involved in the arts process they develop independence, self-esteem, and self-expression. The arts connect all areas of learning and are fundamental to children's development and education. The arts enable all children to discover more about who they are and gain insight into their own culture and the cultures around them.

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

Strand 1: Visual Arts

- Creates and Understands Visual Arts

Strand 2: Music and Creative Movement

- Creates and Understands Music, Movement and Dance

Strand 3: Drama

- Creates Dramatic Activities

Fine Arts Standard Definitions

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

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

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

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

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

Two or Three Dimensions are works of art that have height, depth, and/or width.

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

STRAND 1: VISUAL ARTS

Concept 1: Creates and Understands Visual Arts

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

Children communicate ideas, experiences and feelings by leaving their mark with crayons, markers, paints, modeling and construction of masterpieces. Children discover that they and others are artists. Children begin to develop vocabulary to share their opinions about artistic creations and experiences. They reflect upon and describe the characteristics and qualities of their work and the work of others.

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

- a. **Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting).**
 - Makes a collage using fabric, torn paper and yarn.
 - Uses wood scraps with glue to make "constructions."
 - Uses clay to make a sculpture.
- b. **Creates art work with details which represent creative and personal choices, ideas, experiences and feelings.**
 - Draws a portrait including facial details.
 - Draws a picture of where he went for vacation.
 - Takes the time to select a piece of paper for the desired texture and color.
- c. **Creates art in two and three dimensions.**
 - Uses glue and craft sticks to create a work of art.
 - Uses twigs to construct a house.
- d. **Seeks an understanding of artwork by self or others by commenting on or questioning the artwork.**
 - Tells a story about the picture she drew.
 - Asks, "How did you make the clay do that?" when observing another child's sculpture.

STRAND 2: MUSIC AND CREATIVE MOVEMENT

Concept 1: Creates and Understands Music, Movement and Dance

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

Singing, dancing, making music and moving to sounds/rhythms are fundamental musical activities of young children. These activities help young children explore and demonstrate self-expression, creativity, body awareness and nurtures appreciation of the arts. Children begin to develop a vocabulary to share opinions about musical/movement creations and experiences.

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

- a. **Experiments with a variety of instruments, vocalizations, sounds or creative movements.**
 - Uses voices to make animal sounds.
 - Uses a tin pie pan and spoon to make a drum.
- b. **Sings and moves to familiar rhymes, songs, and chants.**
 - Marches, slowing down or speeding up with the music.
 - Sings the "Hello" song.
- c. **Uses familiar songs, rhymes or chants to create their own musical/movement improvisations.**
 - Makes up her own verse and movements to a favorite song/tune.
 - Says, "Look, I'm walking like an elephant."
- d. **Responds to different types of music, (e.g., rock, classical, jazz, spirituals, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).**
 - Rocks a baby doll when hearing a lullaby.
 - Says, "I like the music with the drums in it."
- e. **Uses creative movement and dance to interpret the mood of various types of music and stories.**
 - Acts out a story.
 - Twirls a scarf back and forth in the air and moves to the music.

STRAND 3: DRAMA

Concept 1: Creates Dramatic Activities

The child uses the portrayal of events, characters, or stories through acting and using props and language to explore and create.

Children use the richness of their daily activities to create pretend play, assuming different roles and characters. These experiences contribute to children's ability to self-regulate, communicate more effectively and engage in cooperative activity with peers while practicing roles of others.

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

- a. **Assumes roles from daily activities using a variety of props.**
 - Selects from a box of clothes a hat, jacket and piece of rope and portrays a firefighter putting out a fire.
 - Pretends to be a teacher and reads a book to the stuffed bear.
- b. **Takes on more than one dramatic play role at a time.**
 - Plays a daddy and a baby by changing his voice.
 - Says, "I'll be the doctor and the nurse. You be the patient."
- c. **Pretends an object exists without using a prop.**
 - Orders a veggie pizza and reaches into his pocket for imaginary money to pay for the meal.
 - Pretends to put on a hat and coat to go outside.
- d. **Dramatizes familiar stories.**
 - Plays the wolf in *The Three Little Pigs*.
 - Says, "My grandfather told me a story about the wind. I'll be the wind."
- e. **Adds details and new elements to dramatic play situations.**
 - Gets more props for her friends.
 - Uses the blanket as a table cloth at the restaurant.

Integration

Integration of Approaches to Learning, Language and Literacy, and Mathematics into the Fine Arts Standard.

FINE ARTS		
STRAND 1: VISUAL ARTS		
Approaches to Learning - Actions that would incorporate Approaches to Learning into Fine Arts.	Language & Literacy - Actions that would incorporate Language and Literacy into Fine Arts.	Mathematics - Actions that would incorporate Mathematics into Fine Arts.
1. Creativity - Gathers and maintains an art area that includes a variety of materials to allow children to display initiative in creating or designing an original work of art.	1. Introduces new and unique vocabulary in describing colors such as fuchsia, magenta, indigo, teal, etc.	1. Helps children recognize and name lines, circles, and other shapes in works of art.
2. Attentiveness and Persistence - Designates time and space to save and display children's art creations to foster sustained attention and persistence.	2. Records child's description of artwork or the work of others.	2. Provides materials for creating multi-dimensional works of art.
STRAND 2: MUSIC AND CREATIVE MOVEMENT		
Approaches to Learning - Actions that would incorporate Approaches to Learning into Fine Arts.	Language & Literacy - Actions that would incorporate Language and Literacy into Fine Arts.	Mathematics - Actions that would incorporate Mathematics into Fine Arts.
1. Confidence - Promotes risk-taking and builds confidence by allowing children to demonstrate self-expression in movement to music.	1. Posts printed lyrics with pictures for classroom songs to connect printed words to vocal expressions.	1. Provides opportunities for children to clap patterns in a variety of rhythms and tempos.
2. Curiosity - Encourages curiosity and experimentation by providing a diverse variety of musical instruments and music.	2. Introduces descriptive musical vocabulary words such as tempo, rhythm, beat, pause, crescendo, a cappella, and names of musical	2. Uses bean bag activities to experience positional words such as high/low, top/bottom, side to side, front/back.

	instruments.	
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STRAND 3: DRAMA		
Approaches to Learning - Actions that would incorporate Approaches to Learning into Fine Arts.	Language & Literacy - Actions that would incorporate Language and Literacy into Fine Arts	Mathematics - Actions that would incorporate Mathematics into Fine Arts
1. Reasoning and problem-solving - Providing props to allow children to practice reasoning and problem-solving skills by creating their own dramatic play experiences.	1. Develop children's comprehension skills through re-enacting shared stories and nursery rhymes.	1. Provides place settings in the dramatic play area to promote one-to-one correspondence.
2. Confidence - Encourages and extends expression of child's own opinions, ideas, and feelings through imaginary play to build confidence.	2. Initiates discussion regarding fantasy versus reality in dramatic play and stories.	2. Provides materials to allow children to identify variability in size, number, weight, shape, etc.

Alignment

Within the Alignment Matrix are codes that reference where in the Head Start Outcomes and the Infant / Toddler Guidelines the examples are found.

Reference Codes for the HS Outcomes Framework Alignment

- ATL - Approaches to Learning
- CAE - Creative Arts Expression
- ELD - English Language Development
- LD - Language Development
- LKS - Literacy Knowledge & Skills
- LR - Logic & Reasoning
- MKS - Mathematics Knowledge & Skills
- PDH - Physical Development & Health
- SED - Social & Emotional Development
- SKS - Science Knowledge & Skills
- SSKS - Social Studies Knowledge & Skills

Reference Codes for the Infant / Toddler Developmental Guidelines Alignment:

- ATL - Approaches to Learning
- CD - Cognitive Development
- LDC - Language Development and Communication
- PMD - Physical and Motor Development
- SED - Social and Emotional Development

STRAND 1: VISUAL ARTS

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Approaches to Learning	Creates and Understands Visual Arts	Art	Arts
Delight in finding new properties and uses for familiar objects and experiences.	a. Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting)	Uses different materials and techniques to make art creations.	The student will use materials, tools, and techniques in his or her own artwork.
Uses different actions on objects. (PMD)	b. Creates art work with details which represent creative and personal choices, ideas, experiences and feelings.	Creates artistic works that reflect thoughts, feelings, experiences, or knowledge.	The student will develop, revise, and reflect on ideas for expression in his or her own artwork.
Develops small muscle control and coordination. (PMD)	c. Creates art in two and three dimensions.	Represents people, places, or things through drawings, movement and three-dimensional objects. (LR)	
	d. Seeks an understanding of artwork by self or others by commenting on or questioning the artwork.	Discusses one's own artistic creations and those of others.	The student will apply criteria for judging the quality of specific artwork.

STRAND 2: MUSIC AND CREATIVE MOVEMENT

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Approaches to Learning	Creates and Understands Music, Movement and Dance	Music Creative Movement & Dance	Arts - Kindergarten Music, Beginning Dance
<p>Uses different actions on objects. (PMD)</p> <p>Uses sounds, gestures and movements to impact the environment and interactions. (ATL)</p>	a. Experiments with a variety of instruments, vocalizations, sounds or creative movements.	Experiments with musical instruments.	Discovering various uses of music in daily experience.
Observes and imitates sounds, gestures and behavior. (CD)	b. Sings/moves to familiar rhymes, songs, and chants.	Participates in music activities, such as listening, singing, or performing.	Exploring the relationship between music and dance by responding to sounds through movement.
Shows interest in listening to sound. (LDC)	c. Uses familiar songs, rhymes or chants to create his/her own musical/movement improvisations.	Uses creative movement to express concepts, ideas, or feelings.	Identify and explore the tempo and meter of various music examples.
Responds to nonverbal communication of others. (LDC)	d. Responds to different types of music, (e.g., rock, classical, jazz, spirituals, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).	Moves to different patterns of beat and rhythm in music.	Explore and respond physically to the ways in which movement can be used to mirror and/or contrast sounds, rhythms and tempos.
Moves body with purpose to achieve a goal. (PMD)	e. Uses creative movement and dance to interpret the mood of various types of music and stories.	Uses creative movement to express concepts, ideas, or feelings.	Use movement to express images, ideas, situations, and feelings from text.

STRAND 3: DRAMA

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Approaches to Learning	Creates Dramatic Activities	Drama	Arts - Beginning Theatre
Uses objects in new ways or in pretend play. (CD)	a. Assumes roles from daily activities using a variety of props.	Engages in pretend play and acts out roles. (LR)	Imagine and describe characters, their relationships, what they want and why.
	b. Takes on more than one dramatic play role at a time.	Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.	Cooperates in the dramatic process.
Pretends and uses imagination during play. Uses imitation or pretend play to express creativity and imagination. (CD)	c. Pretends an object exists without using a prop.	Recognizes the difference between pretend or fantasy situations and reality. (LR)	
Pays attention briefly and tries to reproduce pleasurable effects and events.	d. Dramatizes familiar stories.	Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.	Use available art materials, tools, and resources to convey the characters through costumes, accessories, and make-up designs for a scene or productions.
Watches what others do, begin to pretend, and uses materials in new and different ways.	e. Adds details and new elements to dramatic play situations.	Uses past knowledge to build new knowledge. (LR) Understands how people live and what they do changes over time. (SSKS)	Describe how place and time affect characters and story in class improvisations, scripts and productions of theatre and/or other media.



Resources

ARTICLES

- Young Children with Special Needs** Page 178
ADE, Early Childhood Education Unit
- English Language Learners** Page 179
ADE, Early Childhood Education Unit
- The Benefits of an Inclusive Education: Making It Work** Page 183
National Association for the Education of Young Children (NAEYC) Critical Issues
- Responding to Linguistic and Cultural Diversity:
Recommendations for Effective Early Childhood Education** Position Statement NAEYC Page 185

WEB SITES

- Early Childhood Curriculum, Assessment, and Program Evaluation** Position Statement NAEYC and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE);
<http://www.naeyc.org/files/naeyc/file/positions/StandCurrAss.pdf>
- Promoting the Use of Content Standards: Recommendations for Teacher Educators**
View Point, NAEYC Journal <http://www.journal.naeyc.org/...00303/PromotingStandards.pdf>
- Responding to Linguistic and Cultural Diversity**
NAEYC Position Statement (full text) <http://www.naeyc.org/files/naeyc/file/positions/diversity.pdf>

YOUNG CHILDREN WITH SPECIAL NEEDS

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

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

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

ENGLISH LANGUAGE LEARNERS

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

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

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

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

EFFECTIVE INSTRUCTIONAL STRATEGIES

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

Oral Communication

- Communicate with the child using words along with some type of gestures, facial expressions, intonations or actions.

- Use nonverbal clues such as pictures, objects or demonstrations.
- Model proper English and enunciate words clearly.
- Build on language that is already understood using graphic organizers, hands-on learning activities, peer models.
- Use repetition. Saying the same thing more than once gives a child more than one opportunity to understand.
 - If the repetition involves a single item, it may provide an opportunity for the child to learn the word.
- Communicate the "here and now." Talking about the present limits the conversation and enables the child to focus on fewer options for response. It also helps the teacher to understand what the child is talking about.
- Rephrase ideas and thoughts orally to clarify meaning.
- Use a variety of oral responses: single words, single sentences, phrases, and statements.
- Avoid using slang.
- Encourage the child to use words from her/his native language when she/he cannot find the appropriate word in English.
- Accept child's approximations of words spoken in English.
- Provide support in the child's native language when needed. This support provides access to his/her knowledge and experience. It also shows a respect for the language/culture and establishes rapport.
- Increased wait time. Give English language learners more "wait and think" time.

Vocabulary Development

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

Learning Environment

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

Book Use

- Use books which contain repeated, predictable language patterns. Patterns include rhyming and repetition of sounds, words, refrains, or entire sentences.
- Use books with clear illustrations that help tell the story. Use the pictures to explain new vocabulary and hold the attention of young learners. Photographs capture hard to explain emotions.
- Highlight key vocabulary or concepts. Pose a specific listening objective to help children focus, such as asking them to think about three feelings described in the book.

- If there is an aide or adult available ask him/her to sit near a child learning English to quietly reinforce the story if needed.
- If needed, edit a story as you read or tell the story using the pictures or illustrations.
- Pause regularly to do an informal check of child's comprehension and allow him/her to discuss the pictures or story, while not losing focus.
- Use child's words to create a sentence or story. Adult writes down the child's words verbatim. Story or sentence can be read back to the child. It allows child to see and hear her/his own words and builds word knowledge using familiar language.

THE BENEFITS OF AN INCLUSIVE EDUCATION: MAKING IT WORK

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

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

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

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

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

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

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

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

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

Resources:

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

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

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

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

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

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

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RESPONDING TO LINGUISTIC AND CULTURAL DIVERSITY: RECOMMENDATIONS FOR EFFECTIVE EARLY CHILDHOOD EDUCATION

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

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

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

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

NAEYC's goal is to build support for equal access to high-quality educational programs that recognize and promote all aspects of children's development and learning, enabling all children to become competent, successful, and socially responsible adults. Children's educational experiences should afford them the opportunity to learn and to become effective, functioning members of society. Language development is essential for learning, and the development of children's home language does not interfere with their ability

to learn English. Because knowing more than one language is a cognitive asset, early education programs should encourage the development of children's home language while fostering the acquisition of English.

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

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

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

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Arizona Resources

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

Arizona Department of Education, Early Childhood Education Unit www.ade.az.gov/earlychildhood

Arizona Department of Health Services, Bureau of Child Care Licensure <http://www.azdhs.gov/als/childcare/>

Arizona Child Care Resource and Referral
<http://arizonachildcare.org>

Arizona Child Care Association
www.azcca.org

Arizona's Children Association
<http://www.arizonaschildren.org/>

Arizona Early Intervention Program
<https://www.azdes.gov/main.aspx?menu=98&id=3026>

Arizona Promising Practices
http://www.azpromisingpractices.com/teachers_earlychi.html

Arizona School-Age Coalition
<http://www.azfoundation.org/catalog/org>

Association for Supportive Child Care
(Apache, Coconino, Gila, Maricopa, Mohave, Navajo, Pinal or Yavapai counties) 480.449.1680 (Maricopa County)
1.800.905.4389 (outside Maricopa county)
<http://www.asccaz.org/>

Birth to Five Helpline
www.azftf.gov/WhatWeDo/Programs/Pages/birthtofivehelpline.aspx
1-877-705-KIDS (5437)

Child and Family Resources, Inc
(Cochise, Graham, Greenlee, La Paz, Pima, Santa Cruz or Yuma Counties) 520.323.4283 (Pima county) 1.800.905.4389 (outside Pima county) Tucson, AZ
<http://www.Childfamilyresources.org>

Childhood Assessment System for OPM
<http://www.azed.gov/early-childhood/files/2012/02/arizonas-early-childhood-assessment-system-for-on-going-progress-monitoring-2012-13.pdf>

Children's Action Alliance
<http://azchildren.org/>

Child Find
<http://www.azed.gov/special-education/az-find/>

Child Care

About

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

After School Alliance

<http://www.afterschoolalliance.org>

Better Baby Care Campaign

www.betterbabycare.org

Child Care Exchange

<http://www.childcareexchange.com>

National Child Care Information Center

http://www.csrees.usda.gov/nea/family/part/childcare_part_nccic.html

National Network for Child Care

<http://www.nncc.org>

Family/Parents

Clearinghouse on Early Education and Parenting (Articles in English and Spanish)

<http://ecap.crc.illinois.edu/poptopics.html>

Family Support America

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

Home Schooler Network

<http://www.homeschoolernetwork.com> (California?)

Kid Source On line

<http://www.Kidsource.com>

Net Family News (Links to Family Resources)

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

Parents Action for Children

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

Parent Education Resources

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

PBS Parents

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

Pediatric Parenting

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

PTA (National)

<http://www.pta.org>

Organizations

Arizona Association for the Education of Young Children
<http://azaeyc.net/>

Affiliate Chapters of AzAEYC:

Central Arizona AEYC
<http://azaeyc.net/affiliates/central-azaeyc->

Southern Arizona AEYC
<http://azaeyc.net/affiliates/southern-azaeyc->

Northern Arizona AEYC
<http://azaeyc.net/affiliates/northern-azaeyc>

Yuma County AEYC
<http://azaeyc.net/affiliates/yuma-azaeyc->

Valley of the Sun AEYC
<http://azaeyc.net/affiliates/vsaeyc>

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

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

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

Multicultural Education

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

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

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

Web Sites with Comprehensive Education Links

Administration for Children and Families
Head Start Bureau
<http://www.acf.hhs.gov/programs/ohs/>

An Administrator's Guide to Preschool Inclusion
http://www.fpg.unc.edu/sites/default/files/resources/reports-and-policy-briefs/ECRII_Administrators_Guide_2000.pdf

Arizona Division of Early Childhood of the Council for
Exceptional Children
<http://home.mindspring.com/~llevine1/>

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

The Blue Pages-Arizona's Disability Resource Guide
<http://www.azed.gov/special-education/files/2011/06/gr07-pin-blue-pages.pdf>

Caras KIT: Creating Adaptations for Routines and Activities
http://www.dec-sped.org/Store/Additional_Resources

Discovery School
<http://www.discoveryeducation.com/teachers/>

Earlychildhood.com
<http://www.earlychildhood.com/?domainredirect=true&>

Mountain Plains Regional Resource Center
<http://www.cpdusu.org/projects/rrc1213/>

NAEYC Journal
<https://oldweb.naeyc.org/pubs/>

National Center for Family Literacy
<http://www.famlit.org/>

National Governors Association
<http://www.nga.org/center/>

Office of Special Education Programs (OSEP)
<http://www2.ed.gov/about/offices/list/osers/osep/index.html>

Pre-K Now Newsletter
<http://www.preknow.org>

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

Pre-K Fun
<http://www.prekfun.com/>

Preschool Education.com
<http://www.preschooleducation.com>

Early Childhood Educators' and Family Web Corner
[Http://users.stargate.net/~cokids/teacher.html](http://users.stargate.net/~cokids/teacher.html)

Early Childhood Links
<http://www.earlychildhoodlinks.com/teachers/>

Early Childhood Technical Assistance Center (ECTA)
<http://www.ectacenter.org/>

ECTA eNotes
www.ectacenter.org/enotes/enotes.asp

Early Childhood Today
www.scholastic.com/earlychildhoodtoday

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

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

Federal Resources for Educational Excellence
<http://www.free.ed.gov/>

Raising Special Kids
<http://www.raisingpecialkids.org/>

The Activity Idea Place
<http://www.123child.com>

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

The Teacher's Guide
<http://www.theteachersguide.com>

Web Site 4 Teachers
<http://www.websites4teachers.com/>

Wrightslaw
www.wrightslaw.com

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

Research

Center for the Improvement of Early Reading Achievement
<http://www.ciera.org/links/index.html>

Council of Chief State School Officers
<http://www.ccsso.org>

Education Commission of the States
<http://www.ecs.org/>

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

Education Resources Information Center
<http://www.eric.ed.gov>

National Institute of Early Education Research (NIEER)
<http://nieer.org>

National Center for Early Development and Learning
<http://www.fpg.unc.edu/~ncedl/pages/sites.cfm>

This site has been removed. Referred to:

Frank Porter Graham Child Development Institute
<http://www.fpg.unc.edu/projects>

Regional Educational Laboratories
<http://www.relnetwork.org>

References Reviewed During the 2013 Update Process

Arizona Infant and Toddler Early Learning Guidelines,

<http://www.azftf.gov/Documents/Arizona%20Infant%20and%20Toddler%20Developmental%20Guidelines%20DRAFT%20for%20VETTING.pdf>

Conezio, Kathleen and Lucia French. "Science in the Preschool Classroom Capitalizing on Children's Fascination with the Everyday World to Foster Language and Literacy Development". *NAEYC Young Children*. Sep. 2002.

<http://www.naeyc.org/files/yc/file/200209/ScienceInThePreschoolClassroom.pdf>

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8 (3rd ed.),

<http://www.naeyc.org/store/node/162>

Florida VPK Early Learning Standards, <http://www.fldoe.org/earlylearning/perform.asp>

Head Start Outcomes Framework, U.S. Department of Health and Human Services, Administration for Children and Families, Head Start Child Development and Early Learning Framework, [http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework\(rev-Sept2011\).pdf](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework(rev-Sept2011).pdf)

Illinois Early Learning and Development Standards Preschool, Illinois State Board of Education, http://www.isbe.state.il.us/earlychi/pdf/early_learning_standards.pdf

Language Essentials for Teachers of Reading and Spelling (LETRS) - Dr. Louisa C. Moats, http://www.louisamoats.com/About_LETRS.php

Minnesota Early Childhood Standards, Minnesota Department of Education, Early Learning Resources, <http://education.state.mn.us/MDE/EdExc/EarlyChildRes/index.html>

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

New York State Prekindergarten Learning Standards,

http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/prekindergarten_learning_standards_jan_10_2011.pdf

Ohio Early Learning Curriculum,

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1698>

Pennsylvania Early Learning Standards, http://www.pakeys.org/pages/get.aspx?page=career_standards

Peoria Unified School District - Early Childhood Curriculum

Robert Pinata - Books / Articles -

Teaching Strategies Gold™ Resource Activities, <http://www.teachingstrategies.com/page/GOLD-assessment-online.cfm>

Washington State Early Learning and Development Guidelines, Washington State Department of Early Learning,

<http://www.del.wa.gov/development/guidelines/>

Zero to Three, <http://www.zerotothree.org/>