



# Early Childhood Outcomes and Prekindergarten Guidelines Alignment

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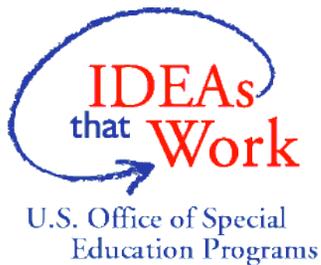
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## Organization of Early Childhood Outcomes and Prekindergarten Guidelines Alignment

This document addresses the ten domains of the Prekindergarten Guidelines, retaining the same order and color coding as the 2022 PreK Guidelines. Some of the original text from the Prekindergarten Guidelines has been edited to emphasize the importance and application of these guidelines to a child with a disability who may be functioning like a younger child. Within the document, the gender of the child and teacher are referred to using “his/her” or “he/she” interchangeably.

\*Because of a lack of available research, Science, Fine Arts, and Technology do not include 3 year old guidelines or developmental continuum columns.

# Introduction

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

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

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

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

The *Texas Prekindergarten Guidelines* offers detailed descriptions of expected behaviors across multiple skill domains that should be observed in 3, and 4- to 5-year-old children by the end of their prekindergarten experience.

## Statement of Purpose

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

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

# Understanding the Early Childhood Outcomes

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

1

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

Making new friends and learning to get along with others is an important accomplishment of the early childhood years. Children develop a sense of who they are by having rich and rewarding experiences interacting with adults and peers. They also learn that different rules and norms apply to different everyday settings and that they need to adjust their behavior accordingly. This outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. The outcome includes concepts and behaviors such as relating with Caregivers, attending to other people in a variety of settings, interacting with peers, participating in social games and communicating with others, following social norms and adapting to change in routines and expressing own emotions and responding to emotions of others.

2

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

Over the early childhood period, children display tremendous changes in what they know and can do. The knowledge and skills acquired in the early childhood years, such as those related to communication, early literacy, and early numeracy, provide the foundation for success in kindergarten and the early school years. This outcome involves activities such as showing interest in learning (e.g. persist, imitate actions, explore environment), attending to other people in a variety of settings, engaging in purposeful play, understanding Pre-Academics and Literacy, acquiring language to communicate and understanding questions asked and directions given (including sign language and augmentative and alternative communication (AAC)).

3

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

As children develop, they become increasingly more capable of acting on their world. With the help of supportive adults, young children learn to address their needs in more sophisticated ways and with increasing independence. They integrate their developing skills, such as fine motor skills and increasingly complex communication skills, to achieve goals that are of value to them. This outcome involves behaviors like moving around and manipulating things to meet needs, navigating the environment with accommodations as needed, eating and drinking with increasing independence, dressing and undressing with increasing independent, diapering/toileting and washing with increasing independence, communicating needs and showing safety awareness.

## Principles That Guide the PreK Outcomes and This Alignment (TEA, 2022)

- ✓ Each child is unique and can succeed at their optimal level with appropriate support. Children can be successful learners and achieve the outcomes outlined in these guidelines.
- ✓ Children are capable and competent, regardless of their levels of development. Teaching should be responsive to the individualized needs of each child.
- ✓ All young children learn and thrive in the context of secure, caring, responsive, and stimulating relationships as they explore the world around them.
- ✓ Children learn best when their social, emotional, physical, and cognitive needs are met and nourished within their environment.
- ✓ Families are children's primary caregivers, teachers, and advocates. All families must be respected and encouraged in their efforts to support their child's learning.
- ✓ Young children flourish when their experiences integrate multiple areas of development and are built on prior knowledge.
- ✓ Effective teaching practices are intentional and build on children's intrinsic strengths and interests by providing developmentally appropriate instruction that incorporates many opportunities for interactive experiences, exploration, meaningful play, and problem-solving.
- ✓ Every child has diverse strengths rooted in their family's culture, background, language, traditions, and beliefs. Responsive and respectful learning environments welcome children from all cultural and linguistic backgrounds. Effective teaching practices include learning opportunities that build on the unique experiential backgrounds and prior knowledge of each child.
- ✓ Children demonstrate growth in many ways. The systematic monitoring of children's progress plays a vital role in revealing a child's prior knowledge, concept development, and understanding of the world around them.
- ✓ Teaching and learning are dynamic, integrated, and include reciprocal processes. Children build awareness and knowledge through play, exploration, inquiry, and application. Skill development occurs when children are provided with multiple opportunities for practice, reflection, and intentional feedback.

# Utilizing the Early Childhood Outcomes and Prekindergarten Guidelines Alignment

## Supporting Instruction for Children with Unique Needs

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

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

## Emergent Bilingual and Multilingual Learners

The Texas Prekindergarten Guidelines (TEA, 2022) employ the term multilingual learner to capture the spectrum of language learners in Texas schools. This term is inclusive of students from two or more language backgrounds as well as native English speakers participating in a two-way dual language immersion program. Whether students qualify as Emergent Bilingual Learners or not, the multilingual aspect of their background includes culture and traditions that may be different than that of school culture in the United States. The uniqueness of these students should be leveraged as an asset to the culture of the classroom.

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

Many of the strategies that are suggested in this document that are useful in differentiating strategies for children with different learning needs will also be useful in teaching Emergent Bilingual learners.

# Writing Developmentally Appropriate Goals and Objectives for Students Receiving Special Education Services

## Determining Where to Start

When a student is identified in need of special education services, an Individualized Education Program (IEP) is developed. The goals and objectives within the IEP should be written at the developmental level of the student in the domains that the child is functioning below age level. These goals and objectives should link to the Prekindergarten Guidelines, even if at the foundational level. Critical areas of need should be targeted first. For example, consider what is hindering the student from accessing the curriculum. What is keeping the student from engaging in opportunities for inclusion, interfering with social interaction, and affecting safety? Measurable annual goals are statements that describe what a student reasonably can be expected to accomplish within a twelve month period.

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

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

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

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

# I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

Developmentally, preschool aged children are at a crucial stage for building social and emotional skills (Bierman et al., 2018). Consistent research findings denote a significant link between social emotional competence and kinder readiness, as well as cognitive growth and emotional well being (Rakap et. al., 2018). A preschool classroom should include learning opportunities that strengthen cognitive skills, while also providing robust opportunities for students to develop socially and emotionally.

Social and emotional skills develop along a continuum, hand in hand with a child's academic development. Learning these skills comes naturally for most students, but some will need more explicit teaching (Rakap, 2018). Studies show that children with disabilities benefit from direct social skills instruction in conjunction with a safe, supportive environment. Children who have supportive and trusting relationships with adults are more likely to practice asking questions, solve new problems, try new things, and communicate their thinking (Ho & Funk, 2018).

In a 2018 survey, APA surveyed 500 kindergarten teachers who, overwhelmingly, selected social and emotional skills over academics as the priority for beginning kindergarten (Alfonso & Curby, 2018). Research supports this focus. Students who begin kindergarten with the ability to navigate socially, follow rules and expectations, and show persistence with new challenges typically enjoy school, graduate, and find success in future jobs compared to their peers who lack social and emotional skills (Bierman et al., 2018).

Studies show that when students enter the early grades with deficits in social and emotional skills, they are more likely to have challenging behaviors. Students with challenging behaviors in preschool tend to continue to struggle in school and are at a higher risk for anxiety, violence, dropping out, and imprisonment as adults. Young students with a disability often have a higher likelihood of challenging behaviors (Rakap et. al., 2018).

For students with disabilities, their ability to learn social skills can vary. Teachers can find success teaching with explicit modeling of social skills, providing tools such as social stories, and prompts, and facilitating student to student interactions in play (Case-Smith, 2013). All children rely on teacher and parent support to help regulate their emotions, communicate their feelings, and problem solve with peers (Bierman et al., 2018).



# I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

## A. Self-Concept Skills

Central to understanding emotional development is the idea of self-concept: an ever-increasing level of conscious awareness of one's feelings, thoughts, abilities, likes, and dislikes, as well as awareness of one's body in space. Prekindergarten children's emerging ability to perceive these aspects of themselves at a conscious level distinguishes them from toddlers, who lack such awareness. Children begin to generate multiple answers to the question "Who am I?" which is an essential aspect of becoming competent in related areas, such as self-control and social/friendship skills. A child's identity includes cultural and linguistic factors, and the prekindergarten environment is one of the first public opportunities for children to recognize the uniqueness of their own home culture and language as well as accept and value cultures and languages different from their own. Early childhood educators must model the mindset of diversity as an asset in the classroom, school, and community.

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 1:</b> social relationships</p> <ul style="list-style-type: none"> <li>❓ How does the child respond to touch from others?</li> <li>❓ Does the child negotiate different areas of the room without tripping or falling or stepping on things?</li> </ul>	<p><b>PK4.I.A.1</b></p> <p>Child is aware of where own body is in space and respects personal boundaries.</p>	<p><b>PK3.I.A.1</b></p> <p>Child is building competence in controlling own body movements.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• builds competence in controlling own body movements (such as balancing, sitting still, starting and stopping in response to requests).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• needs visual reminders of boundaries both within the classroom and with personal space.</li> <li>• can play alongside another child but will still grab at others' materials if it is something that they want.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Follows a person's movement with their eyes</li> <li>• Explores own face, eyes and mouth with hand</li> <li>• Tolerates being physically near others</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• uses mats or other special spots to designate a child's personal space in circle time.</li> <li>• uses cube chairs for children who need physical reminders of their space.</li> <li>• creates clear paths through classroom with designated areas for waiting (e.g., footsteps on floor near bathroom, water fountain, and where to wait in line).</li> <li>• uses trays or tape to define table work areas.</li> <li>• uses visual examples when talking about personal space such as "popping one's bubble space".</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>stays in designated personal space without intruding upon others' (e.g., stays in own seat at lunch table without kicking feet or leaning against neighboring children).</li> </ul>	<ul style="list-style-type: none"> <li>Plays alongside another child with adult proximity and help</li> <li>Enjoys simple back and forth games such as hide and seek</li> </ul>	
<p><b>Outcome 1:</b> social relationships</p> <ul style="list-style-type: none"> <li>Does the child seek out others after an accomplishment? How?</li> <li>Does the child tend to chose only activities that he is familiar with?</li> <li>Does the child push away at an adult trying to help, or say, "I can do it!"?</li> </ul>	<p><b>PK4.I.A.2</b></p> <p>Child shows self-awareness of physical attributes, personal preferences, and own abilities.</p>	<p><b>PK3.I.A.2</b></p> <p>Child can identify own physical attributes and indicate some likes and dislikes when prompted.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>can identify own physical characteristics and indicate some likes and dislikes when prompted.</li> <li>describes self using basic characteristics (hair color, eye color, gender).</li> <li>describes self using personal preferences.</li> <li>describes self in terms of being a member of different communities (family, classroom, school).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>self identifies gender.</li> <li>talks about all the things he can do; may show shame at not being able to do something.</li> <li>can tell what eyes, ears, and nose are used for.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Child can identify own physical characteristics and indicate some likes and dislikes when prompted</li> <li>Recognize themselves in mirrors and in pictures</li> <li>Will repeat actions when applauded</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>acknowledges children's efforts, providing support when needed.</li> <li>has a variety of skin tone crayons, markers, paper and dolls</li> <li>provides a mirror in the home center and at circle time when appropriate.</li> <li>reads aloud and discusses books about self awareness.</li> <li>points out observations of progress in children's growing competence using specific praise.</li> <li>places photos of children next to their artwork or displayed on a bulletin board to help reinforce children's images of themselves as competent learners.</li> </ul>

<b>Early Childhood Outcome and Guiding Questions</b>	<b>PreK 4 Outcomes (60 months)</b>	<b>PreK 3 Outcomes (48 months)</b>	<b>36 months and Foundational Skills:</b> (may lead to age appropriate functioning)	<b>Differentiation of Instruction for Children with Learning Differences</b>
<p><b>Outcome 1:</b> social relationships</p> <p>❓ Is the child tentative when approaching new situations or timid when trying new things?</p> <p>❓ How does the child ask for help?</p>	<p><b>PK4.I.A.3</b></p> <p>Child shows reasonable opinion of his own abilities and limitations.</p>	<p><b>PK3.I.A.3</b></p> <p>Child begins to show awareness of own abilities.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• may overestimate or underestimate own abilities.</li> <li>• proud of accomplishments (boasts), believes that she can do anything, may be argumentative.</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• shows caution and looks to adult before attempting something new.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Sense of pride in accomplishments, may cry at failure to accomplish goal</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• sets appropriate safety limits for children's age level.</li> <li>• provides help kindly when requested.</li> <li>• encourages children to do as much as they are able independently.</li> <li>• points out and compliments children when they use good judgment ("Jasmine, I'm glad to see you carrying those scissors so carefully." "Thank you, Derrick, for wiping up that spilled water so no one will slip and fall.").</li> <li>• models and encourages practice of self-help skills child has not yet mastered.</li> </ul>
<p><b>Outcome 1:</b> social relationships</p> <p>❓ Will the child try to reach for something again if his first attempt is unsuccessfully?</p> <p>❓ Will the child turn an inset puzzle piece around to make it fit?</p>	<p><b>PK4.I.A.4</b></p> <p>Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.</p>	<p><b>PK3.I.A.4</b></p> <p>Child shows initiative in trying new activities but may not persist when obstacles or challenges arise.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• shows initiative in trying new activities, but may not persist in solving problems.</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• can attend to activities or stories for brief periods of time (5–10 minutes). She will stay involved longer if the activity is a favorite one.</li> <li>• usually wanders away from an activity when encountering a problem rather than trying to solve the problem.</li> <li>• requires very specific help in problem solving and explicit physical guidance when following suggestions.</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• provides a variety of learning centers and activities that meet the needs and interests of different children.</li> <li>• gives children opportunities to make independent decisions about which learning center or materials to work with, using visuals to aide children in selections.</li> <li>• models appropriate use of materials for independent work or play.</li> <li>• comments on the contributions of children in activities, tasks, and play.</li> <li>• encourages children to solve problems and persist at challenging tasks.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b></p> <p>knowledge and skills</p> <p><b>?</b> Tell me about a time when he tried to solve a problem (e.g., overcome an obstacle/problem interfering with something important to him). What did he do?</p>			<p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Child works to do things by self, persists in tasks he finds challenging</li> <li>• Wants praise for good performance</li> <li>• Pushes for autonomy but still needs to stay in touch with caregiver</li> </ul>	

## I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

### B. Self Regulation Skills

Prekindergarten children feel safer and function more successfully in the classroom when rules and routines are consistently implemented. A well-organized classroom with well-prepared activities helps children expand their attention span and build self-control and personal responsibility. As they encounter and overcome new and various social obstacles when interacting with peers, guidance from teachers will enable them to learn acceptable ways of dealing with social and emotional stress and/or excitement.

# 1. Behavior Control

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 1:</b> social relationships</p> <p><b>?</b> Does the child show awareness of routines? How?</p> <p><b>?</b> How does the child respond to transitions, routines or activities? Are the reactions different for familiar vs unfamiliar transitions or different across settings or with different people?</p> <p><b>?</b> How does the child respond when given a direction?</p> <p><b>?</b> How does the child respond when corrected by an adult?</p>	<p><b>PK4.I.B.1.a</b></p> <p>Child follows classroom rules and routines with occasional reminders from adults.</p>	<p><b>PK3.I.B.1.a</b></p> <p>Child follows simple rules and routines when assisted by adults.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• can follow instructions given in a small group.</li> <li>• may play familiar games with peers and follow the rules with little adult intervention.</li> <li>• finds established routines very comforting.</li> <li>• feels safer and better able to participate when rules are clear and followed consistently.</li> <li>• can follow simple rules and procedures with gentle reminders.</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• begins to internalize rules, but has difficulty transferring rules across time and settings</li> <li>• participates in the development of classroom rules.</li> <li>• transitions from one activity to another.</li> <li>• comments on the sequence of the day's events, "After centers it's time to go outside."</li> <li>• goes to the daily schedule chart and points out what comes next..</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Allows adult to move him/her through routines</li> <li>• Follows classroom routines with assistance such as reminders, picture cues, or physical help</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• involves children in creating classroom rules and expectations so they feel sense of ownership.</li> <li>• consistently refers to and uses the rules and routines to structure the day.</li> <li>• establishes signals (finger plays, songs, chants, etc.) to help children transition from one activity to another.</li> <li>• uses a daily schedule chart to help children follow the day's activities.</li> </ul>
<p><b>Outcome 1:</b> social relationships</p> <p><b>?</b> Does the child participate in clean-up routines?</p>	<p><b>PK4.I.B.1.b</b></p> <p>Child takes care of and manages classroom materials.</p>	<p><b>PK3.I.B.1.b</b></p> <p>Child takes care of and manages classroom materials with adult assistance.</p>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• uses markers/crayons on paper rather than other surfaces.</li> <li>• begins to take care of books (e.g., turning pages slowly).</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• provides demonstrations and reminders of appropriate use of materials.</li> <li>• establishes signals (clean-up song) to help children clean up.</li> <li>• provides adequate time for cleaning up materials.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>?</b> How does the child treat classroom materials (e.g. toys, furniture, computer, etc.)</p>		<p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• is able to manage a small number of materials with support.</li> <li>• cleans up and puts materials away in appropriate places (places a puzzle back into its labeled spot).</li> <li>• puts away his belongings in his personal space.</li> </ul>	<ul style="list-style-type: none"> <li>• beginning to learn to take care of materials and put things back where they belong.</li> <li>• needs modeling, guidance, and many reminders to do so.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Can follow visual cues (matching the object to picture) where materials are put away on shelves/bins</li> <li>• May throw materials when done and check in with caregiver to see if they noticed (showing beginning understanding that this is not acceptable behavior)</li> <li>• Can locate the assigned and labeled area for their personal belongings with some guidance and repetitive practice</li> </ul>	<ul style="list-style-type: none"> <li>• labels materials to make them accessible for children.</li> <li>• uses pictures and print to label shelves for easier clean up and storage of classroom materials.</li> <li>• provides a space for children to store personal belongings.</li> <li>• introduces new materials and shows children how to use them before placing the materials in activity centers.</li> </ul>
<p><b>Outcome 1:</b> social relationships</p> <p><b>?</b> Is the child able to engage in simple social skills like sharing and being kind?</p> <p><b>?</b> How does the child react when frustrated or when angry?</p>	<p><b>PK4.I.B.1.c</b></p> <p>Child regulates own behavior with occasional reminders or assistance from adults.</p>	<p><b>PK3.I.B.1.c</b></p> <p>Child manages own behavior with adult guidance and assistance.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• needs adult guidance to help manage her behavior.</li> <li>• discriminates appropriate roles and behaviors.</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• needs adult support to control impulses.</li> <li>• begins to recognize when she needs some help to solve a problem.</li> <li>• communicates appropriately to make needs known.</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• provides a safe place within the classroom that can be used to offer a child a place to deescalate, sometimes referred to as a “cool down” area</li> <li>• establishes and uses signals to help transition from one activity to another.</li> <li>• responds to a child’s request for assistance in a timely manner.</li> <li>• uses center signs to help structure the number of children in a center at any given time.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>• has internalized rules about do's and don'ts.</li> <li>• may do something even though he knows it is wrong.</li> <li>• may argue with adult about what he is supposed to do.</li> </ul>	<ul style="list-style-type: none"> <li>• waits for her turn (e.g., waits patiently at the water fountain for a classmate to finish drinking; selects another learning center when the learning center of her first choice is full).</li> <li>• refrains from impulsive responding (waits turn to be called on during group discussion; requests materials rather than grabbing them).</li> <li>• can refrain from aggressive behavior toward peers or self.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Accepts adult solution to resolve a conflict</li> <li>• Follows single step directions</li> <li>• Engages in self-tattling</li> <li>• Shows awareness of adults wishes and expectations</li> <li>• Conscious of adult approval/ disapproval</li> </ul>	<ul style="list-style-type: none"> <li>• reads aloud and discusses books that show characters regulating behavior.</li> <li>• intervenes promptly when child's behavior begins to escalate.</li> </ul>

## 2. Emotional Control

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 1:</b> social relationships</p> <ul style="list-style-type: none"> <li>❓ How does the child display emotions?</li> <li>❓ How does the child read and react to the emotions and expressions of others?</li> <li>❓ How does the child respond to touch from others?</li> <li>❓ How does the child maintain interactions with people?</li> <li>❓ In what situations and ways does the child express delight or display affection?</li> <li>❓ How does the child show understanding of the connection between behavior and his feelings (e.g., he knows that he hit the other child because he is upset)?</li> </ul>	<p><b>PK4.I.B.2.a</b></p> <p>Child begins to understand the connection between emotions and behaviors.</p>	<p><b>PK3.I.B.2.a</b></p> <p>Child recognizes and expresses a range of emotions.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• expresses emotions that are congruent with situations (disappointment when plans are changed; happiness and pride at mastering a challenging task).</li> <li>• expresses jealousy, silliness.</li> <li>• uses words to express feelings about specific events (“It makes me mad when you take my toy!”).</li> <li>• verbalizes understanding that all feelings are okay even though some behaviors may not be okay.</li> <li>• uses sign language, a picture system, or an adaptive/assistive device as appropriate to express feelings.</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• learns that other people are real and have feelings. This means the child can be upset when other people are upset.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Notices expressions of feelings in others</li> <li>• Reacts to others’ sadness and may try to comfort them, at times with an object</li> <li>• Cries when angry or frustrated</li> <li>• May have fear of the dark, thunderstorms, trains, animal noises</li> <li>• Conveys emotional expressions with whole body</li> <li>• Produces complex facial expressions</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• helps children label their own feelings, by pointing out what their body is doing (e.g. I see you crying are you sad? I see you hitting are you mad?)</li> <li>• uses activities that involve children in discussions about emotions and how to react to them (e.g., books, role playing, puppets).</li> <li>• engages children in discussions of difference between feelings and behaviors (“It is great to feel excited, but you may not jump off furniture.” “It is okay to feel angry, but you may not hit people because it hurts them.”).</li> <li>• models and encourages children to express and act out different feelings in the dramatic play center while role playing.</li> <li>• models appropriate verbalization of emotions during every day events.</li> <li>• acknowledges children’s emotions.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 1:</b> social relationships</p> <ul style="list-style-type: none"> <li>❓ In what situations and ways does the child express delight or display affection?</li> <li>❓ How does the child display his/her emotions?</li> <li>❓ Is the child able to express what he/she is feeling?</li> </ul>	<p><b>PK4.I.B.2.b</b></p> <p>Child uses verbal and nonverbal communication to communicate basic emotions and feelings.</p>	<p><b>PK3.I.B.2.b</b></p> <p>Child is familiar with basic feeling words (e.g., happy, sad, mad, scared).</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• becomes familiar with basic feeling words (happy, sad, mad, and scared) and begins to be able to identify faces reflecting basic feelings.</li> <li>• can identify feelings of characters in storybooks.</li> <li>• can usually label own feelings when prompted.</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• may experience many visual fears (masks, darkness).</li> <li>• shows affection.</li> <li>• shows physical anger.</li> <li>• is able to refer to needs and emotions.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Uses facial expressions to communicate feelings</li> <li>• May have fear of the dark, thunderstorms, trains, animal noises</li> <li>• Conveys emotional expressions with whole body</li> <li>• Produces complex facial expressions</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• provides classroom materials that introduce feeling words (posters, books).</li> <li>• helps children notice and label expressions by modeling facial expressions (drawing attention to face with gestures) when commenting to children using feeling words (“Maria, I am sooo happy” as she points to her smile.)</li> <li>• models labeling of own feelings (“Please sit down Diego; I am worried that you might fall.” “We cannot go outside because it is raining; that makes me feel sad.”)</li> <li>• reads books and sings songs that pertain to feelings.</li> <li>• prompts children to identify characters’ feelings in storybooks and to explain why characters might be having those feelings.</li> </ul>
<p><b>Outcome 1:</b> social relationships</p> <ul style="list-style-type: none"> <li>❓ Does the child show behaviors that interfere with relationships or seem inappropriate for the child’s age (e.g., screaming, biting, tantrums)? When is this most likely to happen?</li> <li>❓ How long does it take the child to calm after being upset?</li> </ul>	<p><b>PK4.I.B.2.c</b></p> <p>Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.</p>	<p><b>PK3.I.B.2.c</b></p> <p>Child manages intensity of emotions with adult assistance.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• uses appropriate strategies to decrease level of distress (requests help when feeling frustrated with a task; seeks comfort from teacher when feeling sad).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• needs adult support to control impulses.</li> <li>• has capacity for self-control.</li> <li>• shows effort to control emotions.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Can delay gratification</li> <li>• Redirects actions when upset</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• establishes consistent signals to prompt children to become quiet and listen to instructions.</li> <li>• models and prompts children to use effective strategies for calming down when they are too excited (e.g., introducing quiet game or activity; spending time alone in quiet area of the room; breathing slowly and deeply).</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<ul style="list-style-type: none"> <li>❓ Does calming require adult intervention?</li> <li>❓ Is the reaction appropriate to the problem?</li> </ul>		<ul style="list-style-type: none"> <li>• responds positively to adult guidance in using calming strategies (e.g., suggestions to separate self from frustrating situation, take a deep breath, etc.).</li> <li>• enjoys participating in activities that stimulate positive emotions (e.g., playground games, musical and singing activities that require alternation of loud/quiet, fast/slow).</li> <li>• may demonstrate extremes in emotions.</li> <li>• wants to feel in control of situations and emotions.</li> </ul>	<p>Note: Masturbation may be self-calming (18-24 months) before more advanced and socially appropriate self-calming skills are developed</p>	<ul style="list-style-type: none"> <li>• creates a daily schedule that balances quiet and active times, and allows children opportunities to expend physical energy and be noisy.</li> <li>• arranges the classroom to provide areas for quiet, calm activities.</li> <li>• provides supportive assistance to children during situations that may be emotionally challenging, such as separating from family members in the morning.</li> <li>• provides opportunities for children to practice modulating levels of emotion and intensity such as songs and games that alternate fast/slow, loud/soft.</li> </ul>

### 3. Control of Attention

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcomes 1 &amp; 2:</b> social relationships &amp; knowledge and skills</p> <ul style="list-style-type: none"> <li>❓ Can the child accomplish all the steps in a daily routine? Does he need assistance in maintaining focus?</li> </ul>	<p><b>PK4.I.B.3.a</b> Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p>	<p><b>PK3.I.B.3.a</b> Child focuses attention on one task at a time but may not stay with it to completion.</p>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• enjoys participating in simple action games that involve minimal time spent waiting for a turn.</li> <li>• can make very simple choices.</li> <li>• chooses one activity over another.</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• arranges the classroom to facilitate children's access to, and selection of, sets of materials with which to complete a task (e.g., access to paint, paper, smock, and paintbrushes in the creativity center; access to pencils, paper, letter stamps, and ink pads in the writing center).</li> </ul>

<b>Early Childhood Outcome and Guiding Questions</b>	<b>PreK 4 Outcomes (60 months)</b>	<b>PreK 3 Outcomes (48 months)</b>	<b>36 months and Foundational Skills:</b> (may lead to age appropriate functioning)	<b>Differentiation of Instruction for Children with Learning Differences</b>
<p> <span>?</span> Is the child able to finish an activity?         </p>		<p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>focuses attention on one task at a time but may not stay with it to completion.</li> <li>selects an activity or book to look at and completes it before selecting a different activity.</li> <li>makes and carries out a sequence of dramatic play plans with a peer.</li> <li>follows familiar/routine 3-step directions correctly (e.g., "Go wash your hands, get your lunch kit, and find a seat at the table.").</li> </ul>	<ul style="list-style-type: none"> <li>will refuse tasks that he perceives are too hard for him.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Gravitates towards activities he knows he can complete, has done before, or enjoys</li> <li>Will come to small/large group activities when asked or invited, but stay for only a few minutes</li> <li>May try to complete a new or challenging activity a few times, before becoming upset or walking away</li> </ul>	<ul style="list-style-type: none"> <li>encourages children to continue with their planned activity until it is completed.</li> <li>refrains from distracting or redirecting children's attention from their chosen activity/ play unless it is clearly necessary to do so.</li> <li>provides assistance to a child who needs support to continue focusing on a task or activity (e.g., praising effort, offering encouragement, offering help if needed, suggesting expansions to child's play idea, offering additional related props or materials).</li> <li>provides opportunities to practice following multi-step directions.</li> </ul>
<p> <b>Outcomes 1 &amp; 3:</b>            social relationships &amp; take action to meet needs         </p> <p> <span>?</span> Does the child show sustained interest in activities and people?         </p> <p> <span>?</span> Will the child stick with an activity long enough to learn/become comfortable with it?         </p>	<p><b>PK4.I.B.3.b</b></p> <p>Child remains focused on engaging, teacher-led group activities for up to 20 minutes.</p>	<p><b>PK3.I.B.3.b</b></p> <p>Child remains focused on engaging, teacher-led group activities for up to 10–15 minutes at a time.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>sits and listens to stories and/or participates in large group activities for up to 10-15 minutes at a time.</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>can attend to activities or stories for brief periods of time (5–10 minutes).</li> <li>will stay involved longer if the activity is a favorite one. However, if she encounters a problem, she usually wanders away from the activity rather than continuing to try to solve the problem.</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>schedules large and small group activities with durations matched to children's attention spans.</li> <li>prepares ahead for group activities so that children are not left waiting with nothing to do.</li> <li>uses lively pacing of group activities and encourages children's active participation to help children sustain attention.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>listens attentively to stories and instructions during circle times.</li> <li>contributes verbal responses that are appropriately related to the topic during group discussion.</li> <li>attends to peer responses during small- and large-group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>requires very specific help in problem solving and explicit physical guidance when following suggestions.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Will come to small/large group activities when asked or invited, but stays for only a few minutes</li> <li>Will watch groups from a short distance, but not join</li> </ul>	<ul style="list-style-type: none"> <li>encourages children to attend to each other's contributions rather than attending only when it is their turn.</li> <li>minimizes distractions (extraneous noise; toys left within children's reach; adults entering and leaving the room frequently) during times when children are expected to attend to group activities.</li> </ul>

## I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

### C. Relationships with Others

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

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 1:</b> social relationships</p> <p>❓ How does the child interact with familiar caregivers (e.g., child care providers, babysitters)?</p> <p>❓ Does the child imitate others' socially appropriate behaviors?</p>	<p><b>PK4.I.C.1</b></p> <p>Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.</p>	<p><b>PK3.I.C.1</b></p> <p>Child forms positive relationships with adults and peers.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• greets teacher in the morning and says good-bye when leaving.</li> <li>• coordinates eye contact with communication (looks at teacher or peer during communicative exchanges).</li> <li>• engages in conversations with an adult about what he is doing (e.g., discusses what he is painting at the easel).</li> <li>• takes multiple turns during a conversation.</li> <li>• views teacher as a helpful resource for information as well as social support (e.g., approaches teacher to ask questions or solicit help when needed).</li> <li>• enjoys sharing stories and experiences from outside of the school with the teacher.</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• greets others when reminded.</li> <li>• needs prompting (leading questions) to retell stories/events.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Imitates parent or teacher's greetings and other social interactions</li> <li>• Responds when asked a question</li> <li>• Smiles when he sees a familiar person, distinguishes between strangers and familiar persons</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• recognizes that behavior is communication.</li> <li>• is responsive to child's behavior, including nonverbal communication (e.g. eye gaze, pointing, facial expression).</li> <li>• understands that there are multiple ways to effectively communicate.</li> <li>• displays a warm, welcoming attitude toward all children.</li> <li>• greets children by name at arrival times and says goodbye at departure times.</li> <li>• recognizes cultural differences (e.g. children's averting eye contact from adults may be considered a sign of respect for authority).</li> <li>• establishes consistent classroom routines and rules.</li> <li>• engages in conversations with each child throughout the day.</li> <li>• asks questions to scaffold conversations with children.</li> <li>• allows ample wait time for children to respond or to ask questions.</li> <li>• gets down to child's level (seated on floor or chair) during conversation as often as possible.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>respects teacher’s authority (accepts limits and rules set by teacher).</li> </ul>		<ul style="list-style-type: none"> <li>remembers and responds to information specific to individual children (Lauren’s mom is about to have a baby; Jake’s grandfather died last week; Shana is adjusting to being in a new home.)</li> </ul>
<p><b>Outcome 3:</b> take action to meet needs</p> <ul style="list-style-type: none"> <li>How does the child display understanding of differences in roles, characteristics, and expectations across people and situations?</li> <li>Does the child take on classroom roles when asked? Without being asked?</li> </ul>	<p><b>PK4.I.C.2</b> Child assumes various roles and responsibilities as part of the classroom community.</p>	<p><b>PK3.I.C.2</b> Child assumes roles and responsibilities as part of the classroom community with adult assistance.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>cares for classroom materials appropriately.</li> <li>recognizes that classroom materials belong to everyone.</li> <li>readily accepts and carries out “classroom helper” jobs.</li> <li>respects other’s work spaces and time with shared materials.</li> <li>takes turns with materials and in activities.</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>may frequently want the “preferred” job; may become frustrated or angry when it is not her turn.</li> <li>may begin a classroom job but ask for help with completion.</li> <li>shares toys (sometimes with reminders).</li> <li>helps others.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Enjoys being the teacher’s helper with small tasks</li> <li>Can follow a simple repetitive routine</li> <li>Is learning to take turns</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>teaches children how to properly care for classroom materials and to clean up after themselves.</li> <li>makes children part of decision-making processes (naming the classroom pet).</li> <li>provides meaningful classroom “helper” jobs that allow each child to participate in the classroom community.</li> <li>provides time, space, and materials that allow children to work together in small and large groups.</li> <li>provides interactive songs and activities to engage children during circle time.</li> <li>displays children’s work, names, play products, and pictures in the classroom.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>• takes responsibility for cleaning up own spills and messes.</li> <li>• enjoys seeing own work and self-representations displayed in the classroom (artwork on the wall; name and picture on charts and cubbies).</li> </ul>		
<p><b>Outcome 1:</b> social relationships</p> <p>❓ Does the child participate in games (e.g., social, cooperative, rule-based, with turn-taking)?</p> <p>❓ Will the child approach another child to play or say hello?</p>	<p><b>PK4.I.C.3</b></p> <p>Child shows competence in initiating social interactions.</p>	<p><b>PK3.I.C.3</b></p> <p>Child shows interest in peer play but may be less skilled in initiating and joining a group.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• participates spontaneously in a variety of group activities, tasks, and play.</li> <li>• actively seeks out play partners and appropriately invites them to play (e.g., starts a game with classmates on the playground).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• expresses affection and/or preference for some peers.</li> <li>• converses with peers.</li> <li>• moves closer to a child with whom she wants to interact</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• May use physical means to get a peer’s attention</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• encourages children to show initiative rather than passivity (e.g., inviting children to share their opinions and preferences; saying “Jesse, why don’t you ask Mark if he wants a ride in your wagon?”).</li> <li>• provides time, space, and materials that encourage children to work and play together in small and large groups.</li> <li>• reads aloud and discusses books where the characters deal with a variety of social situations.</li> </ul>
<p><b>Outcome 1:</b> social relationships</p> <p>❓ How and in what situations are interactions with others initiated?</p>	<p><b>PK4.I.C.4</b></p> <p>Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.</p>	<p><b>PK3.I.C.4</b></p> <p>Child enjoys parallel and associative play with peers.</p>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• plays through a sequence of events in common routines.</li> <li>• dramatizes simple songs.</li> <li>• likes to dress up to role play.</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• models positive interactions by engaging in play with the children.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>?</b> Does the child engage in planning with others about what they will play?</p>		<ul style="list-style-type: none"> <li>generates joint play goals and carries them out with at least one other child at a time.</li> </ul> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>shares space and materials with other children comfortably.</li> <li>follows the lead of others (e.g., enters a center and adapts to the ongoing play of others).</li> </ul>	<ul style="list-style-type: none"> <li>plays more than one role.</li> <li>acts out pretend play with others.</li> <li>may be possessive with favorite toys, but will share.</li> <li>can dramatize simple 3 step sequence</li> <li>uses objects functionally in play (17-19 months) and symbolically in play (18-21 months)</li> <li>play is mainly exploratory, helping children learn about the properties and characteristics of materials and equipment.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Begins sharing (12-24 months)</li> <li>Combines two toys in dramatic play</li> </ul>	<ul style="list-style-type: none"> <li>arranges classroom to provide space for cooperative as well as individual play activities.</li> <li>assists children in communicating effectively with each other and resolving conflicts appropriately.</li> <li>encourages quieter/shy children to connect with others, providing assistance to do so when needed.</li> </ul>
<p><b>Outcomes 1 &amp; 3:</b> Social relationships &amp; take action to meet needs</p> <p><b>?</b> How does the child attempt to resolve his/her conflicts?</p> <p><b>?</b> Will the child ask for help?</p>	<p><b>PK4.I.C.5</b> Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.</p>	<p><b>PK3.I.C.5</b> Child seeks adult help when experiencing conflicts with another child.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>attempts to work out problems with a peer independently before seeking adult help.</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>may immediately run to teacher to "tattle" when a problem occurs.</li> <li>may stop activity where the problem is and move to something else.</li> <li>may become frustrated/angry/sad and react physically.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Accepts adult solution to resolve a conflict</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>encourages children to communicate directly with each other in respectful ways.</li> <li>models appropriate ways to ask for assistance.</li> <li>involves children in discussions and activities about how to get own needs met while respecting the needs of others (e.g., books, role playing, puppets).</li> <li>helps children learn steps to take in conflict resolution.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>• asks an adult or peer for help when needed (e.g., “Will you push me on the swing?”).</li> <li>• follows conflict resolution steps with teacher’s guidance to solve a dispute with a classmate.</li> </ul>		
<p><b>Outcome 1:</b> social relationships</p> <ul style="list-style-type: none"> <li>❓ Does the child respond to other’s emotions?</li> <li>❓ Will the child sometimes imitate another’s emotional reaction?</li> <li>❓ Does the child recognize what another child needs (e.g., help putting on backpack or opening a container)?</li> </ul>	<p><b>PK4.I.C.6</b> Child demonstrates empathy and caring for others.</p>	<p><b>PK3.I.C.6</b> Child responds with concern when a child or adult is distressed.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• shows emotions related to another’s experience (expresses sadness for a character in a book; shows excitement when a classmate crosses the finish line in a race).</li> <li>• demonstrates a desire to be helpful (volunteers to help a classmate clean up a spill).</li> <li>• demonstrates concern for a classmate (comforts a classmate who is crying; slows down to walk with a classmate with a physical disability).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• learns that other people are real and have feelings. This means he can be upset when other people are upset.</li> <li>• can identify feelings of characters in storybooks.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Notices expressions of feelings in others (looks or reacts by crying or laughing)</li> <li>• Imitates other children’s expressions of feelings</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• models concern for others.</li> <li>• acknowledges when children help each other.</li> <li>• uses activities that introduce children to the concept of perspective-taking (the idea that others may see or feel things differently than they do).</li> <li>• uses activities that involve children in discussions about the feelings of others (e.g., books, role playing, puppets).</li> <li>• provides active opportunities for children to be helpful and caring (e.g., making get-well cards for a sick classmate; making gifts for family and friends at holiday times; taking care of a classroom pet; pairing a child with a disability with a peer who can help).</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>interacts with a variety of peers regardless of race, gender, or ability.</li> </ul>		
<p><b>Outcome 1:</b> social relationships</p> <ul style="list-style-type: none"> <li>How does the child engage in mutual activity?</li> <li>With whom does the child repeatedly want to play?</li> <li>Who would the child invite to his/her birthday party?</li> </ul>	<p><b>PK4.I.C.7</b> Child interacts with peers and has preferred friends</p>	<p><b>PK3.I.C.7</b> Child interacts with peers and may have preferred friends.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>talks with a friend to plan their play (planning to play house in the pretend and learn center).</li> <li>seeks help for the friend (going to the teacher for help when a friend falls down).</li> <li>talks about the friend.</li> <li>chooses to work with the friend.</li> <li>copies the friend's ideas or behaviors at times.</li> <li>expresses pleasure at spending time with the friend.</li> <li>follows friend's preferences or notices concerns at times.</li> <li>expresses interest in playing with the friend outside of school.</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>able to be both leader and follower in play.</li> <li>shows preference for certain peers over others.</li> <li>usually engages in parallel play (side-by-side) with only brief interactions with other children.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>May move close to a child she wants to interact with</li> <li>May use physical means to get a peer's attention</li> <li>Notices/watches other children in a variety of situations</li> <li>Ability to communicate with others</li> <li>Shows preferences (likes and dislikes)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>facilitates peer interactions through structured activity and play.</li> <li>provides time, space, and materials that allow children to work and play together in small and large groups.</li> <li>leads activities that involve children in discussions about friendship (books, role playing, puppets).</li> <li>acknowledges classmates who are working together or helping each other as doing what friends do.</li> <li>respects child's desire for proximity or pairing with a special friend when appropriate (wanting to sit together at lunch time, partnering for a game).</li> <li>models how to interact using the child's mode of communication (get someone's attention, ask a question, make a comment).</li> </ul>

# I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

## D. Social Awareness

Prekindergarten children need adult support and guidance in learning how to socially interact with others. It can be a challenge for a young child to sense other people's emotions or to imagine what someone else might be thinking or feeling. Teachers can reinforce children's social awareness skills by facilitating peer-to-peer and adult-to-child interactions and asking thought-provoking questions with the support of rich, socially relevant educational materials.

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 1:</b> social relationships</p> <p><b>?</b> Does the child notice and/or point out differences in people, such as hair color, clothes or skin color?</p>	<p><b>PK4.I.D.1</b></p> <p>Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.</p>	<p><b>PK3.I.D.1</b></p> <p>Child shows interest in other people and their feelings.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• uses visual cues from other children to identify how he is feeling.</li> <li>• uses words to express own and other's preferences ("I like to paint with red, and Mary likes to paint with blue.").</li> <li>• uses words to express own and other's feelings ("Michael thinks that's funny, but I don't!").</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• understanding of other's intentions.</li> <li>• recognizing and naming feelings in others.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Ability to imitate others</li> <li>• Development of Joint Attention: Attention can be directed and shared by the act of pointing, a joint attention behavior which requires taking into account another person's mental state, particularly whether the person notices an object or finds it of interest</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• models the cause and effect relationship between an action and emotion (mom left, you are sad).</li> <li>• labels emotions and directly teaches facial expressions caused by different emotions.</li> <li>• models acceptance of someone's different perspective.</li> <li>• reads aloud and discusses books that show characters with differing perspectives.</li> <li>• has children identify the feelings of different story characters during read-alouds.</li> <li>• provides activities that promote respect for diversity (culture, ethnicity, special needs, and language).</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>• asks questions that indicate understanding that peers may have a different perspective than themselves (“Do you like raisins?” “Were you scared of that movie?”).</li> <li>• beginning ability to attribute mental states—beliefs, intents, desires, pretending, knowledge, etc.—to oneself and others and to understand that others have beliefs.</li> </ul>		<ul style="list-style-type: none"> <li>• introduces activities that give children concrete experiences with the concept of different perspectives (taking turns looking around through different colored lenses or through binoculars, having children pair up and sit back-to-back with their partner and describe what they can see from their position; then trade places).</li> <li>• uses a graph to compare and contrast children’s preferences (favorite food, color, book).</li> </ul>

## II. EMERGENT LITERACY: LANGUAGE AND COMMUNICATION DOMAIN

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

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

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



## II. EMERGENT LITERACY: LANGUAGE AND COMMUNICATION DOMAIN

### A. Listening Comprehension

From birth, children begin learning by listening to the world around them. As their exposure to language(s) increases, so does their understanding. Multilingual learners understand that they are hearing two language systems from a very early age. Prekindergarten-age children are able to comprehend (with increasing accuracy) what they hear in conversations and in stories read aloud. Children demonstrate understanding through their questions, comments, and actions.

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcomes 1 &amp; 2:</b> Social relationships &amp; Knowledge and skills</p> <p><b>?</b> How does the child relate/interact with others during conversations?</p> <p><b>?</b> In what ways does the child show he understands what others are saying?</p>	<p><b>PK4.II.A.1</b></p> <p>Child shows understanding by responding appropriately to what has been communicated by adults and peers.</p>	<p><b>PK3.II.A.1</b></p> <p>Child responds to situations in ways that demonstrate an understanding of what has been communicated.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• responds appropriately to statements or questions involving regular plurals (48–54 mo).</li> <li>• responds appropriately – not necessarily correctly, to “how far” questions (48–54 mo).</li> <li>• points to common objects according to function based on verbal cues (48 mo).</li> </ul>	<p><b>The 36-month-old child:</b></p> <ul style="list-style-type: none"> <li>• answers simple questions regarding physical need (36–48 mo).</li> <li>• provides objects as they are requested (36–44 mo).</li> <li>• answers “how much” and “how long” (length of time) questions – not appropriate words or gestures (36–42 mo).</li> <li>• comprehends approximately 1200 words (36–42 mo).</li> <li>• understands descriptive words (36 mo).</li> <li>• understands why questions.</li> <li>• answers simple who, where, how many, what doing questions (36 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Understands position words (e.g., in, on top of, on, under) (33–36 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• understands that students may respond in different ways using various modes of communication.</li> <li>• plans opportunities for active learning through experiences that build language and vocabulary, and thus enhance comprehension.</li> <li>• recognizes and responds to the communicative contributions of the student.</li> <li>• engages in authentic conversations with children about their interests and experiences.</li> <li>• supports comprehension of storybooks that are read aloud through visual representations (e.g., props, illustrations in big books, acting out episodes or scenes from the story, etc.).</li> <li>• engages children in conversations about storybooks that enhance understanding of the words in the stories and the stories themselves.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>answers “how much” and “how long” (length of time) questions, though not necessarily correctly (42 -48 mo).</li> <li>sorts by named category (42–48 mo).</li> <li>comprehends approximately 1500-2000 words (42–48 mo).</li> </ul>	<ul style="list-style-type: none"> <li>Understands questions about why and how things function (33–36 mo)</li> <li>Responds correctly and non-verbally to a stated question (32–38 mo)</li> <li>Comprehends approximately 900 words (30 -36 mo)</li> <li>Understands sentences with 2 or more ideas (30–36 mo)</li> <li>Points to pictures of common objects described by their use (e.g., “Show me what you eat with.”) (30–36 mo)</li> </ul>	<ul style="list-style-type: none"> <li>Provides multicultural, culturally relevant and diverse books for children.</li> </ul>
<p><b>Outcome 2:</b></p> <p>Knowledge and skills</p> <ul style="list-style-type: none"> <li>? How does the child respond to directions and requests from others?</li> <li>? How does the child respond to multi-step directions?</li> </ul>	<p><b>PK4.II.A.2</b></p> <p>Child shows understanding by following three-step verbal directions.</p>	<p><b>PK3.II.A.2</b></p> <p>Child shows understanding by following two-step verbal directions.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>follows 3-step instructions in sequence involving 2-3 different objects (48–54 mo).</li> <li>responds to 3 commands (e.g., “Pick up the spoon, put it in”).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>carries out 3 simple related successive commands in order (36–48 mo).</li> <li>responds to 2 simple unrelated commands (e.g., “Put your cup on the table and bring me your sweater.”) (36–46 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Follows 2-step related directions (30 -36 mo)</li> <li>Follows single-step directions (18 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>creates opportunities to practice imitation throughout the day (greetings, while singing, during games such as simon says, opening a milk carton).</li> <li>instructs children in expectations for daily routines, such as arrival, setting the table for snack time, going to centers, going outside and to the restroom by giving two- and three-step directions (“Please put your things away and then sit down on the carpet.”).</li> <li>provides two- and three-step directions for children to complete specific tasks during transitions (e.g., clean up, get a book to read, and sit on the carpet).</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
			<ul style="list-style-type: none"> <li>Follows simple directions with cues (e.g., "Give me the ball," "Get the shoes," "Show me") (15 mo)</li> </ul>	<ul style="list-style-type: none"> <li>uses visual representations of directions or multi-step daily routines to help children understand, remember, and follow them (what to do upon arrival to the classroom each morning, steps for hand washing, etc.).</li> <li>plays or sings songs requiring children to act out multiple behaviors and multi-step directions ("Hokey, Pokey", "If You're Happy and You Know It").</li> </ul>

## II. EMERGENT LITERACY: LANGUAGE AND COMMUNICATION DOMAIN

### B. Speaking (Conversation)

Prekindergarten children become increasingly able to describe their wants and needs, carry on conversations with others, and share information with both peers and adults. The ability to engage others in conversations involves asking questions, listening, and responding, as well as using verbal and nonverbal communication. Additionally, multilingual learners become increasingly aware of language context. For example, a staff member with knowledge of Spanish and English learns that he can have a conversation in Spanish with a bilingual librarian but will use English to express a preference to the nonbilingual art teacher.

Children who are multilingual learners may require more time to respond because they are learning and processing two languages at once. Multilingual learners may also respond in one language and use the other language to fill in a word or phrase within a sentence. Both are normal parts of bilingual development. Multilingual learners should be encouraged and expected to demonstrate their speaking/communication skills in their home language as well as in English.

# PHONOLOGICAL AWARENESS: Development Timeline<sup>1</sup>

2-3  
YEARS OLD



3-4  
YEARS OLD



4-5  
YEARS OLD



5-6  
YEARS OLD



6-7  
YEARS OLD

## AUDITORY DISCRIMINATION

Distinguishes voices (e.g., knows mom vs. dad's voice)

Distinguishes sounds (e.g., animal noises or vehicles)

Distinguishes words (e.g., recognizes when two words are the same or different)

<sup>1</sup> Skill development is fluid. Children may not follow the exact order outlined in this generalized timeline.

<sup>2</sup> Onset-rime is only taught in English-language instruction.

<sup>3</sup> In Spanish, phoneme blending is taught to help children blend individual syllables (2-3 phonemes) in words, which they will then use syllables to decode.

## SENTENCE SEGMENTATION

Becomes aware that sentences are made up of words that carry meaning

Counts the number of words in a sentence

Recognizes which word changes in a sentence

Manipulates words in a sentence and replaces them with new words to make a new sentence

## RHYMING

Exposure to rhyme through nursery rhymes and finger plays

Identifies rhyme

Identifies and produces a mix of real and nonsense rhymes

Distinguishes between rhymes (can determine which does not rhyme)

Rhyme completion (can complete a sentence with a word that rhymes)

## ALLITERATION

Identifies if two words begin with the same sound

Produces a word that begins with the same sound

Generates a list of words that begin with the same sound

Distinguishes between alliterative and non-alliterative words in a list, sentence, or story

## SYLLABLES

Syllable awareness through finger plays

Blending and segmenting compound words

Blends and segments multisyllabic words up to 3 syllables

Blends and segments multisyllabic words up to 5 syllables

Syllable manipulation (adding, deleting, substituting)

## ONSET-RIME<sup>2</sup>

Identifies the onset in words (single letters and consonant blends)

Blends onset and rime to form *familiar* one-syllable words

Blends onset and rime to form one-syllable words

## PHONEMES<sup>3</sup>

Isolating initial phonemes

Blending and segmenting 2-3 phonemes

Blending and segmenting 4-5 phonemes

Blending and segmenting phonemes; phoneme manipulation

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age-appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcomes 1, 2, &amp; 3</b> social relationships, knowledge and skills, &amp; take action to meet needs</p> <p><b>?</b> How does the child use the words and communication skills he has (e.g., answering, requesting, greeting, describing, explaining, seeking attention, etc.)?</p>	<p><b>PK4.II.B.1</b> Child uses language for multiple purposes.</p>	<p><b>PK3.II.B.1</b> Child uses language to communicate basic needs and wants.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>tells or gestures to adult about any danger/injury (48–60 mo).</li> <li>uses correct words to request an object (48–54 mo).</li> <li>requests food/drink be passed at the table (48–60 mo).</li> <li>participates in conversations and discussions (48–60 mo).</li> <li>speaks with inflection describing event/action (48–54 mo).</li> <li>uses indirect requests (48–60 mo).</li> <li>says hello and goodbye at correct times (42–48 mo).</li> <li>asks “Is...?” and “Do...?” questions (37–42 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>changes speech depending on listener (36–42 mo).</li> <li>talks on phone and waits for turn to respond (36–42 mo).</li> <li>responds to and makes verbal greetings (36–42 mo).</li> <li>asks who questions (36–40 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Replaces jargon with sentences (29–31 mo)</li> <li>Asks where questions (26–32 mo)</li> <li>Sings familiar songs with adults (24–30 mo)</li> <li>Requests assistance (24–30 mo)</li> <li>Uses word or sign combinations to describe remote events (24–30 mo)</li> <li>Asks simple questions with a vocalization or gesture (24–30 mo)</li> <li>Clarifies and requests clarification (24–36 mo)</li> <li>Experiments with communication - frustrated when not understood (24–28 mo)</li> <li>Asks questions using rising intonation (25–28 mo)</li> <li>Asks what that questions (25–28 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>models academic and social language in multiple and meaningful contexts throughout the day.</li> <li>models use of augmentative and alternative communication (AAC) across various communicative functions.</li> <li>models communicative functions other than requesting, since many young children with limited language, and children with Autism Spectrum Disorder (ASD), start with requesting and have difficulty going to commenting, describing, etc.</li> <li>implements the use of augmentative and alternative communication (AAC) strategies and aids as appropriate to support naturally-occurring interactive communication (picture communication symbols, communication boards, voice output device).</li> <li>plans experiences that require children to talk, play, and work cooperatively.</li> <li>provides engaging materials that elicit speech and language during play (telephone in home center, toys to make a fire station in block center, restaurant materials in dramatic play area).</li> <li>engages children verbally during center activities, role playing, outdoor play, mealtimes, etc.</li> <li>supports children in using language at center time to plan which center(s) they will go to and what they will do there.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age-appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
			<ul style="list-style-type: none"> <li>• Attempts to tell about experience using words and jargon (21 mo)</li> <li>• Meaningfully says “no” (18–21 mo)</li> <li>• Requests desired object with a word (18 mo)</li> <li>• Greets familiar people with an appropriate vocalization or sign (15–18 mo)</li> </ul>	<ul style="list-style-type: none"> <li>• facilitates children’s recall of what they did during center time.</li> <li>• expands children’s linguistic contributions and responses by encouraging them to add details (story time, small group time, author’s chair, morning meeting).</li> </ul>
<p><b>Outcomes 1 &amp; 2</b> social relationships &amp; knowledge and skills</p> <p><b>?</b> How does the child initiate and maintain communicative interactions with others?</p>	<p><b>PK4.II.B.2</b></p> <p>Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.</p>	<p><b>PK3.II.B.2</b></p> <p>Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• conversation/discussion (48–60 mo).</li> <li>• asks questions related to another person’s statement in order to maintain a conversation (48–52 mo).</li> <li>• takes 4 turns in a true conversation (48 mo).</li> <li>• gestures and speech are paired similar to adult level (42 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• carries on a conversation (36–44 mo).</li> <li>• talks on phone and waits for turn to respond (36–42 mo).</li> <li>• makes conversational repairs when listener has not understood (36–48 mo).</li> <li>• requests permission (36–48 mo).</li> <li>• changes speech depending on listener (36–42 mo).</li> <li>• responds to and makes verbal greetings (36–42 mo).</li> <li>• regularly requests clarification (e.g., “Huh?”, “What?”)(36 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Sustains conversation for several turns (30–36 mo)</li> <li>• Verbally introduces and changes topic of discussion (24–36 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• engages in authentic conversational exchanges with each child every day.</li> <li>• creates a play environment that encourages children to engage in conversations during play.</li> <li>• engages children in conversations during greeting circle (home life, experiences outside of school, upcoming community events or celebrations).</li> <li>• engages children in conversations during storybook reading (talk about the illustrations, characters, what might happen next).</li> <li>• supports children in entering an existing play situation and joining into the conversations and play already in progress.</li> <li>• provides interesting materials and experiences for children to talk about.</li> <li>• supports children in exchanging appropriate greetings.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age-appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
			<ul style="list-style-type: none"> <li>• Uses attention-getting words such as “hey” (24–36 mo)</li> <li>• Takes 1-2 turns in conversation (24 mo)</li> <li>• Engages in much verbal turn-taking (18–24 mo)</li> <li>• Uses direction of speaker’s gaze to infer the referent of a word (21 mo)</li> <li>• Echoes prominent or last word spoken (17–19 mo)</li> </ul>	<ul style="list-style-type: none"> <li>• implements the use of augmentative and alternative communication strategies and aids as appropriate to support naturally-occurring interactive communication (picture communication symbols, communication boards, voice output device).</li> <li>• models use of augmentative and alternative communication (AAC).</li> <li>• notices the children who do not engage in talk as easily and looks for ways to initiate conversation or to have another child initiate a conversation with those children.</li> </ul>
<p><b>Outcomes 1 &amp; 2:</b> social relationships &amp; knowledge and skills</p> <p><b>?</b> Does the child use appropriate language and communication in everyday routines and settings?</p> <p><b>?</b> Can the child answer questions in meaningful ways?</p>	<p><b>PK4.II.B.3</b></p> <p>Child provides appropriate information in various settings.</p>	<p><b>PK3.II.B.3</b></p> <p>Child is able to communicate basic information in familiar social settings</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• uses twice as many utterances as 3-yr-old to discuss emotions and feelings (48–60 mo).</li> <li>• responds appropriately, but not necessarily correctly, to how far questions (48–54 mo).</li> <li>• answers how and when questions (42–48 mo).</li> <li>• tells own age and full name (42–48 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• engages in longer dialogues (36–48 mo).</li> <li>• corrects others (36–48 mo).</li> <li>• understands how many, who, and whose questions (36–40 mo).</li> <li>• verbalizes toileting needs (36 mo).</li> <li>• understands why questions (36 mo).</li> <li>• answers where and what doing questions (36 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Communicates previous experiences with prompting from adult (30 mo)</li> <li>• Begins providing descriptive details to facilitate comprehension (24–36 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• models ways to greet and respond to new people (e.g., classroom visitor, new class member, reading buddies).</li> <li>• teaches children appropriate ways to ask for help and state what they need.</li> <li>• helps children learn their personal information and appropriate people with whom to share that information (e.g., first and last name, age, parents’ names, name of street where he lives).</li> <li>• reads storybooks in which characters share information, engage in conversations with children about how the characters shared information.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age-appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>states gender when asked (42 mo).</li> </ul>	<ul style="list-style-type: none"> <li>Clarifies and requests clarification (24–36 mo)</li> <li>Communicates needs, wishes, and feelings with gestures and words (24 mo)</li> <li>Names pictures (21 mo)</li> <li>Responds to what questions (21 mo)</li> <li>Attempts to tell about experience using words and jargon (21 mo)</li> <li>Responds to yes/no questions with head shake and nod (18 mo)</li> <li>Acknowledges questions (e.g., “yes,” “uh huh”) (18 mo)</li> <li>Responds to “Where is___?” by arching for object or family member (12–16 mo)</li> </ul>	<ul style="list-style-type: none"> <li>implements the use of augmentative and alternative communication strategies and aids as appropriate to support naturally-occurring interactive communication and information sharing (e.g., picture communication symbols, communication boards, voice output device).</li> <li>models use of augmentative and alternative communication (AAC).</li> </ul>
<p><b>Outcomes 1 &amp; 2:</b> social relationships &amp; knowledge and skills</p> <p><b>?</b> Does the child communicate differently in different social contexts (e.g. quieter in library, more active at birthday parties)?</p> <p><b>?</b> How does the child communicate with siblings?</p>	<p><b>PK4.II.B.4</b></p> <p>Child matches language to social contexts.</p>	<p><b>PK3.II.B.4</b></p> <p>Child begins to use appropriate language for different situations.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>discriminates appropriate roles and behaviors (48 mo).</li> <li>matches facial expressions to intent of message (e.g., sad face when talking about something sad) (48 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>changes speech depending on listener (36–42 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Spontaneously says (or signs) familiar greetings and farewells at appropriate times (21–24 mo)</li> <li>Spontaneously uses words (or signs) in pretend play (21–24 mo)</li> <li>Greets familiar people with an appropriate vocalization or sign (15–18 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>develops and models use of language as situations arise (what to say when delivering a message to another teacher, how to enter a playgroup, what to do at birthday parties).</li> <li>engages in authentic conversations with children during center time, matching language to the dramatic play themes and play activities as they emerge.</li> <li>visually represents expectations about voice/noise level (outside voice, buddy talk, soft voices, whisper, no talking), provides opportunities to learn and practice the differences in voice level.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age-appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>❓ How does the child communicate with peers (e.g., at child care, at the park, in playgroups, in the neighborhood)?</p> <p>❓ How does the child interact with/respond to people in community settings (e.g., park, library, church, grocery store, seeing neighbors outside, etc.)?</p>		<ul style="list-style-type: none"> <li>• matches speaker's emotion on own face (48 mo).</li> <li>• talks on phone and waits for turn to respond (36–42 mo).</li> </ul>		<ul style="list-style-type: none"> <li>• reminds children of appropriate language and volume during different times of the day (in centers, meal time, in the hall, outside play, small group time, community outings, etc.).</li> <li>• provides and models use of augmentative and alternative communication strategies/devices as appropriate to child's needs and abilities in order to support authentic social communicative exchanges.</li> </ul>

## II. EMERGENT LITERACY: LANGUAGE AND COMMUNICATION DOMAIN

### C. Articulation

Prekindergarten children must learn to vocalize, pronounce, and discriminate sounds and words within languages. Learning to accurately perceive the difference between similar-sounding words will support children's development of early literacy skills and help set them up for future reading and writing success. Young children will continue to acquire the ability to recognize new sounds but may mispronounce some words in their own speech. Difficulty with producing some speech sounds (e.g., /l/, /r/, or /th/) is common for prekindergarten children but may improve with practice and age. Similarly, multilingual learners may need repeated, meaningful opportunities to more closely approximate the sounds of the language with which they are less familiar.

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcomes 1 &amp; 2:</b> social relationships &amp; knowledge and skills</p> <p>? Describe the child's articulation.</p> <p>? Can others understand what the child says? If not, why do they have trouble understanding the child's speech?</p>	<p><b>PK4.II.C.1</b></p> <p>Child's speech is understood by both familiar and unfamiliar adults and peers.</p>	<p><b>PK3.II.C.1</b></p> <p>Child's speech is understood by familiar adults and peers.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• few omissions and substitutions of consonants (48–54 mo).</li> <li>• speech is approximately 80% intelligible (48 mo).</li> <li>• produces few consonant substitutions and emissions (48 mo).</li> <li>• produces more consonants: z, v, sh, ch, j (48 mo).</li> <li>• continued refinement of articulatory skills (42–48 mo).</li> <li>• consonants mastered: b,d, k, g, f, y (42–48 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• produces speech that is intelligible to unfamiliar listeners (42 mo).</li> <li>• uses final consonants most of the time (36–42 mo).</li> <li>• simplifies words that are multisyllabic (36 mo).</li> <li>• produces substitutions and distortions of consonants (36 mo).</li> <li>• speech is 75% intelligible (36 mo).</li> <li>• produces sounds made in the back of the mouth (e.g. /c/ car; /g/ go; /ng/ eating) (36 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Produces speech that is 50-70% intelligible to familiar listeners (30 mo)</li> <li>• Deletes one consonant from a consonant blend (e.g., "top"/stop) (30 mo)</li> <li>• Repeats syllables in some words (e.g., "wawa"/water) (30 mo)</li> <li>• Some substitution and distortion of consonants persists (30–36 mo)</li> <li>• Continuing to improve intelligibility – approximately 80% intelligible (30–36 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• speaks clearly and at an appropriate pace (neither too fast nor too slowly).</li> <li>• encourages children to use language when making requests, expanding upon their language or gestures with appropriate language ("Oh, you want the red paint? Here's the red paint.").</li> <li>• uses songs, chants, and finger plays to enhance speech and language.</li> <li>• uses multisensory approaches for teaching the sounds of the letters of the alphabet.</li> <li>• engages in conversations with children during dramatic play at center time.</li> <li>• works with assistive technology team to provide appropriate support for children who are non-speaking or severely unintelligible (a voice output device, CORE board, other communication board, picture communication symbols).</li> <li>• asks children whose speech is unintelligible to show what is needed or say it in a different way to improve speech intelligibility.</li> <li>• models correct examples when child uses speech errors (e.g., child says, "I want a tar." Teacher responds, "You want the CAR? Which one?").</li> </ul>

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			<ul style="list-style-type: none"> <li>• Consonants mastered: p, m, n, w, h (30 -36 mo)</li> <li>• Approximately 70% intelligible (24–30 mo)</li> <li>• May omit final consonant, reduce consonant blends, substitute one consonant for another (24–30 mo)</li> <li>• Experiments with communication; frustrated when not understood (24–28 mo)</li> <li>• Echoes adult’s words and inflections (24 mo)</li> <li>• Approximately 50% intelligible (24 mo)</li> </ul>	<ul style="list-style-type: none"> <li>• slightly overemphasizes correct models for sounds students say incorrectly (“Oh, you want another book?”).</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <ul style="list-style-type: none"> <li>• Does the child who is learning English vocalize speech sounds and sound patterns of English?</li> <li>• Does she experiment using English speech sounds and words?</li> </ul>	<p><b>PK4.II.C.2</b></p> <p>Child demonstrates growing understanding of the intonation of language.</p>	<p><b>PK3.II.C.2</b></p> <p>Child begins to mimic intonation of language through songs and fingerplay</p> <p><b>48-month-old child:</b></p> <ul style="list-style-type: none"> <li>• produces songs/nursery rhymes (54 mo).</li> <li>• creates rhyming words (54 mo).</li> <li>• plays with words (creates own rhyming words) (48–54 mo).</li> </ul>	<p><b>The 36-month-old child:</b></p> <ul style="list-style-type: none"> <li>• sings songs or says rhymes of 10-15 lines (some lines may be repeated ) (42–48 mo).</li> <li>• may begin to attend to beginning or rhyming sounds in salient words (36–48 mo).</li> <li>• completes lines of familiar rhymes or songs (36–42 mo).</li> <li>• sings complete nursery songs or says complete rhymes of four to six lines (36–42 mo).</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• understands the importance of language development and the sound structure of language acquisition.</li> <li>• selects words that include sounds common to both languages and separates similar sounds in English and Spanish the sounds for b, e, m, d, t, k, g are similar.)</li> <li>• asks children to repeat words before attempting a task.</li> <li>• has awareness of differences in pronunciation.</li> <li>• accepts oral approximations.</li> </ul>

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		<ul style="list-style-type: none"> <li>repeats words that rhyme (48–54 mo).</li> </ul>	<p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Says or sings at least two nursery rhymes or songs in a group with an adult (24–30 mo)</li> <li>Repeats words and sounds (29–36 mo)</li> <li>Sings phrases of songs (23–27 mo)</li> <li>Anticipates parts of rhymes or songs (21–24 mo)</li> <li>Enjoys nursery rhymes, nonsense rhymes, finger plays, poetry (18–30)</li> </ul>	<ul style="list-style-type: none"> <li>includes rhymes that focus on pairing movement and action with rhythmic passages.</li> <li>uses choral responses.</li> <li>incorporates phonograms (cat, hat, sat, mat, fat, pat) into language instruction.</li> <li>uses songs, finger plays, storybooks to support second language development.</li> </ul>

## II. EMERGENT LITERACY: LANGUAGE AND COMMUNICATION DOMAIN

### D. Vocabulary

Vocabulary development is one of the most important predictors of later reading achievement. Prekindergarten children experience rapid growth in their understanding of words and word meanings when they are learning in a language-rich environment. Vocabulary acquisition is largely developed by exposing children to new words through stories and engaging them in meaningful and intentional interactions with adults who incorporate new language into daily conversations. Vocabulary development occurs when educators create a space in which there are many opportunities to talk about personal experiences, read familiar stories, sing familiar songs, and play word games on a regular basis. Vocabulary knowledge reflects children’s previous experiences and is increasingly refined as they learn new words and concepts through their growing knowledge of the world around them.

Multilingual learners in a bilingual education program will develop vocabulary in both the program language and English via learning opportunities in each language as well as direct instruction in cross-linguistic connections. Both languages are honored and valued, and there is a diminished linguistic barrier between home and school. Educators of multilingual learners outside of bilingual programs should intentionally leverage families’ linguistic resources as a foundation for second language learning. Consider Katie, a multilingual learner who speaks mostly Vietnamese at home. During a study of fairy tales, Katie’s teacher invites Katie’s mom to read a portion of a Vietnamese version of the Cinderella tale in Vietnamese. Katie’s language and culture is validated, and Katie’s peers get to practice making meaning based on prior knowledge, pictures, etc. The class learns a few key vocabulary words from the story in Vietnamese.

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<p><b>Outcome 2:</b> knowledge and skills</p> <p>? Does the child label and describe people he knows or meets?</p> <p>? Can he name familiar places in his environment (e.g., grocery store, park, place of worship, school/child care)?</p> <p>? Does he use a variety of verbs to describe or request actions (e.g., “At the park I can swing and climb.” or “Push me on the swing.”)?</p>	<p><b>PK4.II.D.1</b></p> <p>Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.</p>	<p><b>PK3.II.D.1</b></p> <p>Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• labels colors (red, green, blue, orange, purple, yellow, black, brown, pink, gray) (48–54 mo).</li> <li>• knows heavy/light, loud/soft, like/unlike, discriminates long/short (48–54 mo).</li> <li>• tells how common objects are used (42–48 mo).</li> <li>• names objects by function (42–48 mo).</li> <li>• names examples in classes (42–48 mo).</li> <li>• sorts objects into named categories, but may not be able to label category (e.g., animals, food) (42–48 mo).</li> <li>• describes own feelings (42 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• describes an action using a verb (36–48 mo).</li> <li>• names action when looking at a picture (36–42 mo).</li> <li>• uses words to describe attributes of toys, foods, or other objects (36–42 mo).</li> <li>• describes events occurring in the environment (36–42 mo).</li> <li>• names primary colors (36–42 mo).</li> <li>• produces words related to spatial, comparative, contrastive, and temporal concepts (36 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Understands “est” adjective marker (e.g., biggest) (30–36 mo)</li> <li>• Names sounds heard in the immediate environment (30–42 mo)</li> <li>• Names most pictures and line drawings of familiar objects (30–36 mo)</li> <li>• Names at least one color (30 mo)</li> <li>• Uses word or sign combinations to describe remote events (24–30 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• during small group time provides objects and/or pictures for children to categorize, labels categories or supports children in labeling them.</li> <li>• provides materials and play opportunities that elicit the use of descriptive language (restaurant, grocery store, hospital, construction work); joins the play and models the use of descriptive words in comments about the play scenarios.</li> <li>• initiates games that include following directions that use descriptive words (e.g., “hop slowly”, “run fast”, “tiptoe quietly”).</li> <li>• provides ways for children to interact with and use new vocabulary words in meaningful contexts using real objects or pictures for visual support (such as making a grocery store for children to interact with new vocabulary).</li> <li>• models a wide variety of rich, rare vocabulary words including varied nouns, adjectives, and verbs (“These flowers are called azaleas. Their edges are frilly, like lace, but very soft.”).</li> <li>• defines new words for children when reading aloud by connecting what children already know to the new word and encourages discussion of word meanings (“This is a shovel. It is like a great big spoon that scoops up the dirt.”).</li> </ul>

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		<ul style="list-style-type: none"> <li>• states gender when asked (42 mo).</li> <li>• knows what does not go together (by 42 mo).</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and points to extended family members (24 mo)</li> <li>• Names body parts (24 mo)</li> <li>• Names almost anything she has daily contact with at home, outside, and in child care (24 mo)</li> <li>• Identifies action in pictures (24–30 mo)</li> <li>• Names 8 or more pictures (29–36 mo)</li> <li>• Names 8 or more line drawings of common objects (24–30 mo)</li> <li>• Names 5 pictures (24–29 mo)</li> <li>• Names 3 pictures (21.5–24 mo)</li> <li>• Names 2 pictures (19–21.5 mo)</li> <li>• Uses own name to refer to self (18–24 mo)</li> <li>• Names familiar objects (18–24 mo)</li> <li>• Recognizes and identifies objects and pictures by pointing (18 mo)</li> <li>• Uses two-word utterances to indicate nonexistence and recurrence (24–30 mo)</li> <li>• Uses two-word utterances to indicate specificity and characteristics (24–30 mo)</li> </ul>	<ul style="list-style-type: none"> <li>• describes and explains concepts during field trips, outdoor play, and meal times (“As the weather begins to get cold, the leaves are starting to turn colors. Soon, they will fall off the trees.”).</li> <li>• creates category lists of words (people who work in our school; animals in the book we read) to help children make meaningful connections between words and concepts.</li> <li>• provides and reads to children a variety of concept-related books (farm/zoo animals, vegetables/fruits, the body, transportation).</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <p>? How does the child show that she understands words the teacher uses during instruction and daily routines?</p> <p>? Does she use those words on her own during play or in another setting?</p>	<p><b>PK4.II.D.2</b></p> <p>Child understands (receptive) and uses (expressive) the instructional language of the classroom.</p>	<p><b>PK3.II.D.2</b></p> <p>Child understands (receptive) the instructional language of the classroom.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• shows understanding of time concepts (e.g., before/after, yesterday/ today) (48 mo).</li> <li>• understands spatial concepts ( e.g., behind, in front, next to) (48 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• understands words for basic shapes and sizes (42 mo).</li> <li>• understands descriptive concepts (e.g., hard, soft, rough, smooth) (42 mo).</li> <li>• understands in front of, behind, top, bottom, between (42 mo).</li> <li>• understands how many, who, and whose questions (42 mo).</li> <li>• understands approximately 1200 words (36–42 mo).</li> <li>• understands descriptive words (36 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Understands approximately 900 words (30–36 mo)</li> <li>• Repeats new words to self (30–36 mo)</li> <li>• Listens carefully to new words (may ask for repetition) (30–36 mo)</li> <li>• Comprehends approximately 500 words (24–30 mo)</li> <li>• Comprehends approximately 300 words (18 -24 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• displays the daily schedule using written words matched with visual representations, posted at child-level, uses it throughout the day to indicate current, next, and previous activities.</li> <li>• engages the children in conversations each day as a way to expand vocabulary and language use.</li> <li>• reads books that support vocabulary growth, has conversations with children about the new words in these books. supports children in using positional and descriptive words during planning and recall of their center time activities.</li> <li>• incorporates use of songs and rhymes that teach positional words (“Eensy Weensy Spider”, “5 Little Ducks”, “I Wish I Had a Little Red Box”), enhances understanding through use of props.</li> <li>• includes language about position when commenting on children’s play, (“I see Maya sitting beside the block tower.”).</li> <li>• includes descriptive characteristics of people, objects, and actions when commenting on children’s play, (“Adam stretched his arms up really high so he could put that block on top of the tower.”).</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <ul style="list-style-type: none"> <li>? Does the child easily learn the meaning of new words?</li> <li>? How does the child demonstrate that he understands newly learned words?</li> <li>? Does the child seem to understand about the same number of words as children similar in age?</li> <li>? Does the child incorporate newly-learned words into her oral vocabulary?</li> </ul>	<p><b>PK4.II.D.3</b></p> <p>Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.</p>	<p><b>PK3.II.D.3</b></p> <p>Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• mean sentence length = 4.6 words (48–54 mo).</li> <li>• asks word meanings or otherwise indicates awareness that words have meanings (48–54 mo).</li> <li>• uses new word in conversation soon after hearing the word or having been told the meaning of the word (48–54 mo).</li> <li>• defines 5 or more simple words using at least one descriptor (42–48 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• defines two or more simple words using at least one descriptor (36–42 mo).</li> <li>• understands descriptive words (36 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Selects objects/pictures to indicate an understanding of at least two relative concepts or comparisons (30–36 mo)</li> <li>• Understands “est” adjective marker (e.g., biggest) (30–36 mo)</li> <li>• Selects objects by usage (30–36 mo)</li> <li>• Identifies objects by their function (30 mo)</li> <li>• Selects a similar object/picture when shown a sample and asked to find “another one” (24–30 mo)</li> <li>• Selects objects/pictures that are “the same” or “like this” (24–30 mo)</li> <li>• Selects examples of two or more inclusive categories (e.g., animals, toys, food) (21–24 mo)</li> <li>• Sorts objects/pictures into simple categories (e.g., dogs, cats, houses, chairs) when given an example (18–21 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• reads books that support vocabulary growth, has conversations with children about the new words in these books.</li> <li>• creates opportunities for children to experience the meaning and use of new words in multiple ways.</li> <li>• engages children in authentic conversations during play subtly infusing new vocabulary words based on the play theme.</li> <li>• identifies, labels, and discusses the meaning and function of the pictures and objects placed around the room when changes are made in the classroom environment to support a new theme.</li> <li>• uses and explains new words daily when speaking with children.</li> <li>• provides and discusses examples and non-examples of word meanings.</li> <li>• discusses new word meanings before, during, and after book reading, making connections to what children already know.</li> <li>• listens for child usage of new words that are introduced.</li> <li>• engages in conversations with children during storybook reading, focuses some of the conversation on new vocabulary words in the story.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
				<ul style="list-style-type: none"> <li>plans for vocabulary growth through experiences, models using the new words and listens for child use, comments upon child use of the new words (e.g., "Claire, I noticed that you said 'triangle' just now. That's one of our new words.&gt;").</li> <li>during small group time provides objects and/or pictures for children to categorize; labels categories or supports children in labeling them.</li> </ul>

## II. EMERGENT LITERACY: LANGUAGE AND COMMUNICATION DOMAIN

### E. Sentences and Structure

Prekindergarten children become increasingly adept at using language to express their needs and interests, share ideas, and participate in conversations with their peers. The grammatical complexity of a spoken sentence expands when they have plenty of opportunities for rich conversations with other children and adults. Children's overgeneralization of language rules, which results in the use of invented words (e.g., saying "foots" instead of "feet"), is a normal part of language acquisition. Multilingual learners may also overgeneralize across languages (e.g., saying "the dog big" instead of "the big dog" is an example of applying the Spanish language structure "el perro grande" in an English sentence). This flexibility of usage is not a sign of confusion but evidence of a developing bilingual brain. Another sign of developing bilingualism is the use of words from two languages in one sentence. For example, a sequential bilingual student learning Spanish in a dual language immersion program may say at the class party "Quiero el cookie." This child is beginning to use Spanish to communicate thoughts and fills in the gap in vocabulary knowledge with a known English word in order to make preferences known.

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<p><b>Outcome 2:</b> knowledge and skills</p> <p>? How many words are in the child’s typical sentence? Can you think of an example?</p> <p>? Does the child speak using grammatically-correct sentences?</p>	<p><b>PK4.II.E.1</b></p> <p>Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order.</p>	<p><b>PK3.II.E.1</b></p> <p>Child typically uses simple sentences of three to four words, usually in correct word order</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>sentences (48–54 mo).</li> <li>repeats five- to six-word sentences maintaining grammatical structure (48–54 mo).</li> <li>average sentence length = 4.4 words (42–48 mo).</li> <li>“What was…” “What were…” questions emerging (42–48 mo).</li> <li>“Was…” “Were…” (yes/no questions) emerging (e.g., Was he there?) (42–48 mo).</li> <li>repeats four-word sentences including adjectives (42–48 mo).</li> <li>imperatives and emphasis used consistently (e.g., “It’s mine!”) (42–48 mo).</li> <li>parts of speech now in stable relationship (42–48 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>average sentence length = 4.3 words (36–42 mo).</li> <li>beginning to use “is” at beginning of questions (36–42 mo).</li> <li>uses three- to four-word complete sentences that include subject-verb-object (36–42 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Average sentence length = 3.4 words (30–36 mo)</li> <li>Uses three-word phrases to specify, to indicate rejection, and/or to describe (30–36 mo)</li> <li>Repeats three-word sentences (30–36 mo)</li> <li>Uses “is” + adjective (e.g., ball is red) (30–36 mo)</li> <li>Uses contracted form of “is” (e.g., he’s running) (30–36 mo)</li> <li>Uses imperatives (commands: go get it, don’t, stop) (30–36 mo)</li> <li>Asks “where” questions (26–32 mo)</li> <li>Asks questions using rising intonation (25–28 mo)</li> <li>Asks “what that” questions (25–28 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>expands child’s utterances into sentences.</li> <li>supports children in generating sentences by using pictures as structure for subject, verb, and direct object (pictures to represent dog, eating, bone to make sentence “The dog ate the bone.”).</li> <li>asks a child to predict what will be next in daily routine encouraging use of subject-verb agreement, refers child to visual representation of daily schedule for support if needed.</li> <li>helps child tell one sentence about her drawing (“This is a picture of my teddy bear.”), writes the sentence as the child dictates it, teacher or child reads it back after it is written.</li> <li>models how and encourages children to play “Guess What I Am?” by feeling then describing a familiar object hidden in a cloth bag, others try to guess what it is (“I feel something hard. It has four legs. It has a long neck and a small head.”).</li> <li>supports children in expanding their responses and adding details while engaged in conversations during morning meeting, small and large group time, center time, storybook reading, outdoor play time.</li> <li>models expanded utterances using augmentative/alternative communication strategies/devices as appropriate to child’s needs and abilities.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
			<ul style="list-style-type: none"> <li>• Average sentence length = 3.1 words (24–30 mo)</li> <li>• Uses two-word utterances to indicate nonexistence and recurrence (e.g., more book) (24–30 mo)</li> <li>• Uses some contractions (e.g., don't, can't, that's) (24–30 mo)</li> <li>• Asks basic questions (e.g., Daddy gone?) (24–30 mo)</li> </ul>	<ul style="list-style-type: none"> <li>• provides home and school connections for the child.</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p> Does the child speak using grammatically-correct sentences?</p>	<p><b>PK4.II.E.2</b></p> <p>Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p>	<p><b>PK3.II.E.2</b></p> <p>Child begins to use regular plurals and regular past tense correctly.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• irregular plurals used fairly consistently (e.g., child/children) (48–54 mo).</li> <li>• “our, they, and their” used consistently (48–54 mo).</li> <li>• uses correct verb forms, both irregular and regular, for past, present, and future actions (48–54 mo).</li> <li>• passive voice emerging in some children (e.g., The baby was kissed by the girl.) (48–54 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• uses “I” instead of given name (36–42 mo).</li> <li>• uses “s” on ends of words to indicate possession (36–42 mo).</li> <li>• present progressive “is + ing” consistent (e.g., She is running.) (36–42 mo).</li> <li>• third-person singular present tense “s” emerging (e.g., he runs) (36–42 mo).</li> <li>• irregular plural forms emerging (e.g., child/children) (36–42 mo).</li> <li>• uses “are” with plural nouns (e.g., boys are running) (36–42 mo).</li> <li>• regular plural forms are consistent (36–42 mo).</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• models correct examples when a child over-generalizes language rules (child says, “My foots are cold.” Teacher responds, “Your feet are cold. Why are your feet cold?”).</li> <li>• demonstrates how to tell about one’s own picture and other children’s pictures beginning with the words “my picture”, “his picture”, “her picture”.</li> <li>• expands children’s responses to sentence-form while engaged in conversations with them during storybook reading.</li> <li>• reads storybooks that contain pictures of objects/animals/people that have irregular plurals (e.g., man/men, knife/knives, leaf/leaves).</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>• uses most irregular past-tense verb forms correctly (e.g., I went home.) (42–48 mo).</li> <li>• pronouns he, she, I, you, me, mine used consistently (42–48 mo).</li> <li>• our, they, their used inconsistently (42–48 mo).</li> <li>• reflexive pronoun myself emerging (42–48 mo).</li> <li>• possessive marker “s” consistent (e.g., Ann’s toy) (42–48 mo).</li> <li>• regular third-person singular (-s) consistent (e.g., he runs) (42–48 mo).</li> <li>• simple past tense (t, d) consistent (e.g., walk, walked) (42–48 mo).</li> </ul>	<p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Uses personal pronouns (30–36 mo)</li> <li>• Irregular past tense emerging (30–36 mo)</li> <li>• Regular past-tense verbs appear (e.g., walk/walked) (30–36 mo)</li> <li>• Uses pronouns – I, me, you, mine, (he, she, &amp; it emerging) (30–36 mo)</li> <li>• Uses “s” for possession (e.g., Daddy’s car) (30–36 mo)</li> <li>• Uses contracted form of “is” (e.g., it’s mine) (30–36 mo)</li> <li>• Begins to use “do, can, and will” (emerging future tense) (30–36 mo)</li> <li>• Regular plural forms emerging (e.g., cat – cats) (24–30 mo)</li> <li>• Appropriate use of at least 2 pronouns (24–30 mo)</li> <li>• Uses “-s” on ends of some words to form plurals (24–30 mo)</li> <li>• Uses auxiliary verbs, usually shortened (e.g., gonna, wanna, hafta) (24–30 mo)</li> </ul>	<ul style="list-style-type: none"> <li>• plays word games to encourage children to say phrases and sentences with irregular plurals, enhances understanding with use of pictures (foot/feet, mouse/mice, child/children). (“Here is one foot, now there are two _____. Now there is one _____.”).</li> <li>• supports children in recalling what they did during center time, encourages their use of past tense verbs or restates their utterances using past tense form.</li> <li>• asks a child to predict what will be next in daily routine encouraging/expanding use of subject-verb agreement; uses visual representation of daily schedule for support if needed.</li> </ul>

<b>Early Childhood Outcome and Guiding Questions</b>	<b>PreK 4 Outcomes (60 months)</b>	<b>PreK 3 Outcomes (48 months)</b>	<b>36 months and Foundational Skills:</b> may lead to age appropriate functioning)	<b>Differentiation of Instruction for Children with Learning Differences</b>
<p><b>Outcome 2:</b>            knowledge and skills</p> <p><b>?</b> Can you think of the longest sentence that the child has said?</p>	<p><b>PK4.II.E.3</b></p> <p>Child uses sentences that combine multiple phrases or ideas.</p>	<p><b>PK3.II.E.3</b></p> <p>Child uses simple sentence structures with at least one idea.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• “If” and “so” appear in sentences (48–54 mo).</li> <li>• uses prepositional phrases in sentences (42–48 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• uses complex sentences.</li> <li>• uses compound sentence with “and” (36–42 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Uses prepositional phrases (30–36 mo)</li> <li>• Uses three-word phrases to specify, to indicate rejection, and/or to describe (30–36 mo)</li> <li>• Combines 2 words into phrase in noun + verb or noun + adjective format (24 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• supports children in generating sentences with phrases by using pictures as structure for noun, verb, direct object, phrase (pictures to represent dog, eating, bone, grass to make sentence “The dog ate the bone in the grass.”), extend by asking, “Where else can a dog eat a bone?”.</li> <li>• expands child’s utterances by adding phrases onto her sentences.</li> <li>• reads storybooks that contain sentences with phrases.</li> <li>• when children recall what they did during center time helps them expand their descriptions with phrases (where they worked/played, with what materials, with what friends, etc.).</li> <li>• engages children in singing songs or saying chants with prepositional phrases (“I Wish I Had a Little Red Box”, “Eensy Weensy Spider”, “Twinkle Twinkle Little Spider”, “Humpty Dumpty”, “5 Little Monkeys Jumping on the Bed”, etc.); accompanies songs/chants with objects or pictures to support understanding and learning of prepositional phrases.</li> </ul>

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<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> Does the child use compound sentences (e.g., “The white horse ate my big, red apple so now I am hungry.”)?</p>	<p><b>PK4.II.E.4</b></p> <p>Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.</p>	<p><b>PK3.II.E.4</b></p> <p>Child understands increasingly longer sentences that combine two ideas.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>describes celebrations and family events in detail (48–60 mo).</li> <li>provides rich descriptions of about past, present, and future events (48–60 mo).</li> <li>joins in conversations communicating own viewpoint clearly (48–60 mo).</li> <li>complex sentences used frequently (42–48 mo).</li> <li>conjunction “because” emerging (42–48 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>uses complex sentences.</li> <li>uses compound sentence with “and” (36–42 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Uses prepositional phrases (30–36 mo)</li> <li>Uses three-word phrases to specify, to indicate rejection, and/or to describe (30–36 mo)</li> <li>Combines 2 words into phrase in noun + verb or noun + adjective format (24 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>demonstrates by doing a “think aloud,” and telling how to think about what the child wants to write or draw in a journal, writing/ drawing it, and then sharing about one’s own journal.</li> <li>engages children in conversation about an expository book, helping them expand and elaborate on their sentences.</li> <li>prompts for more detail, clarification, and elaboration as the children tell about experiences (“Juanita, tell us about your birthday party. Who was there? Where was it?”).</li> <li>engages children in conversation during a science experiment, helps them describe what happened and predict what might happen.</li> </ul>

### III. EMERGENT LITERACY: READING DOMAIN

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

When young children observe fluent readers, they are motivated to want to read and be read to. Enjoyment of the social interactions and learning that occurs during storybook reading serves to enhance the experience and create a desire for more opportunities for reading.

The language and literacy experiences infused throughout the day contribute further to the development of literacy. A print rich environment should contain texts that students can interact with, drawing and writing materials accessible daily, and time to work together to foster growth in this domain.

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



# III. EMERGENT LITERACY: READING DOMAIN

## A. Motivation to Read

The prekindergarten years are an important time for increased motivation to read and write and can be especially important for children who have not previously and do not currently have access to books. All children benefit immensely from the targeted opportunity to develop an understanding of and appreciation of written languages through early school experiences. Prekindergarten children benefit from classroom activities and environments that build on their own family backgrounds and personal experiences to create positive connections to reading and writing. These early experiences will come to define their expectations and influence their motivation to work toward learning to read and write independently. These same experiences also give families a first impression of how their home culture will be acknowledged and valued within the school system. It is therefore critical that students of all cultural and linguistic backgrounds see themselves and their families reflected in books, activities, and the classroom culture in general.

Children who are motivated to read and write find pleasure in looking at the covers and illustrations in books, listening and making personal connections to stories being read aloud, and mimicking reading behaviors through independent exploration of books and other forms of text. They also have an intrinsic motivation to ask about surrounding print and a desire to understand how writing works. Learning to read is a gradual, ongoing process; however, building young children’s enthusiasm for books and written text at an early age can impact their willingness to overcome potential future challenges with reading and writing.

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<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>How does the child show enjoyment of reading?</b></p> <ul style="list-style-type: none"> <li> Does the child like to read the same book over and over?</li> <li> How does the child participate in reading related activities?</li> </ul>	<p><b>PK4.III.A.1</b></p> <p>Child engages in story-related prereading activities</p>	<p><b>PK3.III.A.1</b></p> <p>Child demonstrates an interest in pictures, text, and stories read aloud.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• identifies own name when printed (48–60 mo).</li> <li>• points to a word in a story being read (48–54 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• understands what print is (36+ mo).</li> <li>• knows that it is print that is read in stories (36–48 mo).</li> <li>• recognizes print in the local environment (36–48 mo).</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• pairs child’s photograph or a child-selected symbol with the child’s written name as a support for child to be able to read it independently.</li> <li>• supports child in locating and reading own name in learning environment (cubby, where to sit at circle time, classroom job chart, attendance chart, etc.).</li> </ul>

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		<ul style="list-style-type: none"> <li>• recognizes own name in print (<i>48 mo</i>).</li> <li>• identifies simple, high-frequency words (<i>48 mo</i>).</li> <li>• names action when looking at a picture book (<i>42 mo</i>).</li> <li>• tells story when looking at a familiar picture book (<i>42 mo</i>).</li> </ul>	<p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Moves finger or hand across a line of print in a favorite book and verbalizes text exactly or accurately paraphrased (<i>32 mo</i>)</li> <li>• Reads books to others by making multiple-word utterances (<i>30–36 mo</i>)</li> <li>• Accurately reads familiar books aloud (especially predictable books and those with repeated lines) (<i>30–36 mo</i>)</li> <li>• Reads some environmental print (<i>30–36 mo</i>)</li> <li>• Recognizes some familiar environmental signs or symbols (<i>30 mo</i>)</li> <li>• Recognizes and labels the covers of familiar books (<i>30 mo</i>)</li> <li>• Recognizes familiar signs (<i>30 mo</i>)</li> <li>• Asks to read books to adults and may be able to recite several simple, predictable books accurately (<i>28–34 mo</i>)</li> <li>• Reads familiar book to self (<i>24–36 mo</i>)</li> <li>• Searches for favorite pictures in books (<i>24–36 mo</i>)</li> <li>• May recite simple stories from familiar books (<i>24–36 mo</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• pairs written words in the classroom (children’s names, daily schedule, labels, classroom jobs, classroom behavior expectations, etc.) with objects, line drawings/picture communication symbols, and/or photographs so the written words become meaningful to the children.</li> <li>• supports children in reading and understanding environmental print such as restroom signs, labels for centers and materials, stop signs, daily schedule, labels on milk and/or juice containers, etc. Pairs writing with visual representations.</li> <li>• makes favorite books available through assistive technology.</li> <li>• places favorite books in the book center or asks children for suggestions of where to store favorite books so they can read/look at them whenever they want.</li> <li>• makes favorite books available through assistive technology and models its use.</li> <li>• models the use of assistive technology to access and to read books.</li> <li>• rereads favorite books that the child engages and interacts with.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Coordinates text read (words) with pictures (24–36 mo)</li> <li>• Enjoys tactile books (24–29 mo)</li> <li>• Finds detail in favorite picture book (24–27 mo)</li> <li>• Attends to books for several minutes independently (24 mo)</li> <li>• Turns pages one at a time (21–24 mo)</li> <li>• Turns pages of a book (18–24 mo)</li> <li>• Talks about characters and events in books in ways that show understanding of the story (20–26 mo)</li> <li>• Relates pictures in stories to own experiences (20–26 mo)</li> <li>• Identifies objects in a photograph (18–24 mo)</li> <li>• Listens as pictures are named (18–24 mo)</li> <li>• Engages in reading behavior with dolls, stuffed animals, or self (17–25 mo)</li> </ul>	
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> How does the child interact with books, pictures, and print?</p>	<p><b>PK4.III.A.2</b></p> <p>Child self-selects books and other written materials to engage in pre-reading behaviors.</p>	<p><b>PK3.III.A.2</b></p> <p>Child tells a story by looking at pictures or from memory.</p>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• recognizes print in the local environment (36–48 mo).</li> <li>• knows that it is print that is read in stories (36–48 mo).</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• encourages children to read familiar words (their names, environmental print, a repeated line they have memorized) when a storybook is being read aloud.</li> </ul>

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		<p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>identifies simple, high frequency words (48 mo).</li> <li>recognizes own name in print (48 mo).</li> <li>reads a story aloud to self or another person while looking at pictures in a book (42–48 mo).</li> </ul>	<p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Moves finger or hand across a line of print in a favorite book and verbalizes text exactly or accurately paraphrased (32 mo)</li> <li>Reads books to others by making multi-word utterances (30–36 mo)</li> <li>Recognizes some familiar environmental signs or symbols (30 mo)</li> <li>Asks to read books to adults and may be able to recite several simple, predictable books accurately (28–34 mo)</li> <li>Listens to stories (27–30 mo)</li> <li>Matches an object to a picture (24–30 mo)</li> <li>Enjoys tactile books (24–29 mo)</li> <li>Finds detail in favorite picture book (24–27 mo)</li> <li>Attends to books for several minutes independently (24 mo)</li> <li>Makes associations across books (24 mo)</li> <li>Distinguishes print from non-print (18–24 mo)</li> <li>Talks about characters and events in books in ways that show understanding of the story (20–26 mo)</li> </ul>	<ul style="list-style-type: none"> <li>programs and models the use of a voice output device or switch to say the repeated line in a story when the child activates it. It is preferable that the recording be a child’s voice rather than an adult’s.</li> <li>offers choices of books during storybook reading time, allows children to vote on which one to read, or a rotating class job is for a child to select the storybook from a choice of 2 or 3 books.</li> <li>reads books with storylines, characters, and pictures that are easy for the child to understand, remember, and re-enact.</li> <li>reads (and rereads) books with repeated lines and encourages the child to join in during the reading of the repeated lines.</li> <li>rereads favorite storybooks.</li> <li>demonstrates reading behaviors by sweeping her hand or finger under the print as she reads, matching her spoken words to the print.</li> <li>creates an inviting, cozy, calm, comfortable place for children to engage in independent reading.</li> <li>provides a variety of books in book center for children to look at and read during center time, selects books based on interests of children.</li> <li>places books that have been read and acted out in centers for children to access during center time.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Turns pages one at a time (21–24 mo)</li> </ul>	<ul style="list-style-type: none"> <li>• provides technology-based literacy materials (computer software featuring storybooks, interactive iPad™ storybooks) along with support for use.</li> <li>• provides assistive technology in order to make accommodations to allow children independent use of literacy materials (page fluffers, book holder, recorded storybooks, etc.).</li> <li>• models the use of assistive technology as a support for accessing and reading books and other literacy materials.</li> <li>• provides props for children to use to re-enact a favorite story (puppets, objects from the story, dolls or felt board characters).</li> <li>• places theme-related books in each center to support project activities (books on buildings or bridges in the block area; menus and cookbooks in dramatic play; books on plants in the science center).</li> <li>• works with children to develop a class storybook about an activity or event they experienced together, children illustrate the book and write in any words, letters, or symbols they can (their own names, a symbol that represents a word); asks the children where they want to put the class-made storybook so they can read it whenever they want to; encourages and supports children in reading their book.</li> <li>• models and discusses appropriate book handling behaviors, comments when he observes children engaged in appropriate book handling behaviors.</li> </ul>

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<p><b>Outcome 3:</b> take action to meet needs</p> <ul style="list-style-type: none"> <li><b>?</b> Does the child ask others to read to her?</li> <li><b>?</b> Does the child ask about the meaning of written words or messages (e.g., does she ask what signs on streets or in buildings say)?</li> <li><b>?</b> What does the child do when she needs help in reading?</li> <li><b>?</b> How does the child respond to delays in receiving expected attention and/or help in reading from others?</li> </ul>	<p><b>PK4.III.A.3</b></p> <p>Child recognizes that all print carries meaning and serves as a means for communication.</p>	<p><b>PK3.III.A.3</b></p> <p>Child notices and connects meaning to environmental print.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• identifies missing parts of a picture storybook that has been read several times (42–48 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• in the local environment (36–48 mo).</li> <li>• knows that it is print that is read in stories (36–48 mo).</li> <li>• when being read a story, connects information and events to real-life experiences (36–48 mo).</li> <li>• questions and comments demonstrate understanding of literal meaning of story (36–48 mo).</li> <li>• listens to longer stories (36+ mo).</li> <li>• listens to simple stories (36–42 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Enjoys being read to and looks at books independently (30–36 mo)</li> <li>• Asks to read books to adults and may be able to recite several simple, predictable books accurately (28–34 mo)</li> <li>• Listens to stories (27–30 mo)</li> <li>• Protests when adult misreads a word in a familiar story; typically offers correct word (25–28 mo)</li> <li>• Recites whole phrases from favorite stories if adult pauses at opportune times (24–30 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• supports child in locating and reading own name in learning environment (cubby, where to sit at circle time, classroom job chart, attendance chart, etc.).</li> <li>• pairs written words in the classroom (children’s names, daily schedule, labels, classroom jobs, classroom behavior expectations, etc.) with objects, line drawings/picture communication symbols, and/or photographs so the written words become meaningful to the children.</li> <li>• supports children in reading and understanding environmental print such as restroom signs, labels for centers and materials, stop signs, daily schedule, labels on milk and/or juice containers, etc. Pairs writing with visual representations.</li> <li>• offers to re-read favorite books.</li> <li>• uses storybook reading to build vocabulary.</li> <li>• asks children to predict what they might learn from a book based on the cover and/or title.</li> <li>• models asking questions about words in a book and how to find out the answers (“I wonder what a ‘cocoon’ is? How can we find out?”).</li> </ul>

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			<ul style="list-style-type: none"> <li>• Enjoys nursery rhymes, nonsense rhymes, finger plays, poetry (18–30 mo)</li> <li>• Fills in a word in the text when the reader pauses, says the next word before the reader does, or reads along with the reader when a predictable/familiar book is read (15–28 mo)</li> </ul>	<ul style="list-style-type: none"> <li>• models using print to find answers to questions children ask (“Let’s look in this book to see if we can find out the answer to Morgan’s question about how the caterpillar turns into a butterfly.” Or, better yet, shows a choice of two books and asks children to select the one that might answer Morgan’s question).</li> <li>• works with children to use information gained from print (makes play dough by following a recipe).</li> <li>• incorporates new vocabulary words from story/book into her own language when talking about the story/book.</li> <li>• encourages and supports children in actively participating in literacy experiences (talking about stories, predicting outcomes, recalling events in stories, retelling the story).</li> </ul>

### III. EMERGENT LITERACY: READING DOMAIN

#### B. Phonological Awareness

Phonological awareness is an auditory skill that involves the understanding of the sounds of spoken language; it is the ability to detect and manipulate the sound structures at the sentence, word, syllable, and phoneme level. The overarching term refers to a continuum of skills that are universal across languages including sentence segmentation, alliteration, rhyming, syllabication, onset-rime (in English only), and phonemic awareness. Research has shown that phonological awareness begins to develop in children as young as 2.5 years old.

Children generally develop sensitivity to large units of sound, like words and syllables first, and eventually progress to sensitivity to individual phonemes, the smallest units of sound. For example, children are able to detect and manipulate words in phrases before they can detect or manipulate syllables, and they can detect and manipulate

syllables before they can detect or manipulate phonemes. Within the continuum of skills are varying levels of task complexity. To ensure learning is adequately scaffolded, task difficulty is an important consideration for phonological awareness instruction. For example, teachers should begin with easier tasks such as identification and blending (e.g., synthesis) before introducing more challenging tasks such as segmenting and manipulation (e.g., adding, deleting, or substituting). However, children do not need to master one skill or task before being introduced to or practicing another skill or task.

Phonological awareness is highly predictive of success in beginning reading and writing, specifically related to automatic decoding and encoding abilities. Phonemic awareness, the most advanced skill on the continuum, facilitates children’s understanding of the individual sounds in spoken words and helps them make the connection that sounds can be represented by letters in print. Therefore, phonological awareness and alphabet knowledge should work together, with skill development in one area reinforcing development in the other. Once children demonstrate mastery in both alphabet knowledge and phonemic awareness, they can benefit from the inclusion of letters in phonemic awareness activities to begin building their understanding of the alphabetic principle.

Oral language proficiency in children’s native language supports the development of phonological awareness in English for first- and second-language learners. English learners draw upon their phonological awareness skills in their first language when developing phonological awareness in a second language. English learners benefit from explicit and systematic phonemic awareness instruction, specifically segmentation, blending, and manipulation.

For multilingual learners who are exposed to phonological awareness instruction only in English, it is important to accept oral approximations of English sounds due to English proficiency level or articulation difficulties rather than correcting them in the moment. Non-standard pronunciation does not indicate a lack of understanding, and multilingual learners benefit more from targeted instruction rather than a quick correction. It is also important to connect activities with context, often by adding a picture. For example, if students are generating words that begin with /m/, a native English speaker has a repository of vocabulary from which to draw based on all his oracy experiences from birth. A child who is just beginning to speak English may not have a similarly sized mental word bank. Adding picture cards may remind children of words they know or will allow them to sort cards into /m/ and “other” when the teacher says the word.

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<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> Can the child orally separate a sentence into words?</p>	<p><b>PK4.III.B.1</b></p> <p>Child identifies the individual words in a spoken sentence.</p>	<p><b>PK3.III.B.1</b></p> <p>Child recognizes when a word in a spoken sentence is changed.</p>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• can count the number of words in a sentence (36–48 mo).</li> <li>• sings a song or says a poem from memory (36–48 mo).</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• engages children in clapping to the beat of a familiar song or chant (e.g., “Row, Row, Row Your Boat”).</li> </ul>

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		<p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>repeat a sentence spoken by the teacher and move a counter forward as each word in the sentence is spoken (48–60 mo).</li> <li>claps to beat of familiar songs or to speech patterns (40–46 mo).</li> <li>repeats 6-8 syllable sentence with picture supports (42–54 mo).t</li> </ul> <p>Younger children should be engaged in listening to storybooks, poems, nursery rhymes, and songs that feature rhyme and alliteration.</p>	<p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Becomes aware that sentences are made up of words that carry meaning (24–36 mo)</li> <li>Protests when an adults gets a word wrong in a familiar text or song (24–36 mo)</li> <li>Fills in words and completes the end of sentences/rhymes in familiar stories (24–36 mo)</li> <li>Repeats some of the words or phrases in a story (24–36 mo)</li> <li>Repeat sounds or actions that get attention or laughter (9–12 mo)</li> <li>Responds with eye gaze, smiling or cooing when spoken to (3–6 mo)</li> <li>Turns head toward familiar voice (0–3 mo)</li> </ul>	<ul style="list-style-type: none"> <li>models sentence segmenting with two- to three-word sentences (e.g., jumping three times while saying “I can jump.”; pairing each jump to a spoken word), encourages children to do it with him.</li> <li>offers choices of actions for children to pair with words in a sentence (e.g., I can.... clap, tap, hop, nod, stomp, whisper, yell, blink, etc.).</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> Can the child demonstrate the difference between two similar sounding words by pointing to the correct picture?</p>	<p><b>PK4.III.B.2</b></p> <p>Child distinguishes differences between similar-sounding words.</p>	<p><b>PK3.III.B.2</b></p> <p>Child begins to distinguish differences between similar-sounding words.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>discriminates beginning sounds e.g. “go”, “so”; not identify letters just that the sounds are different (48 mo)</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>may spontaneously rhyme or detect rhymes (36–48 mo)</li> <li>can group objects according to category (36–48 mo)</li> <li>sings songs or recites nursery rhymes (36 mo)</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Repeats words overheard (18–24 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>plays a game such as Sound Bingo, where the child has to identify the picture of what the teacher said.</li> <li>engages in a Sound scavenger hunt around the room.</li> <li>can play a name game where the teacher comes up with a rhyming word and the students name e.g. “Mike/bike”.</li> </ul>

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		<ul style="list-style-type: none"> <li>discriminates that ending sounds are different e.g. "sick" and "sit" (48 mo).</li> <li>can identify when beginning or ending sounds are the same (48 mo).</li> <li>can identify simple rhyming pairs (48 mo).</li> </ul>	<ul style="list-style-type: none"> <li>Begins to name familiar objects (12–18 mo)</li> <li>Points to familiar objects when requested (15 mo)</li> </ul>	<ul style="list-style-type: none"> <li>can use thumbs up/thumbs down to indicate if words sound the same (beginning sounds, ending sounds etc.).</li> <li>can use visuals (pictures and objects) to support sound sorting activities.</li> </ul>
<p><b>Outcome2:</b> knowledge and skills</p> <p><b>?</b> Can the child orally combine two words to generate a compound word?</p>	<p><b>PK4.III.B.3</b></p> <p>Child uses two familiar base words to form a compound word with pictorial or gestural supports.</p>	<p><b>PK3.III.B.3</b></p> <p>Child recognizes the individual words in a compound word.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>uses picture cards to create a compound word (48–60 mo).</li> <li>can break apart a compound word into its two base words with picture supports or hand gestures (48–60 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>begins to blends word parts into one word (36–42 mo).</li> <li>child holds information in mind and manipulates it to complete tasks (36 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Begins to understand words like "in", "on" "under" (24–36 mo)</li> <li>Begins to name familiar objects (12–18 mo)</li> <li>Points to familiar objects when requested (15 mo)</li> <li>Produces true words during sound play (9–12 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>uses objects or picture cards to demonstrate separating the words in compound words (e.g., pictures of a doghouse, a dog, and a house; manipulates the pictures to demonstrate the concept); scaffolds for children to be able to do the same.</li> <li>points out compound words when reading stories.</li> <li>Says two words and the students points to the picture of the compound word</li> <li>Shows two pictures (i.e. cup and cake) and then has student choose from a group of three pictures ( i.e. notebook, cupcake, mailbox) to identify the correct picture of the compound word(i.e. cupcake).</li> <li>Engages in any activity to increase receptive vocabulary</li> </ul>

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<p><b>Outcome 2:</b> knowledge and skills</p> <ul style="list-style-type: none"> <li><b>?</b> Can the child orally combine two words to generate a compound word?</li> <li><b>?</b> Can the child orally separate the two words that make a compound word and omit one of the words (e.g., cowboy; cow – boy = cow)?</li> </ul>	<p><b>PK4.III.B.4</b></p> <p>Child manipulates compound words with pictorial or gestural support.</p>	<p>Three-year olds do not typically develop word manipulation skills, so no outcome is included*</p>		<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• uses objects or picture cards to demonstrate blending two words to make a new word (compound word) (e.g., “butter” container and a picture of a “fly”, placed side-by-side to represent the two words that when blended form the compound word “butterfly”).</li> <li>• encourages children to make a variety of compound words by adding different endings to the beginning word (teacher says “fire”, ending responses could be “fly”, “man”, “works”, “house”); uses pictures/objects to facilitate generating compound words.</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <ul style="list-style-type: none"> <li><b>?</b> How does the child indicate ability to orally delete a syllable from a word (e.g., “pepper” = “pep” + “per”)?</li> </ul>	<p><b>PK4.III.B.5</b></p> <p>Child begins to blend and segment syllables in multisyllabic words.</p>	<p><b>PK3.III.B.5</b></p> <p>Child participates in oral syllabication activities.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• begins to break words into syllables (48–60 mo)</li> </ul>	<p>Since this ability emerges after 48 months, children in a three year old classroom will benefit from exposure to oral language activities.</p>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• models clapping one time for each syllable in children’s names, then encourages children to follow along and do the same.</li> <li>• makes name-clapping syllabication into a game where child whose name was clapped out gets to select next child whose name will be clapped out, etc.</li> <li>• says the first syllable in a familiar two-syllable word while indicating an object or picture representing that word, then pauses and encourages children to fill in the second syllable (e.g., holding up a piece of paper, says “pa” and pauses for children to say “per”), then model or elicit blending the syllables (“paper”).</li> <li>• supports children in selecting a word from a story, experience, or activity that they will clap out by syllables.</li> </ul>

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				<ul style="list-style-type: none"> <li>provides and models the use of a step-by-step voice output switch pre-programmed to vocalize a syllable with each touch, classmates guess the word.</li> <li>sings "BINGO" song with children, leaving off a letter with each verse.</li> <li>visually represents two-syllable word, says word with children, then asks what the word would sound like if we didn't say the last part (e.g., shows a picture of a ladder, says "ladder" with children, asks what would "ladder" sound like if we didn't say "der" at the end?).</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> Can the child generate a rhyming word to match a word spoken to him (e.g., After hearing "deer", the child says "near".)?</p>	<p><b>PK4.III.B.6</b></p> <p>Child identifies rhyming words.</p>	<p><b>PK3.III.B.6</b></p> <p>Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>plays with words (e.g., creates own rhyming words) (48–54 mo).</li> <li>sings songs or rhymes of at least 30 words (48–54 mo).</li> <li>repeats words that rhyme (48–54 mo).</li> <li>begins obtaining phonemic awareness through rhymes, poems, songs (48–54 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>says a favorite rhyme (36–48 mo).</li> <li>may begin to attend to beginning or rhyming sounds in salient words (36–48 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Sings parts and phrases of familiar songs (32–44 mo)</li> <li>Sings simple songs or rhymes (30–36 mo)</li> <li>Recites a few nursery rhymes (30–36 mo)</li> <li>Joins in saying nursery rhymes (repeats parts of them) (24–30 mo)</li> <li>Sings phrases of songs (23–27 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>provides and models use of assistive technology that allows child to participate in saying nursery rhymes and singing favorite songs.</li> <li>recites familiar nursery rhymes and pauses prior to the rhyming word allowing children to fill in the "auditory blank" with the missing word.</li> <li>encourages children to join in saying familiar nursery rhymes.</li> <li>reads nursery rhymes, poems, and books that have words that rhyme.</li> <li>supports children in singing songs that have rhyming words (e.g., "Twinkle, Twinkle Little Star"; "Row, Row, Row Your Boat"; "5 Little Ducks"; "The Eensy Weensy Spider", "I'm Bringing Home a Baby Bumble Bee").</li> </ul>

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		<ul style="list-style-type: none"> <li>begins to identify rhymes and rhyming sounds in familiar words (48 mo).</li> <li>claps to beat of familiar songs or to speech patterns (40–46 mo).</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys nursery rhymes, nonsense rhymes, finger plays, poetry (18–30 mo)</li> </ul>	<ul style="list-style-type: none"> <li>supports children in participating in finger plays that have rhyming words (e.g., “5 Little Monkeys Jumping on the Bed”, “5 Little Pumpkins”, “5 Little Monkeys Swinging from a Tree”, “Open Them, Shut Them”).</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p> Can the child identify words that begin with the same sound with pictures?</p>	<p><b>PK4.III.B.7</b></p> <p>Child identifies alliterative words with pictorial support.</p>	<p><b>PK3.III.B.7</b></p> <p>Child uses alliteration through playful activities such as songs and read alouds.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>begins to attend to the beginning sounds in familiar words (48–60 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>indicates enjoyment when hearing alliteration in stories (36–48 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Can match pictures to spoken words (receptive ID)</li> <li>Sings parts and phrases of familiar songs (32–44 mo)</li> <li>Sings simple songs or rhymes (30–36 mo)</li> <li>Recites a few nursery rhymes (30–36 mo)</li> <li>Joins in saying nursery rhymes (repeats parts of them) (24–30 mo)</li> <li>Sings phrases of songs (23–27 mo)</li> <li>Enjoys nursery rhymes, nonsense rhymes, finger plays, poetry (18–30 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>provides and models use of assistive technology that allows child to participate in saying words that begin with the same sound.</li> <li>comments on names of children that begin with the same sound, or a word that starts with the same sound as a child’s name.</li> <li>reads books with alliteration. Consider having the letter out.</li> <li>provides common objects that children can name and sort into groups that begin with the same beginning sounds.</li> <li>plays word games focusing on words that begin with the same sound.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> When pictures are available can the child orally combine the first sound and the rest of the word to generate a one-syllable word? (e.g., Child is shown pictures of a ball, cat, and bat, adult asks child to point to the picture that shows /b/ + /at/, child indicates the picture of the bat and says “bat”.)</p>	<p><b>PK4.III.B.8</b></p> <p>Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).</p>	<p><b>PK3.III.B.8</b></p> <p>Child participates in onset-rime blending activities (in English only).</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>begins to attend to the beginning sounds in familiar words (48–60 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>can match pictures to spoken words (receptive ID)</li> <li>Sings parts and phrases of familiar songs (32–44 mo)</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Sings simple songs or rhymes (30–36 mo)</li> <li>Recites a few nursery rhymes (30–36 mo)</li> <li>Joins in saying nursery rhymes (repeats parts of them) (24–30 mo)</li> <li>Sings phrases of songs (23–27 mo)</li> <li>Enjoys nursery rhymes, nonsense rhymes, finger plays, poetry (18–30 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>provides and models use of assistive technology that allows child to participate in saying/indicating words formed from onset + rime.</li> <li>introduces word play games that focus on making rhyming words (e.g., chanting with a beat and gestures: “I say ‘bat’, you say ____ [cat, rat, sat, fat]”. Child fills in the auditory blank with a rhyming word; teacher uses picture cues for the words).</li> <li>teaches onsets (initial word sounds) beginning with continuant sounds that blend easily with the rimes (begins by using such phonemes as f, l, m, n, r, s, v, w to blend with phonetic rimes such as –at, -un, -am, etc.). Uses pictures, objects, line drawings to support the phoneme blending activity.</li> <li>displays pictures, objects, line drawings and child indicates picture/object that teacher says with a pause between onset and rime (e.g., /s/ + “-un” matched to picture of sun).</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> Is the child able to combine the first sound and the rest of the word to generate a one-syllable word with support from pictures (e.g., /s/ + /un/ = sun)?</p>	<p><b>PK4.III.B.9</b></p> <p>Child blends and segments one-syllable words by phonemes with visual or gestural support.</p>	<p>*Three-year olds do not typically develop phonemic awareness, so no outcome is included*</p>	<p>Children in a three year old classroom will benefit from exposure to oral language activities.</p>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>says familiar words with clear separation between the onset and the rime (e.g., “Let’s play the /g/ “ame” or “Touch your /h/ “ead”), children try to guess the word.</li> <li>demonstrates blending sounds to make names using the onset and rest of the word, uses the children’s names as examples (e.g., /t/ “anner” = Tanner, /e/ “la” = Ella).</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
				<ul style="list-style-type: none"> <li>introduces word play games that focus on making rhyming words (e.g., chanting with a beat and gestures: "I say 'bat', you say ____ [cat, rat, sat, fat]. Child fills in the auditory blank with a rhyming word).</li> </ul>

## III. EMERGENT LITERACY: READING DOMAIN

### C. Alphabet Knowledge

Alphabet knowledge is an essential component of emergent literacy and is a strong predictor of success in learning to read and write. Alphabet knowledge includes letter recognition, letter naming, letter-sound correspondence, and alphabetization. The distinction between each component of alphabet knowledge is identified below:

- **letter recognition (a receptive skill):** the ability to identify letters when asked to touch or point to a letter
- **letter naming (expressive skill):** the ability to name letters with automaticity
- **letter-sound correspondence:** knowledge of the common sounds—the sounds that a letter represents most frequently
- **alphabetization:** the ability to say and place letters of the alphabet in sequential order

Letter formation is also an important aspect of alphabet knowledge because learning how to write each letter draws children’s attention to the similarities and differences among letter shapes. 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 and engage them in activities that are fun and interesting. These experiences must integrate all components of alphabet knowledge and should include many opportunities for children to see letters within the context of written text. Relying solely on rote practice can result in frustration and negative attitudes toward learning. Knowing how letters function in writing and how these letters connect to the sounds children hear in words is crucial to children’s success in reading. Combined with phonological awareness, letter knowledge is the key to children understanding the alphabetic principle. Children will use this sound/letter connection to begin to identify printed words, such as their names and other familiar words.

**\*Important things to note:**

- In English, students generally identify letter names before letter sounds. However, in Spanish, children tend to learn letter sounds before letter names. During Spanish alphabet knowledge activities, students may know letter sounds before letter names.
- Children generally recognize capital letters before lowercase letters because uppercase letters are more distinguishable than lowercase letters.

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> When the child sees letters of the alphabet how many can he name?</p> <p><b>?</b> Does the child name upper case and lower case letters of the alphabet?</p>	<p><b>PK4.III.C.1</b></p> <p>Child recognizes and names at least 20 letters (upper- or lower-case letters).</p>	<p><b>PK3.III.C.1</b></p> <p>Child shows awareness of letters by singing alphabet songs and recognizing some frequently encountered letters (e.g., first letter of name or letters in environmental print).</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• labels/names most uppercase letters (54–60 mo).</li> <li>• recognizes at least 10 uppercase letters (48–54 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• sings alphabet (A,B,C) song (36–48 mo).</li> <li>• knows that alphabet letters are a category of visual graphics that can be individually named (36–48 mo).</li> <li>• identifies some alphabet letters, especially those in own name (36–48 mo).</li> <li>• shows interest in letters of first name (36–48 mo).</li> <li>• shows interest in initial letter of first name (36–48 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Joins others in singing the A,B,C song (may or may not be intelligible)</li> <li>• Plays with, explores, manipulates concrete representations of the letters of the alphabet (e.g., plastic, sponges, foam, &amp; magnetic letters)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• introduces all of the upper and lowercase letters in a meaningful way.</li> <li>• engages children in singing the A,B,C song and “BINGO”, teacher or child indicates each letter as it is sung.</li> <li>• reads alphabet books, talks with the children about the letters in the book.</li> <li>• makes available alphabet letters for children to manipulate during small group and center time (plastic letters, letter stamps, magnetic letters, etc.).</li> <li>• provides sponge letters for children to press into paint and then on paper; adult says the names of the alphabet letters that the child uses.</li> <li>• encourages children to find hidden letters in sand, foam peanuts, beans in bean table.</li> <li>• engages children in playing a game where they search for a specific letter hidden in the room or outside.</li> <li>• supports a child in choosing a letter to hide, helping him hide several representations of it in the room or outside, and then the rest of the children try to find them, talks about the letter by saying its name.</li> <li>• enthusiastically points out a letter in a word or when reading books, charts, or poems; link it to a letter in a child’s name (“Look here is a W, just like Wade has in his name!”).</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
				<ul style="list-style-type: none"> <li>• plays games with letters in child’s name (e.g., “If your name starts with ‘J’ stand up”; while showing the “J” letter card).</li> <li>• makes poster-size representations of several letters of the alphabet that the children know, arranges them in a large play area, makes a game where they run to the letter that is called out (teacher or child calls out the letters).</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> Can the child match the correct letter to a given letter sound for at least 20 letters?</p>	<p><b>PK4.III.C.2</b></p> <p>Child recognizes at least 20 distinct letter-sound correspondences.</p>	<p><b>PK3.III.C.2</b></p> <p>Child identifies the letter associated with the sound of the first letter of his name</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• begins to make letter-sound matches (48–60 mo).</li> <li>• becomes aware that letters can represent speech sounds (48–60 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• shows interest in initial letter of first name (36–48 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify name when paired with picture</li> <li>• Joins others in singing the A,B,C song (may or may not be intelligible)</li> <li>• Turns to sound when he hears his name</li> <li>• Plays with, explores, manipulates concrete representations of the letters of the alphabet (e.g., plastic, sponges, foam, &amp; magnetic letters)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• introduces, in a meaningful way, all of the sounds letters make.</li> <li>• provides and models use of assistive technology that allows child to indicate letter-sound correspondences.</li> <li>• comments on/makes the letter sounds during child play with letters of the alphabet.</li> <li>• vocalizes the sound that a letter makes simultaneously as he is writing it as an isolated letter or within a word.</li> <li>• models writing children’s names making letter sounds as he writes each letter (“Simon starts with /s/. Show me the letter that makes that sound.”).</li> <li>• models writing for authentic reasons, saying words slowly, matching the letter- sound (phoneme) to the letter being written.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <p>? Can the child say the sounds for at least 10 letters?</p> <p>? How many letter-sound pairs can the child tell you?</p>	<p><b>PK4.III.C.3</b></p> <p>Child produces at least 20 distinct letter sound correspondences.</p>	<p><b>PK3.III.C.3</b></p> <p>Child produces the correct sound for the first letter of his name.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>names initial letter and corresponding sound in pictures of common objects (60–72 mo).</li> <li>generates invented and conventional spellings using phonemic awareness and letter knowledge (48–60 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>shows interest in initial letter of first name (36–48 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Identify name when paired with picture</li> <li>Turns to sound when he hears his name</li> <li>Joins others in singing the A,B,C song (may or may not be intelligible)</li> <li>Plays with, explores, manipulates concrete representations of the letters of the alphabet (e.g., plastic, sponges, foam, &amp; magnetic letters)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>provides and models use of assistive technology that allows child to participate in saying or indicating letter-sound correspondences.</li> <li>tells or reads engaging stories about the letter sounds.</li> <li>demonstrates and encourages children to join in making the sound of the letter while “air writing” it (draws a large representation of the letter so all children can see it while they are “air writing” it).</li> <li>while modeling writing, pairs the sound of the letter being written precisely with writing it.</li> <li>connects the sound that a letter makes with that specific letter (says, “Matthew starts with /m/.” while indicating his name card).</li> <li>provides opportunities for children to practice recognizing letter/sound connections with letters in their names.</li> </ul>

## III. EMERGENT LITERACY: READING DOMAIN

### D. Comprehension of Text

Exposure to many kinds of books, both fiction and nonfiction, helps prekindergarten children build vocabulary, make connections to text, build schema, and background knowledge, and become familiar with how stories and other types of texts work. Children develop concepts of story structures, character actions, and knowledge about informational text structure which influences how they understand, interpret, and link what they already know to new information.

Multilingual learners must have read aloud experiences in their home language regardless of bilingual education or ESL program participation. These experiences are opportunities to learn everything mentioned above without a language barrier. Teachers of multilingual students must communicate the importance of home language read aloud experiences to families and support them as they provide Emergent Literacy: Reading 38 these experiences at home. Multilingual learners who have experiences with stories read aloud in the home language can be prompted to make connections between texts in different languages.

<b>Early Childhood Outcome and Guiding Questions</b>	<b>PreK 4 Outcomes</b> (60 months)	<b>PreK 3 Outcomes</b> (48 months)	<b>36 months and Foundational Skills:</b> (may lead to age appropriate functioning)	<b>Differentiation of Instruction for Children with Learning Differences</b>
<p><b>Outcome 2:</b> knowledge and skills</p> <ul style="list-style-type: none"> <li> Is the child able to participate in acting out a story after hearing it read?</li> <li> Is the child able to retell a story after hearing it read?</li> </ul>	<p><b>PK4.III.D.1</b></p> <p>Child retells or re-enacts a story with a clear beginning, middle, and end.</p>	<p><b>PK3.III.D.1</b></p> <p>Child re-enacts a story after it has been read aloud.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• retells the sequence of a story (48–54 mo).</li> <li>• recalls 3-4 elements of a story without prompts (48–54 mo).</li> <li>• recalls 1-2 elements of a story that was just read (42–48 mo).</li> <li>• places illustrations in correct sequence (44–52 mo).</li> <li>• identifies missing parts of a picture storybook that has been read several times (42–48 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• remembers finger plays (36 mo).</li> <li>• tells story when looking at a picture book that has been read many times (36–42 mo).</li> <li>• names actions when looking at a picture book (36-42mo).</li> <li>• dramatizes simple songs, scenes from books, movies (36 mo).</li> <li>• is interested in sequence of events in stories (36–48 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Fills in missing words or corrects adult with familiar rhymes, songs, or stories (30 mo)</li> <li>• Searches for favorite pictures in books (24–36 mo)</li> <li>• May recite simple stories from familiar books (24–36 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• builds or activates background knowledge through conversation, objects, pictures or experiences prior to reading.</li> <li>• provides props, puppets, felt characters, etc., for children to use while acting out a familiar story.</li> <li>• provides assistive technology for retelling stories; models the use of the technology so children understand how they can use it.</li> <li>• encourages children to provide sound effects through musical instruments or environmental noises that fit what is happening in the stories as they are read aloud.</li> <li>• extends the story into centers for children to extend the story line, character development, or concepts in other ways (e.g., draw a picture about the story in the art center ).</li> <li>• reads stories that are culturally relevant to children, provides objects that represent the story and culture for children to use at center time.</li> <li>• invites storytellers into the classroom.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
			<ul style="list-style-type: none"> <li>• Talks about characters and events in storybooks in ways that suggest understanding of the story (20–26 mo)</li> <li>• Relates story to own experiences (20–26 mo)</li> </ul>	<ul style="list-style-type: none"> <li>• engages the children in dialogue about the story (e.g., asks questions about the story and characters, helps child relate story to her own experiences, talks about new words in the story).</li> <li>• lets children decide where to put storybook that was just read so they can look at it again later.</li> <li>• supports children in connecting personal experiences to an event in a story, such as relating a trip to the zoo after a zoo story has been read.</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p> Can you think of a time when the child applied information she learned from a book? What happened?</p>	<p><b>PK4.III.D.2</b></p> <p>Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</p>	<p><b>PK3.III.D.2</b></p> <p>Child makes personal connections to books read aloud.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• begins to be able to predict what will happen next in an unknown story (48 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• knows that different forms of text are used for different purposes (36–48 mo).</li> <li>• when read a story, connects details, information, and events to real-life experiences (36–48 mo).</li> <li>• names action when looking at a picture book (36–48 mo).</li> <li>• begins to notice differences and similarities in people (36–48 mo)</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• begins to understand “what” and “where” questions (24–36 mo)</li> <li>• begins to have conversations with multiple exchanges (24–36 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• builds or activates background knowledge through conversation, objects, pictures, or experiences prior to reading.</li> <li>• sets a purpose for reading.</li> <li>• reads informational books.</li> <li>• engages child in activities after reading an informational text that highlight the content learned from the story (e.g., asks children to tell about a time when they saw what happened in the story).</li> <li>• extends information or topics from storybooks and expository texts into centers by providing materials with which children can interact (e.g., magnifying glass to examine plant parts, watching a caterpillar move and eat).</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
			<ul style="list-style-type: none"> <li>• sort objects/pictures into simple categories</li> <li>• when read a familiar book points to a picture and tells what it is (24 mo)</li> <li>• looks at pictures selectively (18 mo)</li> <li>• says unique sounds or words at pictures in books (13 mo)</li> </ul>	<ul style="list-style-type: none"> <li>• supports children in connecting personal experiences to an event in a story (e.g., telling about a trip to the doctor after listening to a story about going to the doctor).</li> <li>• provides and models the use of assistive technology as appropriate and needed for child engagement and learning.</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p> What kinds of questions does the child typically ask when someone reads him a book?</p>	<p><b>PK4.III.D.3</b></p> <p>Child asks and responds to questions relevant to the text read aloud.</p>	<p><b>PK3.III.D.3</b></p> <p>Child asks and answers age appropriate questions about a book.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• begins to predict what will happen next in an unknown story (48 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• questions and comments demonstrate understanding of literal meaning of story (36–48 mo).</li> <li>• knows that different forms of text are used for different purposes (36–48 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Points to pictures of named objects, people, actions in books (18–24 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• provides experiences that connect to specific aspects of a story plot (e.g., reading a story about a gingerbread man, making gingerbread man cookies).</li> <li>• engages children in thinking about a familiar story by stopping at strategic points in a story and asking children to predict what might happen next.</li> <li>• helps children create new endings to familiar stories using props, puppets, and/or dictation.</li> <li>• supports children in creating class-made books, models asking questions based on the elements or features in the class-made book.</li> <li>• supports children in creating a mural about a familiar storybook, asks questions about the story based on the elements or features in the mural.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> Can you think of a time when the child ask questions about what was next in the story, or retold the story?</p>	<p><b>PK4.III.D.4</b></p> <p>Child makes inferences and predictions about a text.</p>	<p><b>PK3.III.D.4</b></p> <p>Child attempts to make predictions by looking at the cover of a book or the pictures within a story.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>begins to predict what will happen next in an unknown story (48 mo).</li> <li>tells story when looking at a familiar picture book (42 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>questions and comments demonstrate understanding of literal meaning of story (36–48 mo).</li> <li>knows that different forms of text are used for different purposes (36–48 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Accurately reads familiar books aloud (especially predictable books and those with repeated lines) (30–36 mo)</li> <li>Reads familiar book to self (24–36 mo)</li> <li>Demonstrates via questions and comments understanding of literal meaning of story being told</li> <li>May talk about the pictures, retell the story, discuss their favorite actions, and request multiple re-readings</li> <li>Uses background knowledge to understand the content of a text</li> <li>Uses background knowledge to understand settings, story problems, and characters</li> <li>Talk about what a character is like, how a character feels, or what a character might do (inference)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>purposefully selects texts that lend themselves to predicting and inferring to read aloud.</li> <li>models making predictions and inferences using think aloud strategies (“In the picture, I see and . I predict will happen.”)</li> <li>points out strategies that good readers use while reading.</li> <li>models language including augmentative communication used by the student</li> <li>reads different versions of the story to making predictions.</li> <li>uses visuals to help pose inferential questions based on clues from the text , such as “Why did...” when the answer is not explicitly stated.</li> <li>rephrases student’s responses and asks for clarification as to where their prediction was rooted.</li> <li>integrates visual supports to enhance expressive and receptive language</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
			<ul style="list-style-type: none"> <li>• Interpret meaning from illustrations</li> <li>• Understand that there can be different interpretations of illustrations</li> <li>• Use details from illustrations and discussion of the story or informational text</li> </ul>	

### III. EMERGENT LITERACY: READING DOMAIN

#### E. Concepts of Print

Through daily experiences with a variety of print materials, young children delight in discovering the connections between spoken and written words. Frequent exposure to print allows prekindergarten children to understand that print carries meaning and encourages them to explore what print is used for and how it works. Children will begin to recognize the distinction between letters, words, sentences, punctuation marks, and images. They will also deepen their understanding of how books work, including print directionality and appropriate handling of books, and learn how to hold and care for books. These print concepts and skills can be taught explicitly, modeled through shared reading experiences, and reinforced through print-rich learning environments. Print-rich learning environments incorporate labels, signs, letters, menus, magazines, digital media, and storybooks into every aspect of the day.

Multilingual learners should be exposed to print in both the home language and English. Targeted instruction should be provided for students whose home language differs from English to explicitly compare characteristics of the two print systems, rather than elevate print concepts in one language over another. This will reinforce the transferability of many print concepts across both languages and help children understand key distinctions.

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> Does the child point to familiar signs/ restaurants/ stores when you are walking or driving?</p>	<p><b>PK4.III.E.1</b></p> <p>Child can distinguish between elements of print including letters, words, and pictures</p>	<p><b>PK3.III.E.1</b></p> <p>Child can distinguish between pictures and print.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>points to a word in a story being read (48–54 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>asks for the meaning of signs, cereal boxes, and menus</li> <li>is familiar with different types of print (store signs, restaurant menus and name labels on presents.)</li> <li>engages in a variety of functional literacy activities.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Knows that it is the print that is read in stories</li> <li>Recognizes local environmental print</li> <li>Finds detail in favorite picture book (24–27 mo)</li> <li>Distinguishes print from non-print (18–24 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>models the differences between pictures and words and letters and words.</li> <li>provides opportunities for children to use magnetic or plastic letters, or alphabet stamps to write names or words or to make strings of letters.</li> <li>provides and models use of assistive technology devices/equipment to assist children in producing drawn or written products (adapted writing utensils, computer, iPad™)</li> <li>points out different of elements of print, such as environmental print, student names, and familiar words from the world around them.</li> <li>points out the difference between picture and word using visual support cards (behavior</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> When you read to the child do they try to turn the pages?</p> <p><b>?</b> Will the child choose a familiar book (based on the front cover) from a selection of books?</p>	<p><b>PK4.III.E.2</b></p> <p>Child holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends, turns pages, points to words left to right, top to bottom, with correct sweeping).</p>	<p><b>PK3.III.E.2</b></p> <p>Child handles books with increasing skill and imitates reading with awareness of directionality (e.g., imitates reading text across a page).</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>knows that it is print that is read in stories (36–48 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>understands what print is (36+ mo).</li> <li>understands in front of, behind, top, bottom, between (42 mo).</li> <li>asks for the meaning of signs, cereal boxes, and menus.</li> <li>familiar with different types of print (store signs, restaurant menus, and name labels on presents).</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>uses shared and interactive reading to demonstrate and discuss appropriate reading behaviors (starting location; left to right movement across print; return sweep; voice/print matching) on materials such as lists, menus, songs, signs, and charts (with print large enough for children to see).</li> <li>provides visual/oral cues to remind students where reading begins and ends.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>points to a word in a story being read (48–54 mo).</li> </ul>	<p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Moves finger or hand across a line of print in a favorite book and verbalizes text exactly or accurately paraphrased (32 mo)</li> <li>Recognizes and labels the covers of familiar books (30 mo)</li> <li>Turns page one at a time (21–24 mo)</li> <li>Turns pages of book (18–24 mo)</li> <li>Attends to books for several minutes independently (24 mo)</li> </ul>	<ul style="list-style-type: none"> <li>provides different tools children can use to point during shared re-reading experiences.</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p> Does the child pause when talking after completing a thought, or raise their voice when they ask a question?</p>	<p><b>PK4.III.E.3</b></p> <p>Child can identify some conventional features of print that communicate meaning including end punctuation and case.</p>	<p><b>PK3.III.E.3</b></p> <p>Child begins to notice the basic features of print (e.g., repeating words, space between words, punctuation vs. letters).</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>speaks with inflection describing event/action (48–54 mo)</li> <li>uses indirect requests (48–60 mo)</li> <li>participates in conversation/discussion (48–60 mo)</li> <li>asks questions (54 mo)</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>understands “how many,” “who,” and “whose” questions (42 mo)</li> <li>asks “Is...?” and “Do...?” questions (37–42 mo)</li> <li>asks “who” questions (36–40 mo)</li> <li>changes speech depending on listener (36–42 mo)</li> <li>pairs gestures and language similar to adult level (42 mo)</li> <li>identifies about ten alphabet letters, especially those in own name (36–48 mo)</li> <li>shows interest in initial letter of first name (36–48 mo) :</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>models reading a sentence and uses different tone, facial expressions and visuals to highlight the difference, between when to use a period, question mark, or exclamation mark.</li> <li>models and thinks aloud while writing to show proper use of upper- and lowercase and end punctuation.</li> <li>uses interactive writing to encourage children to contribute letters and end punctuation to a shared work.</li> <li>when rereading enlarged text, asks “What’s this called?” when pointing to a period.</li> <li>stops while writing a morning message to say, “What should I put at the end?”</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>• matches facial expressions to intent of message (48 mo)</li> <li>• labels/names most uppercase letters (54–60 mo)</li> <li>• recognizes at least ten uppercase letters (48–54 mo)</li> </ul>	<p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Replaces jargon with sentences</li> <li>• Distinguishes print from non-print (18–24 mo)</li> <li>• Answers simple questions with a verbal, response, gesture, or sign (21–24 mo)</li> <li>• Echos adult’s words and inflections (24 mo)</li> <li>• Greets familiar people with an appropriate vocalization or sign (15–18 mo)</li> <li>• Asks “where” questions (26–32 mo)</li> <li>• Ask simple questions with a vocalization or gesture (24–30 mo)</li> <li>• Clarifies and requests clarification (24–36 mo)</li> <li>• Experiments with communication; grows frustrated when not understood (24–28 mo)</li> <li>• Asks questions using rising intonation (25–28 mo)</li> <li>• Asks “what that” questions (25–28 mo)</li> <li>• Requests desired object (18 mo)</li> <li>• Plays with, explores, manipulates concrete representations of the letters of the alphabet</li> </ul>	

## IV. EMERGENT LITERACY: WRITING DOMAIN

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

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

Fine motor skills may affect children's ability to write legibly; however, this should not limit their opportunities to write for meaning. The child's level of fine motor development should determine the tools and the size of the surfaces that are provided for writing experiences. Fine motor skills can be developed alongside writing and through writing as children progress on the continuum. The chart below illustrates the development of emergent writing skills that occur as a child learns to write; please keep in mind that they are not always sequential. Different stages of writing may occur simultaneously, and some may be skipped altogether.

The TEA has outlined practices that support a high-quality prekindergarten PK3 and PK4 program. It is recommended that programs use consistent strengths-based, play-based learning experiences, a balance of teaching strategies and teacher-led/child-led opportunities and ensuring all activities are developmentally appropriate and do not include the use of worksheets.



# EARLY CHILDHOOD WRITING DEVELOPMENT

## Awareness Stage

### GRIP

- Uses entire fist to grasp items
- Starts to explore fine motor movements through grabbing objects, such as hair, toys, or a bottle, but lacks real control and often requires adult supports

**EXAMPLE:**

An infant exploring grasp by gripping a finger



### FORMATION & SPELLING

- Begins to use **random scribbling**—starts at any place on the page and includes random marks that do not resemble print or communicate a meaning

**EXAMPLE:**  
Basic scribbles



### COMPOSITION

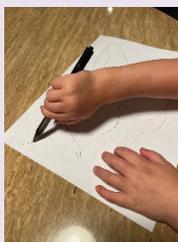
- Begins to understand, through interactions with text and talk, the connection between spoken and written language (i.e., recognizes that written language communicates ideas, stories, and facts)
- Starts to recognize environmental print
- Uses a variety of writing tools to share messages

## Pre-literate Stage

### GRIP

- Attempts to mimic adults by grasping various tools (crayons, markers, Q-tips, clothespins, paintbrushes, etc.) with four fingers pointed toward palm

**EXAMPLE:**  
A four-finger grip



### FORMATION & SPELLING

- Scribbles to imitate adult writing
- Improves fine motor skills by developing hand and finger strength, resulting in **controlled scribbling**—repeated marks on a page (e.g., open circle, diagonals, straight or curved lines, wavy lines written across the page).

**EXAMPLE:**  
A To Do List (and the scripted meaning)



### COMPOSITION

- Uses single drawings to represent written stories
- Believes that drawings and scribbles communicate a purposeful message
- Reads their drawings as if there were words on them
- Tells teacher or peers what a picture represents which may change with repeated explanations

**EXAMPLE:**  
*Yo puedo patear un balón de fútbol con mis pies.*

“I can kick a soccer ball with my feet.”



## Early Emergent Stage

### GRIP

- Attempts five-finger grip including a grasp with index finger and thumb

**EXAMPLE:**

A five-finger grip



### FORMATION & SPELLING

- Scribbles begin to indicate the child's understanding of basic writing conventions - left to right, top to bottom
- Makes letter-like forms and shapes, or individual letters, to represent words
- Attempts to write name
- Copies letters and words from environmental print

**EXAMPLE:**

Scribbles with letter-like forms



### COMPOSITION

- Uses drawings across several pages to represent a clear message
- Includes story elements into drawings (e.g., character names, setting) to represent a story
- Adds meaningful labels to illustrations demonstrating the understanding that written words add meaning and context
- Shares meaning of pictures and labels with teachers and peers with consistency
- Starts to build awareness that messages (stories or individual pictures) need to make sense and will revise drawings and/or labels to make it happen

## Emergent Stage

### GRIP

- Uses **static** three-finger grip and whole arm movement to form letters (lacks control)

**EXAMPLE:**

A **static** three-finger grip, that uses the whole arm to make marks on the paper (and limits control)



### FORMATION & SPELLING

- Strings random letters together in an attempt to create words
- Includes both upper and lowercase letters randomly
- Continues to develop conventions of writing - writes across the page, adds spaces to represent each word within a sentence

**EXAMPLE:**

*Mi comida*  
"My food"



### COMPOSITION

- Develops stories with a beginning and an ending, represented by drawings and corresponding phrases
- Continues to develop awareness that written stories follow a logical sequence
- Revises drawings and writings to ensure their message is clear to their audience

**EXAMPLE:**

A story about a student's feelings



## Transitional Stage

### GRIP

- Uses **dynamic** three-finger grip resulting in more control as movement originates from the wrist

**EXAMPLE:**  
A **dynamic** three-finger grip with more control at wrist



### FORMATION & SPELLING

- Spells words by using letter-sound knowledge (approximation spelling) which may progress as follows
  - » Beginning and final sounds used to represent a word
  - » Medial consonant sounds are added
  - » Medial sounds (vowel), even if incorrect, may be represented
  - » All sounds are represented even if inaccurately spelled
  - » Writes known words (e.g., high-frequency words, sight words)
- Spells one word several different ways in one piece of writing, which illustrates that spelling is still developing (e.g., “like” might be spelled as “lik” and “liek” in the same story).
- Begins to use spacing to distinguish between words
- Adds random punctuation to writing

**EXAMPLE:**

A writing sample that includes a mix of approximated spelling and words from the word wall to convey meaning



\*The circled words represent that the child understands individual words make up a sentence.\*

### COMPOSITION

- Begins to convey messages more through written text than illustrations
- Writes sentences that correspond with each of the drawings in their stories
- Composes clear messages with meaning and context for a specific audience
- Includes a beginning, middle, and end when writing stories
- Begins to model compositions after familiar authors

## Conventional Stage

### GRIP

- Continues to develop control and personal style using a dynamic three-finger grip

**EXAMPLE:**  
A **developed** three-finger grip



### FORMATION & SPELLING

- Begins phrase writing
- Writes complete sentences
- Uses correct capitalization and punctuation more often
- Increasingly writes with conventional spelling and fewer instances of approximation spelling

**EXAMPLE:**

A writing sample that includes accurate use of capitalization and punctuation, with conventional spelling



### COMPOSITION

- Writes sentences of varying lengths and structures to add coherence around a central topic or theme
- Consistently conveys messages through written text versus illustrations
- Uses writing to express personal ideas, thoughts, understandings, and learning
- Recognizes and imitates various genres of writing
- Uses mentor texts to develop composition skills and creativity in writing
- Writes for a variety of purposes, accurately using various features of writing (e.g., begins letters with "Dear," or "Estimado:"; begins writing fairy tales with "Había una vez"; makes lists with numbered lines or bullets)

## IV. EMERGENT LITERACY: WRITING DOMAIN

### A. Motivation to Write

As young children watch adults write for many purposes, they develop the understanding that print conveys meaning and become motivated to write by engaging in drawing or scribbling to communicate. They will sketch lines and scribble “notes” in an attempt to imitate adults’ writing behaviors and begin to make connections between print and spoken words. Eventually their writing abilities will progress, and they may begin to use letters or letter strings to communicate. It is important to remember that all efforts to convey meaning in the form of scribbles, letter-like forms, or strings of letters should be celebrated. Teachers play an important role in the development of prekindergarten children’s emergent writing by encouraging them to communicate their thoughts and record their ideas.

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<p><b>Outcome 2:</b> knowledge and skills</p> <ul style="list-style-type: none"> <li>❓ What does the child do when she has access to writing tools?</li> <li>❓ Describe the marks or forms the child makes when she draws or paints.</li> <li>❓ Describe the marks or forms the child makes when she says she is writing.</li> </ul>	<p><b>PK4.IV.A.1</b></p> <p>Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p>	<p><b>PK3.IV.A.1</b></p> <p>Child engages in free-choice drawing and writing activities.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• may use a group of known letters (often consonants) to form a word (48–60 mo).</li> <li>• copies a few words from the environment (48–60 mo).</li> <li>• draws simple pictures (54 mo).</li> <li>• copies some letters and numerals(48–60 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• scribbling goes from left to right in lines across the page with repeated patterns and increased muscle control (36–48 mo).</li> <li>• may intend that scribbling is writing (36–48 mo).</li> <li>• may use drawing to stand for writing in order to communicate a message (36–48 mo).</li> <li>• reads own drawings as if there were writing on them (36–48 mo).</li> <li>• writes/scribbles messages as part of play activity (36–48 mo).</li> <li>• shows writing attempts to others (36–48 mo).</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• provides a variety of drawing and writing materials in all areas of the classroom (e.g., pencils, crayons, markers, paint, chalk, paper, notepads, greeting cards, clipboards) that are available for children to use during the school day.</li> <li>• encourages children to draw and write as part of play situations, such as creating signs for block play, making grocery lists for pretend shopping, writing a telephone message in the home center, etc.</li> <li>• models writing the morning message about what will happen that day, enhancing the meaning of the written words with drawings to facilitate ability of children to read it themselves.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>• may be able to write own name (48–60 mo).</li> <li>• gradually letter-like forms and actual letters replace scribbles in writing (48–60 mo).</li> <li>• begins to realize that written symbols convey meaning and starts to produce own symbols (42–48 mo).</li> <li>• makes visual representations of people, scenes, objects, animals, designs (recognizable but not precise) (42–48 mo).</li> </ul>	<ul style="list-style-type: none"> <li>• has established hand dominance (36 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• May label and talk about own drawings (30–36 mo)</li> <li>• Draws recognizable forms (30–36 mo)</li> <li>• Can usually indicate which is a picture or writing in own products (24–36 mo)</li> <li>• Engages in early scribble writing; makes organized marks (pictures/writing) (24–36 mo)</li> <li>• Draws zigzags, lines, and loops during scribbling (24 mo)</li> <li>• Begins to draw vertical and horizontal lines (21 mo)</li> <li>• Explores making marks with pencil or crayon (18–24 mo)</li> <li>• Finger paints with whole hand (18–21 mo)</li> <li>• Holds crayon and makes scribbles (18 mo)</li> <li>• Scribbles spontaneously (15–18 mo)</li> <li>• Marks paper with writing instrument (12–15 mo)</li> <li>• Imitates scribble (12 mo)</li> </ul>	<ul style="list-style-type: none"> <li>• provides and models use of assistive technology devices/equipment to aide children in producing drawn or written products (e.g., adapted writing utensils, computer, iPad™).</li> <li>• provides opportunities for children to scribble, draw, paint, make marks, or write on large spaces (e.g., easel, sidewalk, chalkboard/whiteboard, large sheets of paper taped to a wall or on the floor, paint on a fence or wall outside with large paint brushes dipped in water).</li> <li>• comments on children’s drawings and writing and displays products in the learning environment.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <p>? What does the child say about things s/he drawn?</p> <p>? Does the child show you his/her drawings and point to what s/he made on the page?</p>	<p><b>PK4.IV.A.2</b></p> <p>Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.</p>	<p><b>PK3.IV.A.2</b></p> <p>Child attempts to draw and write for many purposes and begins to explore different writing tools.</p> <p><b>The 48-month-old child:</b></p> <ul style="list-style-type: none"> <li>writes labels for objects or locations and captions for illustrations (48–60 mo).</li> <li>begins to build a repertoire of conventionally spelled words (48–60 mo).</li> <li>may use a group of known letters (often consonants) to form a word (48–60 mo).</li> <li>plans drawing and writing for different purposes (48–60 mo).</li> <li>copies a few words from the environment (48–60 mo).</li> <li>draws simple pictures (54 mo).</li> <li>copies some letters and numerals (48–60 mo).</li> </ul>	<p><b>The 36-month-old child:</b></p> <ul style="list-style-type: none"> <li>begins to realize that written symbols convey meaning and starts to produce own symbols (42–48 mo).</li> <li>makes visual representations of people, scenes, objects, animals, designs (recognizable but not precise) (42–48 mo).</li> <li>scribbles from left to right in lines across the page with repeated patterns and increased muscle control (36–48 mo).</li> <li>may intend that scribbling is writing (36–48 mo).</li> <li>may use drawing to stand for writing in order to communicate a message (36–48 mo).</li> <li>reads own drawings as if there were writing on them (36–48 mo).</li> <li>writes/scribbles messages as part of play activity (36–48 mo).</li> <li>shows writing attempts to others (36–48 mo).</li> <li>has established hand dominance (36 mo).</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>models writing for different purposes in whole group, small group, or centers.</li> <li>encourages children to draw and write as part of play situations (creating signs for block play, making grocery lists for pretend shopping, writing a telephone message).</li> <li>provides and models use of assistive technology devices/equipment to aide children in producing drawn or written products (adapted writing utensils, computer, iPad™).</li> <li>provides book-making materials and different types and sizes of paper and writing utensils in the writing center.</li> <li>has an author’s chair to encourage child to “read” their writing to the class.</li> <li>provides writing materials in various locations throughout the room (such as by the door) and in centers.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>• may be able to write own name (48–60 mo).</li> <li>• gradually transitions from scribbles to letter-like forms and actual letters in writing (48–60 mo).</li> </ul>	<p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• May label and talk about own drawings (30–36 mo)</li> <li>• Draws recognizable forms (30–36 mo)</li> <li>• Can usually indicate which is a picture or writing in own products (24–36 mo)</li> <li>• Engages in early scribble writing; makes organized marks (pictures/writing) (24–36 mo)</li> <li>• Draws zigzags, lines, and loops during scribbling (24 mo)</li> <li>• Begins to draw vertical and horizontal lines (21 mo)</li> <li>• Explores making marks with pencil or crayon (18–24 mo)</li> <li>• Finger paints with whole hand (18–21 mo)</li> <li>• Holds crayon and makes scribbles (18 mo)</li> <li>• Scribbles spontaneously (15–18 mo)</li> <li>• Marks paper with writing instrument (12–15 mo)</li> <li>• Imitates scribble (12 mo)</li> </ul>	

## IV. EMERGENT LITERACY: WRITING DOMAIN

### B. Writing as a Process

As young children begin to understand that marks convey meaning (what they think, they can say; and what they say, they can read and write), it is important to model that writing is not simply about a product. Writing is a thought process that moves from thinking of an idea to a well-developed idea or piece of writing (one the young author is proud to share). Teachers who interact with children to compose a piece of writing over a series of days, using modeled, shared, and/or interactive writing expose children to the process of prewriting/brainstorming, writing/drafting, revising (what the writing sounds like), editing (what the writing looks like), and publishing/sharing in a way that is understandable. Children’s ability to engage in each of the stages of the writing process develops over time. Guiding children through the process of taking a piece of writing from the “thought stage” to the “sharing stage” motivates children to write and helps them see and understand the power of using print to convey meaning. Multilingual students who begin writing in two languages will also learn which language is more appropriate to use based on context and audience.

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> What letters or words or parts of words can the child write on his own?</p>	<p><b>PK4.IV.B.1</b></p> <p>Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p>	<p><b>PK3.IV.B.1</b></p> <p>Child discusses and contributes ideas for drafts composed in whole/small group writing activities with adult prompting.</p> <p><b>The 48-month-old child:</b></p> <ul style="list-style-type: none"> <li>participates in conversations and discussions (48–60 mo).</li> <li>asks questions related to another person’s statement in order to maintain a conversation (48–52 mo).</li> </ul>	<p><b>The 36-month-old child:</b></p> <ul style="list-style-type: none"> <li>uses complex sentences frequently (42–48 mo).</li> <li>describes own feelings (42 mo).</li> <li>uses words to describe attributes of toys, foods, and other objects (36–42 mo).</li> <li>describes events occurring in the environment (36–42 mo).</li> <li>carries on a conversation (36–44 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Replaces jargon with sentences (29–31 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>is responsive to child’s behavior, including nonverbal communication (eye gaze, pointing, facial expression).</li> <li>builds or activates background knowledge through conversation, objects, pictures, or experiences prior to writing.</li> <li>models and thinks aloud while brainstorming different topics to write about.</li> <li>provides visual cues of potential topics based on student interest.</li> <li>involves children in selecting an idea to write about.</li> <li>creates a shared story based on a simple patterned mentor text.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>• combines four to seven words in a sentence (48–54 mo).</li> <li>• speaks with inflection describing event/action (48–54 mo).</li> </ul>	<ul style="list-style-type: none"> <li>• Uses word or sign combinations to describe remote events (24–30 mo)</li> <li>• Attempts to tell about experience using words and jargon (21 mo)</li> <li>• Verbally introduces and changes topic of discussion (24–36 mo)</li> <li>• Engages in much verbal turn-taking (18–24 mo)</li> <li>• Takes one to two turns in conversation (24 mo)</li> <li>• Communicates previous experiences with prompting from adult (30 mo)</li> <li>• Begins providing descriptive details to facilitate comprehension (24–36 mo)</li> <li>• Communicates needs, wishes, and feelings with gestures and words (24 mo)</li> <li>• Responds correctly and non-verbally to a stated question (32–38 mo)</li> <li>• Responds to consistent and simplified language when instructed in literacy activities and assignments</li> <li>• Responds to request for clarification (24–48 mo)</li> <li>• Initiates topic with one word with shared attention (18–24 mo)</li> </ul>	<ul style="list-style-type: none"> <li>• provides props, puppets, felt characters, etc., for children to use while acting out their draft.</li> <li>• prompts children to dictate, tell, or retell stories with a beginning, middle, and end.</li> <li>• offers to write what child dictates for his draft; sits beside child and says words as she writes them so child can learn about writing from teacher's example.</li> <li>• provides and models use of assistive technology devices/equipment to assist children in producing drawn or written products (adapted writing utensils, computer, iPad™).</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <ul style="list-style-type: none"> <li>• Will the child retell events?</li> <li>• Does the child incorporate new vocabulary into conversations?</li> </ul>	<p><b>PK4.IV.B.2</b></p> <p>Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities.</p>	<p><b>PK3.IV.B.2</b></p> <p>Child observes and discusses ideas for revising (add, take out, change) drawings and/or written words in whole/ small group writing activities.</p> <p><b>The 48-month-old child:</b></p> <ul style="list-style-type: none"> <li>• provides rich descriptions of about past, present and future events (48–60 mo).</li> <li>• joins in conversations communicating own viewpoint clearly (48–60 mo).</li> <li>• complex sentences used frequently (42–48 mo).</li> <li>• plans drawing and writing for different purposes (48–60 mo).</li> </ul>	<p><b>The 36-month-old child:</b></p> <ul style="list-style-type: none"> <li>• understands descriptive words (36 mo).</li> <li>• uses complex sentences frequently (42–48 mo).</li> <li>• describes own feelings (42 mo).</li> <li>• uses words to describe attributes of toys, foods, and other objects (36–42 mo).</li> <li>• describes events occurring in the environment (36–42 mo).</li> <li>• carries a conversation (36–44 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Uses word or sign combinations to describe remote events (24–30 mo)</li> <li>• Listens carefully to new words (may ask for repetition) (30–36 mo)</li> <li>• Repeats new words to self (30–36 mo)</li> <li>• Comprehends approximately 500 words (24–30 mo)</li> <li>• Uses 200 intelligible words (24–36 mo)</li> <li>• Understands approximately 900 words (30–36 mo)</li> <li>• Average sentence length = 3.4 words (30–36 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• is responsive to child's behavior, including nonverbal communication (eye gaze, pointing, facial expression).</li> <li>• after a read-aloud, prompts children to retell the story and records their ideas as they share; rereads with children and guides them to notice the retelling is not in order; later, cuts the retelling apart and engages the children to appropriately sequence their ideas.</li> <li>• asks probing questions to prompt children to add significant details to the shared product (What color was the frog? Let's add that detail." or "How did we get to the pond? Let's change 'went' to 'rode the bus."</li> <li>• explains the need for punctuation while rereading ("I finished this thought. I heard my voice stop. What do I need to put there to show that?").</li> <li>• writes thank-you letters with the child to the appropriate people after field trips or special events and rereads the next day to revise or edit with child.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
			<ul style="list-style-type: none"> <li>• Replaces jargon with sentences (29–31 mo)</li> <li>• Responds to consistent and simplified language when instructed in literacy activities and assignments</li> <li>• Responds to request for clarification (24–48 mo)</li> </ul>	
<p><b>Outcome 2:</b> knowledge and skills</p> <ul style="list-style-type: none"> <li>? Will the child choose to read a class-made book?</li> <li>? Does the child enjoy having class-made books read to him?</li> </ul>	<p><b>PK4.IV.B.3</b> Child shares and celebrates class-made and individual written products.</p>	<p><b>PK3.IV.B.3</b> Child shares written products with others.</p> <p><b>The 48-month-old child:</b></p> <ul style="list-style-type: none"> <li>• enjoys re-enacting stories and experiences for others to watch (72–84 mo).</li> <li>• creates elaborate dramatic play from remembered stories, movies (60 mo).</li> <li>• retells the sequence of a story (54 mo).</li> <li>• combines five to eight words in sentences (54–60 mo).</li> <li>• combines four to seven words in sentences (48–54 mo).</li> </ul>	<p><b>The 36-month-old child:</b></p> <ul style="list-style-type: none"> <li>• is interested in sequence of events in stories (36–48 mo).</li> <li>• Average sentence length = 4.4 words (42–48 mo).</li> <li>• uses parts of speech now in stable relationship (42–48 mo).</li> <li>• speaks in average sentence length = 4.3 words (36–42 mo).</li> <li>• uses three- to four-word complete sentences that include subject-verb-object (36–42 mo).</li> <li>• can attend to activities or stories for brief periods of time (5–10 minutes). She will stay involved longer if the activity is a favorite one.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Relates story to own experiences (20–26 mo)</li> <li>• May recite simple stories from familiar books (24–36 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• is responsive to communicative contributions by the child including nonverbal communication (eye gaze, pointing, facial expression, smiles).</li> <li>• creates opportunities for children to reread the finished story.</li> <li>• practices with student what they will do prior to sharing their written work.</li> <li>• talks with the children about how they want to share their story/piece of writing with others. (Possibilities include a published chart story or foot book.)</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>• may overestimate or underestimate own abilities.</li> <li>• Is proud of accomplishments (boasts), believes that she can do anything, may be argumentative.</li> <li>• becomes aware of the people who will read the writing and what they will want to know (48–60 mo).</li> <li>• includes important information that the audience needs to know (48–60 mo).</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to stories (27–30 mo)</li> <li>• Asks to read books to adults and may be able to recite several simple, predictable books accurately (28–34 mo)</li> <li>• Attends to books for several minutes independently (24 mo)</li> <li>• Wants praise for good performance</li> <li>• Sense of pride in accomplishments, may cry at failure</li> <li>• Pushes for autonomy but still needs to stay</li> </ul>	

## IV. EMERGENT LITERACY: WRITING DOMAIN

### C. Conventions in Writing

Foundational writing skills (also known as conventional writing skills) are important predictors of children’s future reading and writing skills. Just as children learn to talk by talking, children learn concepts of print through interacting with print. To children, it may appear that writing is simply talk that has been written down. However, there are rules that apply to writing that do not apply to speaking. These specific rules that govern how to record thoughts in writing must be learned so children can become more proficient at conveying their thoughts and actions. Shared and/or interactive writing experiences can help children better understand these conventions of writing.

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> What letters is the child able to write upon request?</p>	<p><b>PK4.IV.C.1</b></p> <p>Child writes first name (or nickname) using legible letters in the proper sequence.</p>	<p><b>PK3.IV.C.1</b></p> <p>Child attempts to write some letters of own name (usually beginning with the first letter).</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>prints first name (48–60 mo).</li> <li>traces own name (48–60 mo).</li> <li>copies some letters and numerals (48–60 mo).</li> <li>frequently reverses letters when writing (48–60 mo).</li> <li>begins to realize that written symbols convey meaning and starts to produce own symbols (42–48 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>draws a circle independently (42 mo).</li> <li>shows writing attempts to others (36–48 mo).</li> <li>scribbling goes from left to right in lines across the page with repeated patterns and increased muscle control (36–48 mo).</li> <li>may intend that his scribbling is writing (36–48 mo).</li> <li>holds pencil/crayon using 3-finger grasp in tripod position (36–39 mo).</li> <li>has established hand dominance (36 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Draws recognizable forms (30–36 mo)</li> <li>Can usually indicate which is a picture or writing in own products (24–36 mo)</li> <li>Engages in early scribble writing; makes organized marks (pictures/writing) (24–36 mo)</li> <li>Draws zigzags, lines, and loops during scribbling (24 mo)</li> <li>Begins to draw vertical and horizontal lines (21 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>provides a model of the child’s name in close proximity to the child so he can copy, trace, reproduce, and/or recognize it.</li> <li>displays child’s name in classroom accompanied by his photograph or a child-selected symbol to facilitate recognition of name.</li> <li>focuses on first letter of child’s first name when child is beginning to learn to read/write own name.</li> <li>provides a variety of engaging materials for children to use to form the letters in their own names (e.g., play dough, sponge letters, letter stamps, finger paint, chalk, magnetic/plastic letters, Magnadoodle™, computer, iPad™, etc.).</li> <li>provides a variety of drawing and writing materials in all areas of the classroom (e.g., pencils, crayons, markers, paint, chalk, paper, notepads, greeting cards, clipboards) that are available for children to use during the school day.</li> <li>provides large spaces for children to draw and write on (e.g., white/chalk board, large sheets of paper, sidewalk, paper affixed to a fence or wall, paint on a fence or wall outside with large paint brushes dipped in water).</li> <li>encourages children to write their names on cards to indicate their cubbies, where to sit at circle time, class job, attendance, etc.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
			<ul style="list-style-type: none"> <li>• Explores making marks with pencil or crayon (18–24 mo)</li> <li>• Holds crayon and makes scribbles (18 mo)</li> <li>• Scribbles spontaneously (15–18 mo)</li> <li>• Marks paper with writing instrument (12–15 mo)</li> <li>• Imitates scribble (12 mo)</li> </ul>	<ul style="list-style-type: none"> <li>• creates graphs in which children write or place their names showing preferences, likes and dislikes, opinions, etc.</li> <li>• prompts children to sign their names in meaningful situations (e.g., to sign a card or letter; to show ownership, opinions, membership; to check out a library book; to sign waiting list for using computer; to indicate authorship of a class-made book or story; to show ownership of artwork; etc.).</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> Does the child attempt to write at least the first letter of their name?</p>	<p><b>PK4.IV.C.2</b></p> <p>Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.</p>	<p><b>PK3.IV.C.2</b></p> <p>Child uses drawings, scribbles, and mock letters to communicate ideas.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• differentiates between letters and numbers (54 mo).</li> <li>• frequently reverses letters when writing (48–60 mo).</li> <li>• gradually, letter-like forms and actual letters replace scribbles in writing (48–60 mo).</li> <li>• begins to write alphabet letters or close approximations in combination with scribble (48–60 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• scribbling goes from left to right in lines across the page with repeated patterns and increased muscle control (36–48 mo).</li> <li>• may intend that his scribbling is writing (36–48 mo).</li> <li>• may use drawing to stand for writing in order to communicate a message (36–48 mo).</li> <li>• reads own drawings as if there were writing on them (36–48 mo).</li> <li>• writes/scribbles messages as part of play activity (36–48 mo).</li> <li>• shows writing attempts to others (36–48 mo).</li> <li>• holds pencil/crayon using 3-finger grasp in tripod position (36–39 mo).</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• provides materials for children to create representations of letters (letter stamps and ink pads or paint, plastic letters to explore and arrange, letters to trace, letters made from a variety of textures [sandpaper, fur, cotton balls, toothpicks, straws, pipe cleaners, etc.]).</li> <li>• provides multisensory materials for children to trace alphabet letters (e.g., raised letters, sandpaper letters, soft furry letter shapes, sponge letters, etc.).</li> <li>• focuses on first letter of child’s first name when child is beginning to learn to read/write own name.</li> <li>• provides a variety of materials for children to use as they explore ways to produce drawn or written symbols (e.g., chalk, shaving cream, finger paint, stick in sand or dirt, playdough, sponge letters to stamp, letter stamps, Magnadoodle™, etc.).</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>• copies some letters and numerals (48–60 mo).</li> <li>• may be able to write own name (48–60 mo).</li> <li>• begins to write alphabet letters or close approximations in combination with scribble (48–60 mo).</li> <li>• begins to realize that written symbols convey meaning and starts to produce own symbols (42–48 mo).</li> <li>• makes visual representations of people, scenes, objects, animals, designs (recognizable but not precise) (42–48 mo)</li> </ul>	<ul style="list-style-type: none"> <li>• has established hand dominance (36 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• May label and talk about own drawings (30–36 mo)</li> <li>• Draws recognizable forms (30–36 mo)</li> <li>• Copies a circle with a circular scribble (30–36 mo)</li> <li>• Makes crayon rubbing (30 mo)</li> <li>• Can usually indicate which is a picture or writing in own products (24–36 mo)</li> <li>• Engages in early scribble writing; makes organized marks (pictures/writing) (24–36 mo)</li> <li>• Imitates a cross (24–36 mo)</li> <li>• Draws zigzags, lines, and loops during scribbling (24 mo)</li> <li>• Imitates horizontal stroke (24–30 mo)</li> <li>• Imitates shifting from scribble to stroke and back (21–24 mo)</li> <li>• Imitates circular stroke (20–24 mo)</li> <li>• Imitates vertical stroke (20–24 mo)</li> <li>• Begins to draw vertical and horizontal lines (21 mo)</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates and encourages children to write letters in the air using large arm movements.</li> <li>• models formation of letters and provides opportunities for children to copy, trace, write, or draw their own representations of letters on large sheets of blank unlined paper.</li> <li>• provides a variety of drawing and writing materials in all areas of the classroom (e.g., pencils, crayons, markers, paint, chalk, paper, notepads, greeting cards, clipboards) that are available for children to use during the school day.</li> <li>• provides and models use of assistive technology devices/equipment to assist children in producing drawn or written products (e.g., adapted writing utensils, computer, iPad™).</li> <li>• provides opportunities for children to scribble, draw, paint, make marks, or write on large spaces (e.g., easel, sidewalk, chalkboard/whiteboard, large sheets of paper taped to a wall or on the floor, paint on a fence or wall outside with large paint brushes dipped in water).</li> <li>• comments on child’s drawing and writing and displays products in the learning environment.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
			<ul style="list-style-type: none"> <li>• Explores making marks with pencil or crayon (18–24 mo)</li> <li>• Finger paints with whole hand (18–21 mo)</li> <li>• Holds crayon and makes scribbles (18 mo)</li> <li>• Scribbles spontaneously (15–18 mo)</li> <li>• Marks paper with writing instrument (12–15 mo)</li> <li>• Imitates scribble (12 mo)</li> </ul>	
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> When the child writes, are there recognizable letters in the words?</p>	<p><b>PK4.IV.C.3</b></p> <p>Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words.</p>	<p><b>PK3.IV.C.3</b></p> <p>Child begins to write using letter-like forms.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• may use a group of known letters (often consonants) to form a word (48–60 mo).</li> <li>• copies a few words from the environment (48–60 mo).</li> <li>• copies some letters and numerals (48–60 mo).</li> <li>• may be able to write own name (48–60 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• scribbling goes from left to right in lines across the page with repeated patterns and increased muscle control (36–48 mo).</li> <li>• shows writing attempts to others (36–48 mo).</li> <li>• may intend that his scribbling is writing (36–48 mo).</li> <li>• may use drawing to stand for writing in order to communicate a message (36–48 mo).</li> <li>• reads own drawings as if there were writing on them (36–48 mo).</li> <li>• writes/scribbles messages as part of play activity (36–48 mo).</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• provides a variety of drawing and writing materials in all areas of the classroom (e.g., pencils, crayons, markers, paint, chalk, paper, notepads, greeting cards, clipboards) that are available for children to use during the school day.</li> <li>• provides opportunities for children to use magnetic or plastic letters, or alphabet stamps to write names or words or to make strings of letters.</li> <li>• encourages children to draw and write as part of play situations, such as creating signs for block play, making grocery lists for pretend shopping, writing a telephone message in the home center, etc.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>• gradually letter-like forms and actual letters replace scribbles in writing (48–60 mo).</li> <li>• begins to write alphabet letters or close approximations in combination with scribble (48–60 mo).</li> <li>• frequently reverses letters when writing (48–60 mo).</li> <li>• begins to realize that written symbols convey meaning and starts to produce own symbols (42–48 mo).</li> <li>• makes visual representations of people, scenes, objects, animals, designs (recognizable but not precise) (42–48 mo).</li> <li>• draws a circle independently (42 mo).</li> </ul>	<p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• May label and talk about own drawings (30–36 mo)</li> <li>• Draws recognizable forms (30–36 mo)</li> <li>• Makes crayon rubbing (30 mo)</li> <li>• Can usually indicate which is a picture or writing in own products (24–36 mo)</li> <li>• Engages in early scribble writing; makes organized marks (pictures/writing) (24–36 mo)</li> <li>• Draws zigzags, lines, and loops during scribbling (24 mo)</li> <li>• Begins to draw vertical and horizontal lines (21 mo)</li> <li>• Explores making marks with pencil or crayon (18–24 mo)</li> <li>• Holds crayon and makes scribbles (18 mo)</li> <li>• Scribbles spontaneously (15–18 mo)</li> <li>• Marks paper with writing instrument (12–15 mo)</li> <li>• Imitates scribble (12 mo)</li> </ul>	<ul style="list-style-type: none"> <li>• provides and models use of assistive technology devices/equipment to assist children in producing drawn or written products (e.g., adapted writing utensils, computer, iPad™).</li> <li>• provides opportunities for children to scribble, draw, paint, make marks, or write on large spaces (e.g., easel, sidewalk, chalkboard/whiteboard, large sheets of paper taped to a wall or on the floor, paint on a fence or wall outside with large paint brushes dipped in water).</li> <li>• comments on child’s drawing and writing and displays products in the learning environment.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> When the child starts to write do they begin at the top left of the paper?</p>	<p><b>PK4.IV.C.4</b></p> <p>Child uses appropriate directionality when writing (e.g., top to bottom, left to right).</p>	<p><b>PK3.IV.C.4</b></p> <p>Child begins to show understanding of directionality (e.g., attempts to write top to bottom, left to right), but may still start at random places on a page.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>copies some letters and numerals (48–60 mo).</li> <li>may be able to write own name (48–60 mo).</li> <li>dictates words, phrases, and sentences for others to write (48 mo).</li> <li>begins to realize that written symbols convey meaning and starts to produce own symbols (42–48 mo).</li> <li>makes visual representations of people, scenes, objects, animals, designs (recognizable but not precise) (42–48 mo).</li> <li>copies a cross (42 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>copies diagonal lines (36–48 mo).</li> <li>understands that different text forms are used for different functions of print (e.g., a list of groceries is different from a letter to grandma) (36–48 mo).</li> <li>scribbling goes from left to right in lines across the page with repeated patterns and increased muscle control (36–48 mo).</li> <li>may intend that scribbling is writing (36–48 mo).</li> <li>may use drawing to stand for writing in order to communicate a message (36–48 mo).</li> <li>reads own drawings as if there were writing on them (36–48 mo).</li> <li>writes/scribbles messages as part of play activity (36–48 mo).</li> <li>shows writing attempts to others (36–48 mo).</li> <li>holds pencil/crayon using 3-finger grasp in tripod position (36–39 mo).</li> <li>has established hand dominance (36 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>May label and talk about own drawings (30–36 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>provides scaffolding for children to make entries in their journals using marks, drawings, mock letters, conventional letters, or words.</li> <li>offers to write what child dictates for his journal entry; sits beside child and says words as she writes them so child can learn about writing from teacher's example.</li> <li>writes thank you notes as children dictate or help write after field trips or special events.</li> <li>prompts children to dictate, tell, or retell stories with a beginning, middle, and end.</li> <li>supports child in dictating/writing a card to a friend.</li> <li>provides assistive technology devices/equipment to assist children in producing drawn or written products (adapted writing utensils, computer, iPad™).</li> <li>provides a variety of drawing and writing materials in all areas of the classroom (e.g., pencils, crayons, markers, paint, chalk, paper, notepads, greeting cards, clipboards) that are available for children to use during the school day.</li> <li>provides materials and support for recording observations in the science center, making labels for materials and possessions, etc.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
			<ul style="list-style-type: none"> <li>• Draws recognizable forms (30–36 mo)</li> <li>• Copies a circle with a circular scribble (30–36 mo)</li> <li>• Makes crayon rubbing (30 mo)</li> <li>• Can usually indicate which is a picture or writing in own products (24–36 mo)</li> <li>• Engages in early scribble writing; makes organized marks (pictures/writing) (24–36 mo)</li> <li>• Imitates a cross (24–36 mo)</li> <li>• Draws zigzags, lines, and loops during scribbling (24 mo)</li> <li>• Imitates horizontal stroke (24–30 mo)</li> <li>• Imitates shifting from scribble to stroke and back (21–24 mo)</li> <li>• Imitates circular stroke (20–24 mo)</li> <li>• Imitates vertical stroke (20–24 mo)</li> <li>• Begins to draw vertical and horizontal lines (21 mo)</li> <li>• Explores making marks with pencil or crayon (18–24 mo)</li> <li>• Finger paints with whole hand (18–21 mo)</li> </ul>	<ul style="list-style-type: none"> <li>• encourages children to draw and write as part of play situations, such as creating signs for block play, making grocery lists for pretend shopping, writing a telephone message in the home center, etc. models writing as a means of communicating with oneself and others (writes notes as a reminder of things to do, writes a note to the school secretary that a child delivers, writes a note to a child’s parent which the child delivers).</li> <li>• in view of the children, writes daily news that is shared by one or two children per day, slowly speaking the words while writing them.</li> <li>• models writing the morning message about what will happen that day, enhancing the meaning of the written words with drawings to facilitate ability of children to read it themselves.</li> <li>• engages children in creating class-made books evolving from storybooks, field trips, class experiences, child interests; includes drawings, photos, pictures along with dictated or child-produced written words to facilitate recall, understanding, and reading.</li> <li>• provides opportunities for children to scribble, draw, paint, make marks, or write on large spaces (easel, sidewalk, chalkboard/whiteboard, large sheets of paper taped to a wall or on the floor, paint on a fence or wall outside with large paint brushes dipped in water) comments on child’s drawing and writing and displays products in the learning environment.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Holds crayon and makes scribbles (18 mo)</li> <li>• Scribbles spontaneously (15–18 mo)</li> <li>• Marks paper with writing instrument (12–15 mo)</li> <li>• Imitates scribble (12 mo)</li> </ul>	
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> Does the child attempt to make a period or question mark when they write?</p>	<p><b>PK4.IV.C.5</b></p> <p>Child begins to experiment with punctuation when writing.</p>	<p><b>*There is not enough research to support the inclusion of a PK3 outcome*</b></p>	<p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Begins to realize that written symbols convey meaning and starts to produce own symbols (42–48 mo)</li> <li>• Makes visual representations of people, scenes, objects, animals, designs (recognizable but not precise) (42–48 mo)</li> <li>• Copies a cross (42 mo)</li> <li>• Copies diagonal lines (36–48 mo)</li> <li>• Understands that different text forms are used for different functions of print (e.g., A list of groceries is different from a letter to grandma) (36–48 mo)</li> <li>• Scribbling goes from left to right in lines across the page with repeated patterns and increased muscle control (36–48 mo)</li> <li>• May intend that scribbling is writing (36–48 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• provides scaffolding for children to make entries in their journals using marks, drawings, mock letters, conventional letters, or words.</li> <li>• offers to write what child dictates for his journal entry; sits beside child and says words as she writes them so child can learn about writing from teacher's example.</li> <li>• writes thank you notes as children dictate or help write after field trips or special events.</li> <li>• prompts children to dictate, tell, or retell stories with a beginning, middle, and end.</li> <li>• supports child in dictating/writing a card to a friend.</li> <li>• provides assistive technology devices/equipment to assist children in producing drawn or written products (adapted writing utensils, computer, iPad™).</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
			<ul style="list-style-type: none"> <li>• May use drawing to stand for writing in order to communicate a message (36–48 mo)</li> <li>• Reads own drawings as if there were writing on them (36–48 mo)</li> <li>• Writes/scribbles messages as part of play activity (36–48 mo)</li> <li>• Shows writing attempts to others (36–48 mo)</li> <li>• Holds pencil/crayon using 3-finger grasp in tripod position (36–39 mo)</li> <li>• Has established hand dominance (36 mo)</li> </ul>	<ul style="list-style-type: none"> <li>• provides a variety of drawing and writing materials in all areas of the classroom (e.g., pencils, crayons, markers, paint, chalk, paper, notepads, greeting cards, clipboards) that are available for children to use during the school day.</li> <li>• encourages children to draw and write as part of play situations, such as creating signs for block play, making grocery lists for pretend shopping, writing a telephone message in the home center, etc.</li> <li>• provides materials and support for recording observations in the science center, making labels for materials and possessions, etc.</li> <li>• models writing as a means of communicating with oneself and others (writes notes as a reminder of things to do, writes a note to the school secretary that a child delivers, writes a note to a child’s parent which the child delivers).</li> <li>• in view of the children, writes daily news that is shared by one or two children per day, slowly speaking the words while writing them.</li> <li>• models writing the morning message about what will happen that day, enhancing the meaning of the written words with drawings to facilitate ability of children to read it themselves .</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills: (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
				<ul style="list-style-type: none"> <li>engages children in creating class-made books evolving from storybooks, field trips, class experiences, child interests; includes drawings, photos, pictures along with dictated or child-produced written words to facilitate recall, understanding, and reading.</li> <li>provides opportunities for children to scribble, draw, paint, make marks, or write on large spaces (easel, sidewalk, chalkboard/whiteboard, large sheets of paper taped to a wall or on the floor, paint on a fence or wall outside with large paint brushes dipped in water) comments on child's drawing and writing and displays products in the learning environment</li> </ul>

## V. MATHEMATICS DOMAIN

The mathematical understanding of young children is built on informal knowledge about quantity that they develop even before any instruction. Young children know immediately if someone gets more cookies than they do. They like telling their age, such as by holding up four fingers to tell an adult how old they are. Teachers can use this early interest in communicating math-related ideas to foster greater mathematical competencies in the preschool environment. Teachers can plan rich environments for preschool children to explore math skills. A suggested sequence for teaching number knowledge would be the following: a) subitizing (small-number recognition), b) counting in a one-to-one fashion, c) determining which set is larger or smaller, d) counting on, e) making close number comparisons, f) number-after equals one more (Frye et.al., 2013).

Effectively supporting early mathematical competencies requires the use of informal representations of math concepts. Concrete representations such as counters, tally marks, fingers, or other concrete objects help children create connections to math. As children grow comfortable with concrete representations, they will begin to use pictorial representations which prepares them for abstract representations.

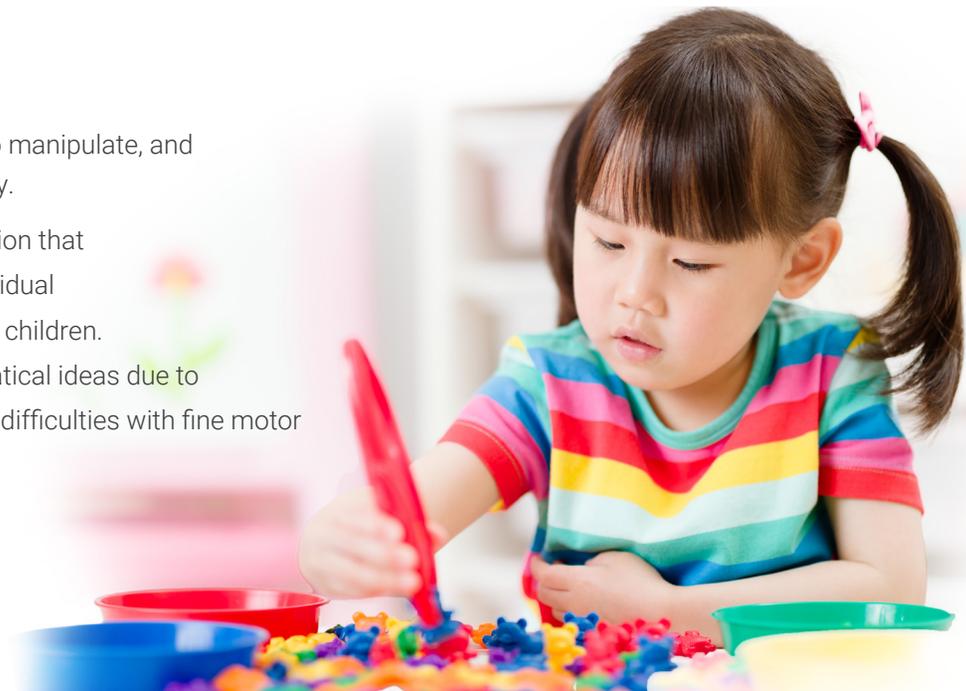
- **Concrete representation:** the child counts to five to join a set of two objects and a set of three objects
- **Pictorial representation:** the child uses a sketch to represent the joining of a set of two objects and a set of three objects
- **Abstract representation:** the child uses math symbols to represent the joining of two sets  $2 + 3 = 5$ .

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

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

Accumulated research evidence indicates that preschoolers are ready to receive instruction that builds on a rich set of informal mathematical skills. Teachers should be sensitive to individual student learning differences and accommodate for greater wait time for responses from children.

For example, some children may not be ready for oral communication of some mathematical ideas due to delayed language development or learning a second language. Other children may show difficulties with fine motor coordination skills needed to work effectively with manipulatives.



## V. MATHEMATICS DOMAIN

### A. Number Sense

Number sense is a broad term that refers to a set of prerequisite skills that are needed to perform basic math operations; it is the deep understanding of how numbers work. Number sense includes counting, number recognition, understanding quantities, composing, and decomposing numbers, and making number comparisons. It is one of the strongest indicators of overall mathematics achievement.

Prekindergarten children learn number sense through play and continuous exploration in their natural environment. Prekindergarten teachers can organize experiences for children by intentionally setting up the environment to promote these experiences. The prekindergarten child has innately learned much about counting and numbers from the environment they live in. They sing songs and listen to rhymes that contain numbers and can hold up the right number of fingers to show how old they are. To strengthen their ability to count with an understanding of quantity, the classroom should be filled with opportunities to practice the counting sequence. Counting is foundational to later math concept development. To develop a strong understanding of quantity and, eventually, how to manipulate quantities (like adding and subtracting), children need an abundance of counting experiences. Prekindergarten children also begin to learn about quantities. They will understand that quantities, whether tangible or theoretical, are countable. They will also learn that numerals are used to represent the quantities. In addition to developing an initial understanding of a quantity of small groups of objects, children can compare small groups to tell if the groups are the same, if one is smaller (has less or fewer), or which group has more. An understanding of these comparisons provides an important foundation which helps the child fully grasp the relationship and correlation between one number and another at the concrete level.

A strong foundation in number sense teaches children to be flexible in their problem solving. Children learn that numbers are meaningful and despite manipulation, their outcomes are constant and sensible.

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<p><b>Outcome 2:</b> knowledge and skills</p> <ul style="list-style-type: none"> <li>• ? Does the child use previously learned information at a later time or in another situation, such as using number words to count?</li> <li>• ? How high can the child count?</li> </ul>	<p><b>PK4.V.A.1</b></p> <p>Child rote counts from 1 to 30.</p>	<p><b>PK3.V.A.1</b></p> <p>Child rote counts from 1 to 10.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• recites number words in order up to 15.</li> <li>• continues oral counting after adult starts then stops.</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• counts orally to 10 with some assistance and with errors after 5.</li> <li>• counts orally to 5.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Attempts to rote count (may have numbers in wrong order)</li> <li>• Counts orally to 3</li> <li>• Repeats some numbers in sequence in a song or rhyme</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• models counting out loud by starting with the number 1.</li> <li>• models counting out loud by starting with a number other than 1.</li> <li>• incorporates counting into everyday activities, such as counting songs and physical activities.</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <ul style="list-style-type: none"> <li>• ? How does the child count items?</li> <li>• ? Does the child touch each item as he counts it?</li> </ul>	<p><b>PK4.V.A.2</b></p> <p>Child counts up to 10 objects with one-to-one correspondence.</p>	<p><b>PK3.V.A.2</b></p> <p>Child counts up to 5 objects with one-to-one correspondence.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• moves, touches, and/or points to each object while counting, using one-to-one correspondence (one count per item).</li> <li>• knows that each finger represents one count (2 fingers represent two counts; 3 fingers represent three counts, etc.).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• counts objects to 4.</li> <li>• can correctly answer “how many” for 1 or 2 objects.</li> <li>• gives/selects 2 or 3 objects.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Counts orally to 3</li> <li>• Gives a number word as an answer when asked “how many” (can be wrong number)</li> <li>• Attempts to count objects by reciting random numbers while pointing to objects (may recount and skip objects)</li> <li>• Attempts to rote count (may have numbers in wrong order)</li> <li>• Selects or gives “just one”</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• provides a variety of objects that can be used for counting.</li> <li>• questions child’s understanding of quantity by asking, “How many do you have?”</li> <li>• uses a puppet to model correct counting of individual objects.</li> <li>• models one-to-one counting of objects during finger plays and songs.</li> </ul>

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<p><b>Outcome 2:</b> knowledge and skills</p> <p>? How does the child tell you how many items there are?</p>	<p><b>PK4.V.A.3</b></p> <p>Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.</p>	<p><b>PK3.V.A.3</b></p> <p>Child counts up to 5 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>counts 3 plastic cows and says, "I have 3 cows."</li> <li>counts the number of children in a center and says, "Three of my friends are here."</li> <li>counts the number of balls on the playground.</li> <li>counts children eating apples during snack.</li> <li>counts fingers and says "I have 5 fingers."</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>answers "how many" for up to 4 items.</li> <li>counts objects to 4.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Asks "how many"</li> <li>Gives a numeric answer when asked "how many" (may not be correct number)</li> <li>Sings number sequences in songs and rhymes along with adult</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>questions children while they count (e.g., asks, "Ian, how many do you have now?" or "How many apples are there?").</li> <li>uses a puppet to model counting children in a small group.</li> <li>asks children to repeat and emphasize the last number said when counting.</li> <li>plays games in which children demonstrate that the last count indicates the number in the game.</li> <li>provides opportunities for children to count and state the last number.</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p>? Can the child tell you how many items there are without counting?</p>	<p><b>PK4.V.A.4</b></p> <p>Child instantly recognizes the quantity of up to 6 objects without counting (subitizes).</p>	<p><b>PK3.V.A.4</b></p> <p>Child instantly recognizes the quantity of up to 3 objects without counting (subitizes).</p>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>rote counts to 5.</li> <li>counts objects to 4.</li> <li>can correctly answer "how many" for 1 or 2 objects.</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>provides games that involve rapid responses to small sets of objects, such as using cards with 1-5 dots to play "Go Fish".</li> <li>shows, briefly, a set of cubes, and has the children say the number represented.</li> </ul>

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		<p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>looks at a set of 1-5 objects and quickly says the number of objects without counting (looks at 3 red cubes on the table and says three without counting).</li> <li>counts two separate groups of objects and says which group has more, or less in number.</li> <li>uses the words “same”, “more”, “less”, or “fewer” to describe sets of up to 5 objects.</li> <li>looks at a page in a story and counts the number of dots, animals, or objects on the page.</li> <li>counts up to 15 objects.</li> </ul>	<ul style="list-style-type: none"> <li>gives/selects 2 or 3 objects.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Attempts to rote count (may have numbers in wrong order)</li> <li>Gives a number word as an answer when asked “how many” (can be wrong number)</li> <li>Attempts to count objects by reciting random numbers while pointing to objects (may recount and skip objects)</li> <li>Counts orally to 3</li> <li>Selects or gives “just one”</li> </ul>	<ul style="list-style-type: none"> <li>shows, briefly, half of a domino and has the children decide what number is shown.</li> <li>provides opportunities to compare sets of up to 5 objects.</li> <li>asks, “Which set has more? Which set has less?” when showing 2 sets of objects.</li> <li>provides a set of objects and has the children make a set with the same number, or 1 more or 1 less.</li> <li>provides 2 groups of cubes and asks, “How many cubes are in each group?” Then, “Do these have the same number in each set?”</li> <li>asks students to tell how many students in a small group of 5 or less students naturally throughout the day.</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> How does the child show that he can read numerals?</p>	<p><b>PK4.V.A.5</b></p> <p>Child recognizes numerals 0-10.</p>	<p><b>PK3.V.A.5</b></p> <p>Child recognizes numerals 0-5.</p>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>recognizes that written forms can be numbers or letters.</li> <li>rote counts to 5.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Shows interest in written words and numbers on pages of books</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>tells children the difference between letters and numerals.</li> <li>provides opportunities to play games that use numeral cards, numbered pieces, or dice with numerals 0-9.</li> <li>engages children in looking through print items to locate numerals 0-9.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• says the number name for numerals from 1 to 5 that are written on paper, cards, game pieces.</li> <li>• separates cards that have printed numerals from other cards with printed letters.</li> <li>• plays games to find “hidden” numerals in the classroom, such as “I Spy.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to rote count (may have numbers in wrong order)</li> <li>• Counts orally to 3</li> </ul>	<ul style="list-style-type: none"> <li>• provides opportunities for children to name numerals in print.</li> <li>• points to and names numerals in print frequently throughout the day.</li> <li>• provides visuals with the numeral and quantity printed together.</li> <li>• provides opportunities to play games to match the numeral with the quantity.</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <ul style="list-style-type: none"> <li>? How does the child represent numbers?</li> <li>? Can the child identify a representation of up to 5 items?</li> </ul>	<p><b>PK4.V.A.6</b></p> <p>Child represents quantities up to 10.</p>	<p><b>PK3.V.A.6</b></p> <p>Child represents quantities up to 5.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• matches quantities with numerals (48 mo-7 years)</li> <li>• recognizes quantities of 3-8 (48 mo- 60 mo)</li> <li>• can represent number in play (e.g draws a family of 4, or makes 5 little monkeys out of play dough)</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• Begins to rote count (36–48 mo).</li> <li>• Can represent 2,3 and 4 (36–48 mo).</li> <li>• Represent “1” (30 mo).</li> <li>• Can show one more (30 mo).</li> <li>• counts objects to 4.</li> <li>• can correctly answer “how many” for 1 or 2 objects.</li> <li>• gives/selects 2 or 3 objects.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Use quantitative words e.g “some”, “one”, “more” (24–36 mo)</li> <li>• Attempts to count items</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• models objects that can be counted, such as items inside or outside in nature.</li> <li>• uses puppet narrative to explain when items should be counted, such as in “The Three Little Pigs”, saying, “Let’s count the pigs.”</li> <li>• models when to count to determine if there are enough materials for an activity.</li> <li>• uses counting in finger plays and songs.</li> <li>• can use daily attendance to represent how many students are absent/present</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
			<ul style="list-style-type: none"> <li>Orally counts, may not have numbers in order</li> <li>Picks up or points to items while saying random number words</li> </ul>	
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> Can a child help create different grouping of a number?</p>	<p><b>PK4.V.A.7</b></p> <p>Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.</p>	<p>*There is not enough research to support the inclusion of a PK3 outcome*</p>	<p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>All children can benefit from exposure to number sense activities</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>explores toys/items that can represent whole and parts of a whole (e.g. a pretend pizza).</li> <li>engages in activities that matches pairs (e.g. a pair of matching socks or shoes).</li> <li>provides opportunities for the whole class to vote/answer question of the day which can be visually represented.</li> <li>can ask children to show 4 fingers on their hand and then asks how many fingers are up and how many are down- repeat with 2 fingers up, three fingers up etc. to show that there are still 5 fingers in total.</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> Can the child tell you who has more?</p>	<p><b>PK4.V.A.8</b></p> <p>Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of)</p>	<p><b>PK3.V.A.8</b></p> <p>Child compares sets of objects up to 5 using comparative language (e.g., more than, less than, same number of).</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>compares groups of 1-6 by matching (48 mo).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>matches small equal groups (36–48 mo).</li> <li>compare collections of 1-4 verbally or nonverbally just by looking *items must be the same (30 mo).</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Sorting items into groups</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>can show children a small number of objects split between two people and ask if the distribution is fair, or who has more or less.</li> <li>can use concrete objects such as snacks or blocks with a small group to discuss comparisons.</li> <li>can have students make groups based on the color of their shirts and see which group has more and how each group compares.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>accurately compares via counting only when objects are the same size with groups up to 5 (48 mo).</li> </ul>	<ul style="list-style-type: none"> <li>compares collections that are quite different in number (at least twice as big and know which is more or less) (24–36 mo)</li> <li>Starts to learn the number words 1 and 2 and “more” and “less” (12–24 mo)</li> </ul>	

## V. MATHEMATICS DOMAIN

### B. Joining and Separating

This math skill develops the concept of more, less, and the same. Children make comparisons — an understanding of these comparisons provides an important foundation which helps the child fully grasp the relationship and correlation between one number and another at the concrete level. It is especially important that young children be given numerous opportunities during the school day to manipulate objects to internalize this mathematical concept.

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<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> Tell me about a time when he/she used addition concepts in an everyday situation (e.g., “Mommy, if you put two apples in the cart and I put one in, we have three!”.</p>	<p><b>PK4.V.B.1</b></p> <p>Child uses objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects.</p>	<p><b>PK3.V.B.1</b></p> <p>Child uses objects to demonstrate that adding one or more objects to a set will increase the number of objects in the set.</p>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>counts objects to 4.</li> <li>can correctly answer “how many” for 1 or 2 objects.</li> <li>gives/selects 2 or 3 objects.</li> <li>follows instructions including “all”, “none”, and “not any”.</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>models and illustrates simple word problems such as, “There is 1 bear in a cave. If 2 more bears walk in the cave, how many bears are in the cave altogether?”</li> <li>uses fingers to show children how to put together an addition problem (holds up 2 fingers and adds 1 more finger to show 3).</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>?</b> What addition concepts does the child understand? Does the child use these strategies to accomplish something meaningful? How?</p> <p><b>?</b> How does the child use addition words (e.g., more, plus, all together, total) and skills in everyday settings?</p>		<p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>creates verbal word problems (tells a story) involving adding.</li> <li>shows 1 finger, then adds 3 more.</li> <li>shows joining (adds) 1 more cube to a set (up to 5).</li> <li>plays number games like "Chutes and Ladders@."</li> <li>says how they used adding one more object to solve a problem.</li> <li>gives "one more".</li> </ul>	<p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Attempts to rote count (may have numbers in wrong order)</li> <li>Gives a number word as an answer when asked "how many" (can be wrong number)</li> <li>Attempts to count objects by reciting random numbers while pointing to objects (may recount and skip objects)</li> <li>Counts orally to 3</li> <li>Selects or gives "just one"</li> </ul>	<ul style="list-style-type: none"> <li>sets up a row of objects and asks child to devise a story using the objects.</li> <li>models addition using a set of objects (e.g., uses counters to put together an addition problem - shows 2 counters and adds 1 more counter to show 3).</li> <li>plays board games with children that require counting and simple adding.</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> Tell me about a time when the child used subtraction concepts in an everyday situation (e.g., "Mommy, if we have three crackers and I give one to my brother, I only have two left.").</p>	<p><b>PK4.V.B.2</b></p> <p>Child uses objects, pictorial models, and/or a verbal word problem to represent subtracting objects from a set of 5.</p>	<p><b>PK3.V.B.2</b></p> <p>Child uses objects to demonstrate that taking away one or more objects from a set will decrease the number of objects in the set.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>creates verbal word problems involving subtraction.</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>counts objects to 4.</li> <li>can correctly answer "how many" for 1 or 2 objects.</li> <li>gives/selects 2 or 3 objects.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Gives a number word as an answer when asked "how many" (can be wrong number)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>models using objects simple word problems, such as, "If I have 4 cars and I take 2 away, how many will I have left?"</li> <li>uses fingers to show children how to take away for a subtraction problem (holds up 3 fingers and then takes away 1 to show 2 are left).</li> <li>models subtraction using a set of counters (teacher shows 4 counters and takes away 2 to show 2 are left).</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p>• What subtraction concepts does the child understand? Does the child use these strategies to accomplish something meaningful? How?</p> <p>• How does the child use subtraction words (e.g., less, take away, how many are left) and skills in everyday settings?</p>		<ul style="list-style-type: none"> <li>• shows 4 fingers, then takes away 1 finger to show 3 are left.</li> <li>• removes objects from a set and says what is left.</li> <li>• plays number games that show taking away.</li> <li>• says how they used subtraction to take away from a set of objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to count objects by reciting random numbers while pointing to objects (may recount and skip objects)</li> <li>• Attempts to rote count (may have numbers in wrong order)</li> <li>• Counts orally to 3</li> <li>• Selects or gives “just one”</li> </ul>	<ul style="list-style-type: none"> <li>• supports children in singing songs or saying chants that include a subtraction theme (e.g., “Five Little Ducks”, “Five Little Monkeys Jumping on the Bed”, “Five Green and Speckled Frogs”).</li> </ul>

## V. MATHEMATICS DOMAIN

### C. Geometry and Spatial Sense

The basis of geometry and spatial sense skills begins with a child who explores, describes, and organizes objects according to their attributes and position/location. Through intentional classroom activities guided by teachers, children notice and describe small details in the materials they see in the environment, using terms that categorize their shape and describe their relative position in space. They then progress to investigating what happens when two shapes are put together, and they can apply their ideas about location to the object’s direction and distance

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> Does the child display an awareness of the distinctions between things (e.g., object characteristics, size differences, differences in object functions)?</p> <p><b>?</b> What common shapes can the child name or point to when asked (e.g., can the child tell you her plate is a circle or the book is a rectangle)?</p>	<p><b>PK4.V.C.1</b></p> <p>Child names and describes common 2D shapes and names at least 1 solid 3D shape.</p>	<p><b>PK3.V.C.1</b></p> <p>Child names and describes common 2D shapes.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>identifies shapes using sense of touch when blindfolded (“This shape has 4 sides. It’s a square.”).</li> <li>identifies common shapes, such as circle, square, rectangle, triangle, and rhombus.</li> <li>knows the number of sides for shapes, such as square, rectangle, triangle, and rhombus.</li> <li>describes attributes of shapes using his own language.</li> <li>uses mathematical vocabulary to describe shape pictures (“This triangle has 3 sides and 3 corners.”).</li> <li>identifies common solids informally as balls, boxes, cans, and cones, then possibly using more formal language, sphere, cubes, cones.</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>sorts by color shape and size.</li> <li>matches objects by some attributes.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Matches shapes</li> <li>Matches pictures of objects</li> <li>Matches objects</li> <li>Names objects in pictures</li> <li>Names objects</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>teaches names of common shapes (circle, square, triangle, rectangle) when showing pictures or in the classroom environment. Also, these basic shapes could be taught as formal or everyday descriptors for rhombus (diamond) or ellipse (oval).</li> <li>uses hiding games or scavenger hunts for children to locate shapes.</li> <li>uses common objects to model shapes, such as, paper plates, placemats, clocks, etc., in dramatic play center.</li> <li>provides opportunities for children to identify shapes both provided among various shapes on a table, and identified in real life settings (playground, etc).</li> <li>encourages children to use the attributes of shapes to describe artwork (“My car has a door with 4 sides.”).</li> <li>identifies shapes using songs and finger plays.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> Does the child use common shapes in his everyday drawing (e.g., makes a house from a square and a triangle, adds a rectangle for a door)?</p> <p><b>?</b> Can the child create new shapes by putting together 2 or more shapes (e.g., 2 triangles together make a square)?</p> <p><b>?</b> Can the child create shapes (e.g., makes a square with straws)?</p>	<p><b>PK4.V.C.2</b></p> <p>Child creates shapes using materials and/or manipulatives.</p>	<p><b>PK3.V.C.2</b></p> <p>Child attempts to create shapes using materials and/or manipulatives.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• puts together shapes to make real-world objects and other shapes (using a square and a triangle to make a house).</li> <li>• breaks apart shapes to make real-world objects and other shapes (cutting a house picture into a triangle and a square).</li> <li>• puts together or breaks apart solids to make real world objects and other solids (a sphere and a cone make an ice cream cone).</li> <li>• creates shapes by using puzzle pieces.</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• completes 4-5 piece interlocking puzzles.</li> <li>• imitates block building.</li> <li>• imitates building a block bridge.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Imitates making a block train</li> <li>• Completes inset shape puzzles</li> <li>• Matches shapes</li> <li>• Uses pattern (geometric) blocks to create new shapes/objects</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• provides shapes (manipulatives or construction paper) that children can combine to create new shapes and objects (a triangle and a square make a house).</li> <li>• provides materials to make shapes such as play dough, toothpicks, and cookie cutters.</li> <li>• models a variety of solids to manipulate (play dough and toothpicks, using the play dough to identify the corners and the toothpicks to identify the sides).</li> <li>• models appropriate language to describe shapes (“This square has 4 sides and 4 corners.”).</li> <li>• encourages children to use appropriate mathematical language to describe shapes.</li> <li>• provides a variety of solids to manipulate.</li> <li>• takes children outside to identify shapes in nature (seeds as spheres).</li> </ul>
<p><b>Outcomes 2 &amp; 3:</b> knowledge and skills &amp; take action to meet needs</p> <p><b>?</b> Can the child follow directions (e.g., places a stuffed animal “on”, “around”, or “under” a chair)?</p>	<p><b>PK4.V.C.3</b></p> <p>Child demonstrates use of position words.</p>	<p><b>PK3.V.C.3</b></p> <p>Child begins to use language to describe position of objects.</p>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• demonstrates understanding of word “on” by following “on” directions.</li> <li>• places objects in different positions during play.</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• models positional words using a puppet (e.g., puppet places a small object on a child’s knee).</li> <li>• sings songs about positional words (e.g., “Hokey Pokey”).</li> </ul>

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<p><b>?</b> How does the child describe the location of something (e.g., “Papa, the book you want is on top of the table, next to my cup.”)?</p>		<p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• follows directions (places a stuffed animal “on”, “around”, or “under” a chair).</li> <li>• follows directions when playing games like “Follow the Leader.”</li> <li>• tells a friend where to find the writing paper in the writing center (“The paper is in front of the markers.”).</li> <li>• acts out stories, poems, and nursery rhymes using positional words.</li> </ul>	<ul style="list-style-type: none"> <li>• describes where objects are found using words such as “over there”.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Uses words to convey the position of the object</li> <li>• Imitates actions to place items “in”, “on” and “under”</li> <li>• Has object permanence (8–12 mo)</li> </ul>	<ul style="list-style-type: none"> <li>• provides games and/or activities that involve placing objects in certain locations (e.g., uses a chair and a teddy bear).</li> <li>• plays games such as “Follow the Leader” with the children modeling appropriate positional language.</li> <li>• encourages children to use positional words to describe where things are in the classroom.</li> <li>• reads stories and identifies positions of characters and objects.</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> How does the child play with shapes (e.g., shape sorter, puzzles)?</p>	<p><b>PK4.V.C.4</b></p> <p>Child recognizes common shapes, regardless of orientation and size</p>	<p><b>PK3.V.C.4</b></p> <p>Child recognizes common shapes, regardless of size</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• slides a triangle from one place to another and says that the triangle is the same (“Look, my triangle is the same here and here.”)</li> <li>• turns over a shape (flips) to show that it is the same (turns over a square and says, “This is still a square.”).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• sorts by color, shape, and size.</li> <li>• matches objects by some attributes.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Explores a shape by turning it over, feeling it and looking at it</li> <li>• Matches shapes</li> <li>• Matches pictures of objects</li> <li>• Matches objects</li> <li>• Names objects in pictures</li> <li>• Names objects</li> </ul>	<p><b>he teacher:</b></p> <ul style="list-style-type: none"> <li>• points out shapes of objects found in classroom and nature.</li> <li>• models sliding, flipping, and rotating to show that the shape remains the same.</li> <li>• engages children to make shapes with hands or legs (2 children sit down and join feet to make a square on the floor).</li> <li>• engages children in games that involve moving shapes (children move their own shape game piece around a game board).</li> </ul>

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		<ul style="list-style-type: none"> <li>turns a triangular block clockwise or counter-clockwise and says that the triangle is the same shape.</li> </ul>		

## V. MATHEMATICS DOMAIN

### D. Measurement

Young children can recognize differences in the measurable aspects of objects by saying things like “Her cup is less full than mine” or “My dog is heavier than your dog because he is bigger”. Classroom activities that include explorations of weight, length, and capacity should involve children in hands-on learning using measurement tools. Teachers can introduce and reinforce terms associated with measurement such as longer, shorter, heavier, and lighter. Early measurement skills begin with comparisons before progressing to using a unit to measure

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<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> In what way does the child compare sizes/ lengths of objects (e.g., places 2–10 objects from shortest to tallest or tallest to shortest on the table)?</p>	<p><b>PK4.V.D.1</b></p> <p>Child recognizes and compares heights or lengths of people or objects.</p>	<p><b>PK3.V.D.1</b></p> <p>Child understands that lengths of objects can vary and be compared.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>tells who is taller when comparing the height of 2 or more friends.</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>imitates block tower.</li> <li>sorts by shape and size.</li> <li>matches objects by some attributes.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Explores a shape by turning it over, feeling it and looking at it</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>compares and describes the height of children by measuring each child on a height chart in the classroom.</li> <li>uses measurement vocabulary for height (“Children, who is taller Bob or Susie?”).</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>?</b> How does the child compare people's heights (e.g., "taller", "shorter", "longer", "smaller")?</p>		<ul style="list-style-type: none"> <li>places 2–5 objects from shortest to tallest or tallest to shortest on the table.</li> <li>uses measurement words that can describe height ("taller", "shorter", "longer", "smaller").</li> <li>draws 2-10 objects or people of varying heights or lengths (draws her family and has a taller person as Mom and a shorter figure as herself).</li> <li>uses building blocks to show that 1 long block can be made up of 2 or more smaller blocks.</li> </ul>	<ul style="list-style-type: none"> <li>Matches shapes</li> <li>Matches pictures of objects</li> <li>Matches objects</li> <li>Names objects</li> <li>Names objects in pictures</li> <li>Sorts by large or small</li> </ul>	<ul style="list-style-type: none"> <li>encourages children to draw objects and people varying in height or length ("Today, boys and girls in the art center, you can paint a picture of your family.").</li> <li>models that 1 long block can be made up of 2 or more smaller blocks.</li> <li>uses non-standard units of measure including everyday objects to measure length (links, paperclips, blocks, etc.).</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> Does the child display an awareness of the distinctions between things (e.g., object characteristics, size differences, differences in object functions)?</p> <p><b>?</b> Can the child pour liquid/sand into a container without spilling over the top?</p>	<p><b>PK4.V.D.2</b></p> <p>Child recognizes and compares capacity based on how much space exists within an object.</p>	<p><b>PK3.V.D.2</b></p> <p>Child begins to recognize capacity based on how much space exists within an object.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>compares the amount of space occupied by objects (places a small block on top of a longer block to explore which occupies more space).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>sorts by size and shape.</li> <li>pours from one container to another.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Sorts by large or small</li> <li>Places items in a container</li> <li>Has object permanence</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>asks children to place smaller cups into larger ones.</li> <li>models and encourages children to count how many objects are used to fill a container.</li> <li>counts how many large objects it takes to fill a container then count how many smaller objects are in the same container.</li> <li>encourages children to predict how many buckets of water are needed to fill the fish tank.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>demonstrates capacity using sand and water (at the sand and water table fills containers with sand or water).</li> <li>arranges tea cups in the dramatic play center from smallest to largest or largest to smallest.</li> </ul>		<ul style="list-style-type: none"> <li>guides and questions children using sand and/or water to determine which containers hold more or less (“Which of these holds the most sand?” “Which of these holds the least sand?” “How do you know?” “Show me how you can compare these two containers to see how much they hold.”).</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <ul style="list-style-type: none"> <li>Does the child display an awareness of the distinctions between things (e.g., Is this object heavier or lighter than another object?)?</li> <li>Does the child comment on weights of different objects?</li> </ul>	<p><b>PK4.V.D.3</b></p> <p>Child recognizes and compares weights of objects</p>	<p><b>PK3.V.D.3</b></p> <p>Child understands that weights of objects can vary and be compared.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>uses a rocker balance or see-saw scale to determine heavy and light objects or objects of equal weight.</li> <li>uses hands to compare weight of objects (holds pumpkins of various sizes and says which is heavier or lighter).</li> <li>describes which weighs more using mathematical terms (heavy, light, more than, etc.).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>sorts objects by size.</li> <li>begins to describe objects using “bigger”, “smaller”, “littler”.</li> <li>begins to identify capacity or volume as an attribute.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Sorts by large or small</li> <li>Explores items of different weights by picking them up or putting them in and out of a container</li> <li>Compares large and small objects</li> <li>Compares the capacity of two containers</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>models using a balance scale to compare items (places 2 bears in 1 bucket and a handful of cotton balls in another, asks “Which weighs more?” and records the children’s answers).</li> <li>provides children objects of differing weights to compare and asks, “Which weighs less?” “Which weighs more?” and records answers on charts.</li> <li>models using comparison words like heavier, lighter, more than, etc.</li> <li>encourages children to explain which items are heavier or lighter (“Which is lighter, this feather or your toy car?” “How do you know?”).</li> </ul>

<b>Early Childhood Outcome and Guiding Questions</b>	<b>PreK 4 Outcomes</b> (60 months)	<b>PreK 3 Outcomes</b> (48 months)	<b>36 months and Foundational Skills</b> (may lead to age appropriate functioning)	<b>Differentiation of Instruction for Children with Learning Differences</b>
<p><b>Outcome 2:</b> knowledge and skills</p> <ul style="list-style-type: none"> <li><b>?</b> Does the child comment on future and past events using time phrases?</li> <li><b>?</b> How does the child show the understanding of time related to daily routine?</li> <li><b>?</b> How does the child show an awareness of the passing of time?</li> </ul>	<p><b>PK4.V.D.4</b></p> <p>Child uses language to describe concepts associated with the passing of time within a day.</p>	<p><b>PK3.V.D.4</b></p> <p>Child shows awareness of the passage of time within a day.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• describes the daily schedule by telling at least 2 schedule items in sequence.</li> <li>• talks about what happened yesterday, what is happening today, and what might happen tomorrow.</li> <li>• associates time language to describe events of the day (“in the morning”; “after snack”; “tomorrow”; and “yesterday”).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• follows daily routines.</li> <li>• sequences events when telling a story with words such as “and then”.</li> <li>• engages in turn-taking activities during play.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Takes turns in short games/ exchanges with adult assistance</li> <li>• Begins to sequence activities in well known daily routine (e.g., goes to bath tub after getting undressed)</li> <li>• Plays routine games in correct sequence (e.g., peek-a-boo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• engages children in “daily news” dialogue and records today’s, tomorrow’s, or yesterday’s events.</li> <li>• discusses daily schedule using terms such as “before lunch we will ...”; “after recess today we will have a visitor;” etc.</li> <li>• encourages children to make a class book about experiences that happened in the past.</li> <li>• encourages play that demonstrates faster and slower, such as races at recess.</li> <li>• engages children in activities that can be used to directly compare how long events occur (“How long does it take to listen to a song on a CD?” “How long does it take to eat my snack?”).</li> <li>• models time-related terminology while talking about weekly schedule (yesterday, today, tomorrow) (before, next, and then).</li> </ul>

## V. MATHEMATICS DOMAIN

### E. Classification and Patterns

Children can sort and classify objects according to one or more of their characteristics. With guidance, they learn how to arrange a pattern so that an attribute repeats itself over and over in a predictable manner. In their interaction with adults and peers, children use foundational math vocabulary, picking up words used for comparison, position, and sequencing. As children progress, they extend their comparing skills by creating visual representations of objects in the form of graphs.

<b>Early Childhood Outcome and Guiding Questions</b>	<b>PreK 4 Outcomes</b> (60 months)	<b>PreK 3 Outcomes</b> (48 months)	<b>36 months and Foundational Skills</b> (may lead to age appropriate functioning)	<b>Differentiation of Instruction for Children with Learning Differences</b>
<p><b>Outcome 2:</b> knowledge and skills</p> <ul style="list-style-type: none"> <li><b>?</b> Does the child display an awareness of the distinctions between things (e.g., puts all the cars in a box and all the trucks in a different box and explains why)?</li> <li><b>?</b> How does the child sort and label groups of objects?</li> <li><b>?</b> How does the child describe characteristics of the items in a group (e.g., "They are all farm animals.")?</li> </ul>	<p><b>PK4.V.E.1</b></p> <p>Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.</p>	<p><b>PK3.V.E.1</b></p> <p>Child sorts objects that are the same and different.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• puts all the cars in a box and all the trucks in a different box and offers simple explanation of why.</li> <li>• organizes objects with a common attribute (e.g., puts all the tigers in a pile and all the giraffes in another pile and gives simple explanation of why).</li> <li>• organizes blocks in the construction center according to shape and size and explains same and different.</li> <li>• sorts a variety of objects (fruits and vegetables, vehicles, animals, etc.)</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• sorts by color, shape, and size.</li> <li>• matches objects by some attributes.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Matches shapes</li> <li>• Matches pictures of objects</li> <li>• Matches objects</li> <li>• Names objects in pictures</li> <li>• Names objects</li> <li>• Explores shapes by turning it over, feeling it and looking at it</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• models and discusses attributes of objects (size, colors, types, etc.).</li> <li>• asks children to sort a variety of materials for classification (e.g., bears, shapes, buttons, vehicles, toys, etc.) and records their classification decisions.</li> <li>• models sorting and labeling groups of materials (e.g., sorts and labels the red and yellow fruits).</li> <li>• prompts children to describe why materials are sorted into specific groups ("Why did you put all these together?" "Why did you put these here?" "How are these the same or different?").</li> <li>• creates labels for classroom materials and uses cleanup activities to sort where items are to be placed.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> What does the child know about comparing data, graphs or charts (e.g., talks about the class-made graph showing how children get to school – walk, car, bus, van – “I walk to school, so my picture/name goes here.”)?</p>	<p><b>PK4.V.E.2</b></p> <p>Child collects data and organizes it in a graphic representation.</p>	<p><b>PK3.V.E.2</b></p> <p>Child participates in group activities of collecting data and organizing it into graphic representations.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>places concrete objects or picture representations on a floor graph (e.g., uses an apple or orange to show his favorite fruit).</li> <li>answers question of the week (“Do you have a cat?”) and places a check on the yes or no graph .</li> <li>compares data on graphs or charts (e.g., talks about the class-made graph showing how children get to school – walk, car, bus, vans – “Look, Juan walks to school. See, his name is here.”).</li> <li>uses mathematical language to describe data (more, less, same, longer, shorter, etc.).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>sorts by color shape and size.</li> <li>matches objects by some attributes.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Makes marks on paper</li> <li>Imitates drawing a circle</li> <li>Explores a shape by turning it over, feeling it and looking at it</li> <li>Matches shapes</li> <li>Matches pictures of objects</li> <li>Matches objects</li> <li>Names objects in pictures</li> <li>Names objects</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>models and discusses the information collected (e.g., “Who wore the same kind of shoes to school today?”).</li> <li>encourages comparing; records information (e.g., records child saying, “Our class eats more fruits than vegetables!”).</li> <li>models and discusses the information collected on charts and graphs (e.g., “Which flavor of ice cream do most of you like?”).</li> <li>encourages children to make graphs about comparisons during play time (e.g., graphs how many red blocks versus blue blocks were used in child’s building).</li> <li>provides materials to graph and compare (e.g., more apples than oranges in the home center).</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> Does the child play with patterning (e.g., uses different materials to create pattern necklaces [2 buttons, 2 beads, 2 buttons, 2 beads])?</p> <p><b>?</b> Does the child create or recognize patterns in the environment (e.g., recognizes repeated patterns in a predictable book and says the next line before turning the page, or creates a repeated pattern using different color blocks)?</p>	<p><b>PK4.V.E.3</b></p> <p>Child recognizes, duplicates, extends, and creates patterns.</p>	<p><b>PK3.V.E.3</b></p> <p>Child recognizes and duplicates patterns.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>identifies repeated patterns in nature.</li> <li>recognizes patterns in clothing, carpeting, or other patterns in the classroom (polka dots, squares on carpet).</li> <li>contributes pictures for the pattern class book (cuts out pictures for the pattern class book).</li> <li>uses different materials (buttons, beads, color cubes) to create pattern necklaces (2 buttons, 2 beads, 2 buttons, 2 beads).</li> <li>recognizes repeated patterns in a predictable book and says the next line before turning the page.</li> <li>creates a repeated pattern using different color blocks.</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>says the next phrase in familiar song or book.</li> <li>claps or marches in time to music.</li> <li>repeats words and actions of familiar finger plays.</li> </ul> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Engages in songs and nursery rhymes</li> <li>Sings parts or phrases of familiar songs or rhymes</li> <li>Repeats finger play words and actions with some correct sequence</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>creates pattern sounds and physical movements for the children to imitate (clap, stomp, clap, stomp,...).</li> <li>uses beads and/or other objects to demonstrate patterns and asks children to describe the pattern (red/blue/red/blue).</li> <li>models and encourages children to create repeated patterns with a variety of materials (e.g., uses interlocking cubes to make A,B,A,B and AA,BB,AA,BB and ABC,ABC patterns).</li> <li>reads literature to children that contains obvious repetitive patterns.</li> <li>asks children to describe a pattern using manipulatives (e.g., a tower made of alternating yellow and red cubes can be presented with questions to prompt children to describe the repeating color pattern).</li> </ul>

## VI. SCIENCE DOMAIN

The goal of an early childhood science program is to develop skills such as observation, classification, making comparisons, making predictions, problem solving, and communicating discoveries through physical, earth and life science domains. Although preschool-age children are naturally curious, the classroom and extended environment must have key elements to support science exploration. Adding daily activities such as looking at objects through a hand lens, providing measuring cups and balances to the sand table, as well as providing objects that sink and float to the water table enhance the development of these science concepts.

Science content is closely integrated to math and literacy goals but adds the aspect of helping the child learn about the natural world. The prekindergarten child experiences first hand many ideas of life science, physical science, earth science and chemistry best offered in discovery and exploration opportunities. Enriched play environments support an understanding for the Scientific Process:

- Observe
- Question
- Investigate
- Collect data
- Draw conclusions

Mixing colors during art, engaging in cooking projects, observing an animal's life cycle, and watching ice melt, are all examples of science explorations that will help build a solid foundation for later skill development.

Common classroom materials can be incorporated into centers throughout the classroom to help children explore, play and develop science concepts. Possible materials may include large and small hand lenses, prisms, balance scales, mirrors, magnets, a light box, color paddles, and theme-related objects to observe, measure, and manipulate.

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



# VI. SCIENCE DOMAIN

## A. Physical Science

Prekindergarten children begin to explore properties of materials, positions, and motion of objects through investigations. These explorations using the senses continue as children use attributes to classify and sort objects, make observations and predictions, problem solve, question, and compare. Children learn about sources of energy by investigating and discussing light, heat, electricity, and magnetism. This builds an early understanding of life science, physical science, earth science and chemistry. Processes such as observing and recording data, posing questions, predicting, investigating, and drawing conclusions can provide experiences to support literacy, math, and the sciences. No PK3 outcomes for this domain of learning.

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> Does the child display an awareness of the distinctions between things (e.g., predicts whether materials will sink or float; investigates the hypothesis and draws conclusions based on prior experiences)?</p> <p><b>?</b> How does the child explore and talk about common objects (e.g., uses senses to explore and sensory language to describe properties of natural and human-made materials such as wood, cotton, fur, wool, stone, magnetic, leather, plastic, Styrofoam, paper)?</p>	<p><b>PK4.VI.A.1</b></p> <p>Child observes, investigates, describes, and discusses characteristics of common objects.</p>	<ul style="list-style-type: none"> <li>• Names some shapes</li> <li>• Sorts objects by shape and size</li> <li>• Names objects</li> <li>• Names colors</li> <li>• Explores shapes by turning it over, feeling it and looking at it</li> <li>• Matches shapes and objects</li> <li>• Labels objects/people as big and little</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• use augmentative communication devices and strategies as appropriate to support communication.</li> <li>• uses pictures or objects to support language.</li> <li>• encourage children to participate in multiple ways.</li> <li>• models describing a variety of materials using properties to discuss similarities and differences.</li> <li>• asks children to describe a variety of natural and human made materials using their sense of touch, smell, sound, and sight (“I see...”, “I smell...”).</li> <li>• engages children in comparing and exploring how objects or materials respond when they come in contact with other things, such as being placed in water, set on an incline, or dropped on a table.</li> <li>• prompts children to observe and describe changes in nature (ice melting on a windowsill, water freezing in the freezer, steam rising from a kettle).</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <p>? How does the child use the words and skills she/he has in everyday settings (e.g., observes measures, describes, and demonstrates the various ways objects can move: straight, zigzag, round and round, fast, slow)?</p> <p>? What words does the child use to describe moving objects?</p> <p>? How does the child use words to describe the position of objects?</p>	<p><b>PK4.VI.A.2</b></p> <p>Child observes, investigates, describes, and discusses position and motion of objects.</p>	<ul style="list-style-type: none"> <li>• Uses positional words</li> <li>• Demonstrates understanding of positional words by putting objects “in”, “on”, and “under”</li> <li>• Uses color words to describe objects</li> <li>• Uses descriptive words in a sentence such as “I have a red truck.”</li> <li>• Speaks in sentences of 3 or more words</li> <li>• Uses action words (rolling, spinning, fast slow)</li> </ul>	<ul style="list-style-type: none"> <li>• teaches/models descriptive vocabulary needed in a variety of settings.</li> </ul> <p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• use augmentative communication devices and strategies as appropriate to support communication.</li> <li>• encourages children to explore motion both inside and outside of the classroom (cars on ramps, wagons to be pushed or pulled).</li> <li>• plays games that use motion and/or sound (e.g., “Follow the Leader”).</li> <li>• provides a variety of materials for making sounds.</li> <li>• teaches/models descriptive vocabulary needed in a variety of settings.</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p>? How does the child explore the measurements of objects (e.g., measures volume of water, sand, etc. using non-standard measures, 4 cups to fill 1 small bucket)?</p>	<p><b>PK4.VI.A.3</b></p> <p>Child uses simple scientific tools to learn about objects.</p>	<ul style="list-style-type: none"> <li>• Pours from one container to another</li> <li>• Sorts objects by size</li> <li>• Explores shapes by turning it over, feeling it and looking at it</li> <li>• Puts objects in a container</li> <li>• Observes and describes the temperature of materials, including outdoor air temperature (e.g., colder, warmer, hotter)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• models and discusses the mass of a variety of materials using a scale or balance.</li> <li>• models and records findings when making mass comparisons.</li> <li>• provides opportunities and a variety of materials to explore weight, length, and volume.</li> <li>• encourages children to participate in multiple ways in measurement activities.</li> <li>• uses augmentative communication devices and strategies as appropriate to support communication.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> How does the child display knowledge of sources of energy (e.g., does he know the sun helps plants grow)?</p>	<p><b>PK4.VI.A.4</b></p> <p>Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.</p>	<ul style="list-style-type: none"> <li>• Uses descriptive words in a sentence</li> <li>• Knows functions of common objects</li> <li>• Speaks in sentences of 3 or more words</li> <li>• Describes objects using “hot” or “cold”</li> <li>• Describes objects as being “on” or “off”</li> <li>• Names objects</li> <li>• Has object permanence</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• use augmentative communication devices and strategies as appropriate to support communication.</li> <li>• models appropriate vocabulary for sources of energy such as “on/off” for light (electricity).</li> <li>• discusses and models safety issues associated with heat and electricity.</li> <li>• models and discusses how to investigate the children’s predictions.</li> <li>• provides opportunities for children to feel heat from different sources.</li> <li>• provides opportunities for children to see the result of light and heat (boil water, play shadow games).</li> <li>• provides opportunities for students to manipulate the power on a safe electric object (on/off switch on a toy connected to a battery students can see).</li> </ul>

## VI. SCIENCE DOMAIN

### B. Life Science

Young children have a keen interest in studying living things, including the unique features of plants and animals, the environments in which they live, and what each living thing needs to thrive. Effective teachers provide opportunities for children to explore, observe, and investigate various organisms through hands-on experiences. Through these experiences, children are encouraged to use newly acquired vocabulary to describe and discuss their observations. No PK3 outcomes for this domain of learning.

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> Does the child display an awareness of the distinctions between things (e.g., compares differences and similarities of animals: fish live in water, dogs and cats have fur, all birds have feathers)?</p> <p><b>?</b> Does the child understand that living things have specific needs (e.g., nutrition, water, air, light)?</p>	<p><b>PK4.VI.B.1</b></p> <p>Child observes, investigates, describes, and discusses the characteristics of organisms.</p>	<ul style="list-style-type: none"> <li>Sorts living and non-living things by their attributes (e.g., color, shape, size)</li> <li>Matches items by function (e.g., pail and shovel, toothbrush and tooth paste)</li> <li>Uses descriptive words in a sentence such as, "It has soft feathers."</li> <li>Speaks in sentences of 3 or more words</li> <li>Has object permanence</li> <li>Explores shapes by turning them over, feeling them, and looking at them</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>use augmentative communication devices and strategies as appropriate to support communication.</li> <li>models and provides opportunities (e.g., comparing flowers, insects, and animals) and tools (e.g., hand lens) for children to make comparisons of living characteristics and non-living characteristics.</li> <li>discusses and provides organisms for observations of animal habitats, movements, and characteristics (e.g., ants, pill bugs, earthworms, mealworms, and caterpillars).</li> <li>teaches vocabulary needed to describe characteristics of organisms.</li> <li>involves students in sorting organisms by attributes after teaching the vocabulary for the attributes.</li> <li>teaches/models descriptive vocabulary needed in a variety of settings.</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> What does the child know about the life cycles of organisms (e.g., the life cycle of butterfly)?</p>	<p><b>PK4.VI.B.2</b></p> <p>Child observes, describes, and discusses the life cycles of organisms.</p>	<ul style="list-style-type: none"> <li>Names living and non-living things</li> <li>Knows functions of living things (e.g., seeds grow, trees have fruit, children grow bigger)</li> <li>Uses descriptive words in a sentence such as, "It has soft feathers."</li> <li>Speaks in sentences of 3 or more words</li> <li>Has object permanence</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>models and provides opportunities for children to plan investigations of life cycles (e.g., plans a classroom or playground garden for observing seeds growing).</li> <li>models and provides opportunities to record observation of findings when observing life cycles.</li> <li>provides discussion opportunities to compare life cycles including pets (e.g., human life with a dog's life).</li> <li>provides opportunities and discussions for children to observe human growth (e.g., children bring in baby pictures and compare what they look like now to the pictures).</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <p>? What does the child know about how organisms get their needs met from the environment?</p> <p>? How does the child show what she knows about how plants and animals interact in the environment (e.g., a bird building a nest)?</p>	<p><b>PK4.VI.B.3</b> Child observes, investigates, describes, and discusses the relationship of organisms in their environments</p>	<ul style="list-style-type: none"> <li>Matches items by function (e.g., pail and shovel, toothbrush and tooth paste)</li> <li>Names/describes plant's and animal's needs (e.g., "I eat food." "Plants need water.")</li> <li>Uses descriptive words in a sentence such as, "It has soft feathers."</li> <li>Discusses how seasons affect daily life (e.g., wear jackets when cold, wear shorts when hot, etc.)</li> <li>Speaks in sentences of 3 or more words</li> <li>Has object permanence</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>use augmentative communication devices and strategies as appropriate to support communication.</li> <li>models and assists children with creating schedules for the care of live animals/plants (e.g., discusses in small groups what you might need to have fish or a rabbit in the classroom).</li> <li>provides a habitat for children to observe, discuss, and record creatures in their natural environment (e.g., fish in an aquarium, a worm or butterfly house indoors, ant farm, terrarium for snails/hermit crab, a bird or butterfly garden outdoors).</li> <li>provides outdoor experiences for observing, exploring and discussing animals in their natural habitats (e.g., a bird nest in a bush, butterfly garden, a rotting log, or a pond).</li> <li>teaches/models descriptive vocabulary needed in a variety of settings.</li> </ul>

## VI. SCIENCE DOMAIN

### C. Earth and Space Science

Young children are innately curious about nature and the outdoors. When given the opportunity, they love to play with earth's materials – sand, dirt, water, and rocks. They are aware of weather conditions and wonder why the weather changes from day to day. They notice the clouds in the sky, and they observe that the sun moves across the sky each day and the moon changes shape. These concepts are all a part of earth and space science. Studying earth and space science expands young children's Science 63 vocabulary and guides them to discover their place in the world by understanding how they can impact their environment with positive actions. No PK3 outcomes for this domain of learning.

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <p>? What does the child know about the earth’s resources and how they can be used (e.g., water for plants, trees for building houses)?</p>	<p><b>PK4.VI.C.1</b></p> <p>Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p>	<ul style="list-style-type: none"> <li>• Observes, discusses, and compares earth materials (rocks, sand, soil)</li> <li>• Matches items by function (e.g., pail and shovel, toothbrush and tooth paste)</li> <li>• Knows functions of objects</li> <li>• Uses descriptive words in a sentence such as, “It has soft feathers.”</li> <li>• Speaks in sentences of 3 or more words</li> <li>• Has object permanence</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• use augmentative communication devices and strategies as appropriate to support communication.</li> <li>• engages children in examining, comparing, and discussing rocks, soil, water, and sand using tools such as hand lenses, sieves, and balances.</li> <li>• provides outdoor experiences for children to observe, explore, and discuss how rocks and other natural materials are used by humans (e.g., soil in flower beds, rocks for construction).</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p>? How does the child talk or ask about objects in the sky (e.g., clouds, sun, stars, moon, rainbows)?</p>	<p><b>PK4.VI.C.2</b></p> <p>Child identifies, observes, describes, and discusses objects in the sky.</p>	<ul style="list-style-type: none"> <li>• Observes and discusses objects in the sky (e.g., clouds, rain, sun, moon, stars, rainbow)</li> <li>• Matches items by function (e.g., pail and shovel, toothbrush and tooth paste)</li> <li>• Investigates what happens to things exposed to the sun (child gets warmer)</li> <li>• Knows functions of objects</li> <li>• Speaks in sentences of 3 or more words</li> <li>• Has object permanence</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• use augmentative communication devices and strategies as appropriate to support communication.</li> <li>• engages in discussions about observing various objects in the sky (e.g., clouds and their shapes; the position of the sun during recess time).</li> <li>• Compares the objects in the night sky to the objects in the day sky (sun and clouds versus stars and moon).</li> <li>• teaches/models descriptive vocabulary needed in a variety of settings.</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p>? How does the child describe and talk about weather?</p> <p>? How does the child show an understanding of the types of clothing to be worn depending on the weather?</p>	<p><b>PK4.VI.C.3</b></p> <p>Child observes and describes what happens during changes in the earth and sky.</p>	<ul style="list-style-type: none"> <li>• Observes and discusses weather (e.g., rainy day, cloudy day, sunny day, windy day)</li> <li>• Explains what happens during and/or after weather events (e.g., it rains-gets wet, wind blows-things fly away, sun shines-it gets hot)</li> <li>• Makes shadows with different objects</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• discusses weather and changes in the weather; includes discussions about what to wear when the weather changes (e.g., rain, sleet, snow, sun, seasonal changes).</li> <li>• provides opportunities for observations and discussions following a weather event.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
<p><b>?</b> What does the child know about shadows?</p>		<ul style="list-style-type: none"> <li>• Uses descriptive words in a sentence such as, "It has soft feathers." "Today is hot." "Today is windy."</li> <li>• Matches items by function (e.g., pail and shovel, toothbrush and tooth paste)</li> <li>• Speaks in sentences of 3 or more words</li> <li>• Knows functions of objects</li> <li>• Uses action words</li> <li>• Has object permanence</li> </ul>	<ul style="list-style-type: none"> <li>• engages children in investigating with objects during a windy day (e.g., flying a kite).</li> <li>• asks for predictions about what happens when things are exposed to the sun.</li> <li>• provides exploration opportunities and materials, and engages children in discussions about seeing a shadow and why (e.g., inside with a flashlight or outside with the sun).</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> What does the child know about caring for the environment (e.g., "green" practices such as water conservation, clean air, recycling, etc.)?</p> <p><b>?</b> How does the child demonstrate caring for the environment (e.g., recycling paper, turning off lights)?</p>	<p><b>PK4.VI.C.4</b></p> <p>Child demonstrates an understanding of the importance of caring for our environment and our planet.</p>	<ul style="list-style-type: none"> <li>• Matches items by function (e.g., pail and shovel, toothbrush and tooth paste)</li> <li>• Uses descriptive words in a sentence such as "It has soft feathers."</li> <li>• Goes on a trash hunt to clean school</li> <li>• Turns off the lights in the room when they are no longer needed</li> <li>• Knows functions of objects</li> <li>• Speaks in sentences of 3 or more words</li> <li>• Has object permanence</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• engages in discussions about water conservation (e.g., water use during hand washing, teeth brushing, etc.).</li> <li>• discusses and models the school's or community's recycling program and encourages families to practice recycling.</li> </ul>

## VII. SOCIAL STUDIES DOMAIN

The National Council for Social Studies identified the importance of social studies at the early childhood level, including setting up an environment that will cultivate inclusion and equity within the classroom.

“The foundation of early childhood education is built upon relationships that children develop in their homes, communities, and schools. In these settings, children meet new friends, learn to get along with others, share their opinions, engage in decision making, and contribute as a member of a group. Young children develop an understanding of the roles that they enact as citizens of a democratic society as they participate in activities that allow them to express their compassion, caring, and desire to help others (Project Zero, 2016). Numerous examples showcase the capacity of young children to discuss, debate, and think critically to solve important problems as they interact with others to accomplish goals together.” (National Council for the Social Studies Position Statement, 2019).

This area is of great interest to children because it engages them in learning about the world they experience each day, beginning with their family, then expanding to the world around them. It helps them identify real world problems and learn how to ask relevant questions, while teaching skills such as problem-solving, decision-making, and working independently as well as with others to prepare children to become socially-responsible citizens.

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



## VII. SOCIAL STUDIES DOMAIN

### A. People, Past and Present

Prekindergarten children are aware of time and begin to organize their lives around it. Young children learn to depend on events and routines that occur in a regular and predictable order. They begin to understand past events and how these events relate to each of their cultural backgrounds as well as present and future activities, demonstrating evidence of their growing understanding of time, change, culture, and continuity. No PK3 outcomes for this domain of learning.

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> What evidence have you observed that indicates the child understands that people are the same in some ways and different in other ways (e.g., some children speak with their hands, some use their voice, some use Spanish, some use English)?</p>	<p><b>PK4.VII.A.1</b></p> <p>Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.</p>	<ul style="list-style-type: none"> <li>Beginning to form friendships (36 mo)</li> <li>Demonstrates through role play and pretend play an understanding that different people have different feelings, attitudes, or beliefs (42–48 mo)</li> <li>Answers correctly when asked if he/she is a boy or a girl (30–36 mo)</li> <li>Has categorical knowledge of self (e.g., age, gender, physical characteristics, good/bad behavior, competence) (30 mo)</li> <li>Begins to match like with like with only one attribute (by color, shape, etc.)</li> <li>Knows own behavior may make others sad or mad (24 mo)</li> <li>Girls may withdraw from roughhouse play of boys (24 mo)</li> <li>Shows interest in gender, body parts, body functions (24 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>assures that the children understand the concepts of same and different.</li> <li>verbally labels objects as “same” and “different” during the natural course of the day so children gain understanding of the concepts.</li> <li>demonstrates concepts of “same and different”.</li> <li>provides materials for children to categorize according to “same and different”.</li> <li>draws a body outline and each child adds colors for skin, clothing, hair, and eyes that match his/her own; displays the finished products so children can compare and look for similarities and differences.</li> <li>uses photographs and pictures to illustrate and elicit ideas about how people are alike and different.</li> <li>provides a culturally sensitive classroom that reflects the experiences, home languages, and cultural heritages of the children in the class.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
			<ul style="list-style-type: none"> <li>incorporates cultural and ethnic activities and materials into the curriculum on an everyday basis (e.g., multicultural dolls, storybooks, posters, figures in block area and dollhouse, etc.).</li> <li>provides play materials such as foods, food preparation tools, dolls, clothing, etc. that reflect the cultures of the students.</li> <li>reads books to help children understand and build community with people of different cultures as well as to recognize and value the cultural experiences of children within the class.</li> <li>demonstrates respect for cultural and linguistic heritages of all people.</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> Tell about a time when the child demonstrated understanding that families can be similar and different. For example, child looks at pictures or photographs of families and makes comments such as, "I have a sister and you have a brother."</p>	<p><b>PK4.VII.A.2</b></p> <p>Child identifies similarities and differences in characteristics of families.</p>	<ul style="list-style-type: none"> <li>Begins to notices differences between her own family and other families (e.g., some mothers work outside the home and some stay home; some families have babies, some don't, etc.)</li> <li>Begins to match like items based on category (48–60 mo)</li> <li>Engages in role play with dolls assuming roles of different family members</li> <li>Knows basic rules, standards, cultural values of family (30 mo)</li> <li>Begins to match like with like with only one attribute (by color, shape, etc.)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>assures that the children understand the concepts of same and different.</li> <li>verbally labels objects as "same" and "different" during the natural course of the day so children gain understanding of the concepts.</li> <li>demonstrates concepts of "same and different" with materials.</li> <li>provides materials for children to categorize according to "same and different".</li> <li>during naturally occurring conversations uses and reinforces children's use of names of family members such as mother, father, brother, sister, grandmother, grandfather, etc.</li> <li>provides opportunities and materials for role play or dress-up to represent family members (e.g., mother, father, sister, brother, baby, etc.).</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
			<ul style="list-style-type: none"> <li>encourages children to bring photographs of their families; comments on how their families are alike and different; makes a chart or bulletin board to visually represent similarities and differences in the children's families.</li> <li>encourages children's families to visit the classroom and share their customs, music, and traditions.</li> <li>encourages families to send common objects found in their home that represent their culture for classroom dramatic play center.</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <ul style="list-style-type: none"> <li>Does the child display awareness of routines? How?</li> <li>How does the child respond to transitions in routines or activities? Are the child's actions different for familiar transitions versus new transitions?</li> <li>How does the child react when the daily routine changes?</li> <li>Describe how the child shows understanding of the time concept of yesterday, today, and tomorrow.</li> </ul>	<p><b>PK4.VII.A.3</b> Child connects his life to events, time, and routines.</p>	<ul style="list-style-type: none"> <li>Shows beginning understanding of time concepts (e.g., Before/after, yesterday/today) (48 mo)</li> <li>Understands the concept of home and school</li> <li>Adapts to changes in routine (36–42 mo)</li> <li>Predicts what will happen next in daily routine, when provided a visual support</li> <li>Indicates understanding of the sequence of routine daily activities (e.g., Walks to bathroom for bath after dinner, expects storybook reading before bedtime) (24–36 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>represents the daily schedule and daily routines using symbols that are meaningful to the child such as photographs, pictures, line drawings, and/or objects, and written words.</li> <li>discusses daily routines and events with children while referring to the visually represented schedule.</li> <li>uses a marker or symbol to designate current activity in the daily schedule, so children can predict what will happen next (e.g., clip a clothespin to the symbol for the current activity in the daily routine).</li> <li>designates a classroom helper whose job is to move the marker on the daily schedule.</li> <li>visually represents yesterday, today, tomorrow in such a way that it is meaningful to the children. Links events and experiences to these days so children develop an understanding of time.</li> <li>encourages children during morning message to link yesterday's activities with what is happening today; supports children in making predictions (e.g., "It's cloudy today like yesterday. Do you think we will be able to play outside today?").</li> </ul>

## VII. SOCIAL STUDIES DOMAIN

### B. Economics

Prekindergarten children learn about the world through their community. They explore the roles and relationships of consumers and producers and become aware that people produce both goods and services. Children learn that their community benefits from its members working to contribute in many different ways. No PK3 outcomes for this domain of learning.

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcomes 2 &amp; 3:</b> knowledge and skills &amp; take action to meet needs</p> <p><b>?</b> How does the child demonstrate understanding of people’s basic needs?</p> <ul style="list-style-type: none"> <li>- food</li> <li>- clothing</li> <li>- shelter</li> </ul>	<p><b>PK4.VII.B.1</b></p> <p>Child demonstrates an understanding that all people need food, clothing, and shelter.</p>	<ul style="list-style-type: none"> <li>• Understands that food helps people grow and be healthy</li> <li>• Selects own clothing which occasionally is appropriate for the weather</li> <li>• Understands that home provides shelter when weather is bad</li> <li>• Selects own clothing to put on, although it may not be appropriate for the weather or occasion (24–30 mo)</li> <li>• Engages in pretend feeding routines in doll play (e.g., Preparing food, feeding, wiping mouth, burping doll, etc.) (18–36 mo)</li> <li>• Engages in pretend feeding/eating routines during play with a peer or an adult (e.g., Tea party, gives other “birthday cake”) (18–36 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• displays and refers to the food pyramid, talks about healthy foods at snack and meal times.</li> <li>• helps children distinguish between foods that are good and not so good for us (“Food that helps us grow big and strong” “Food that our bodies don’t need very much”).</li> <li>• places representations of food items (e.g., empty boxes or cans) and cooking utensils in dramatic play area that are typical of those eaten/used in the children’s homes (request families to send items from home).</li> <li>• reads storybooks that include pictures and narrative about different kinds of healthy foods, and books representing the foods typically eaten by the children in the class.</li> <li>• supports children in making a representation of foods eaten for breakfast and/or lunch using pictures.</li> <li>• reads storybooks about clothes and getting dressed.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
			<ul style="list-style-type: none"> <li>places clothing in dramatic play area that represents parents' vocations.</li> <li>places clothing for different weather conditions in dramatic play area.</li> <li>provides doll clothing for different weather conditions in dramatic play area.</li> <li>comments on current weather and appropriate clothing needed for that weather condition.</li> <li>reads books that include different kinds of homes and shelters, provides materials for children to create different types of shelters or homes.</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> How does the child's play reflect his understanding about consumerism (e.g., participates in buying/selling items found in the store or restaurant play center)?</p>	<p><b>PK4.VII.B.2</b></p> <p>Child demonstrates an understanding of what it means to be a consumer.</p>	<ul style="list-style-type: none"> <li>Role plays grocery store shopping (36–48 mo)</li> <li>Role plays restaurant (waiter, cook, customer) (36–60 mo)</li> <li>Engages in dramatic play involving food preparation, cooking, eating, delivering "food" to others (18–24 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>provides appropriate materials (cash register, receipt pad, plastic food items or empty food containers, dishes, tray, play money, etc.) to create a store or restaurant for dramatic play.</li> <li>records the children's dictated shopping experiences on chart paper and displays it along with visual representations (e.g., drawings, pictures, or photographs along with written words); encourages/supports children in reading the experience story.</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> What school and community helpers does the child know about? Does he know their roles or what they do in their jobs (e.g., a fire man puts out fires, mail carrier delivers mail)?</p>	<p><b>PK4.VII.B.3</b></p> <p>Child discusses the roles and responsibilities of family, school, and community helpers.</p>	<ul style="list-style-type: none"> <li>Engages in role play of community helpers (e.g., fireman, doctor, dentist, nurse, teacher, postal worker, etc.)</li> <li>Shows interest in roles of community and school helpers (e.g., fireman, policeman, letter carrier, doctor, nurse, teacher)</li> <li>Notices community helpers and the vehicles they use</li> </ul>	

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>• Begin to notice that different people do different jobs at school (librarian takes care of books, cafeteria staff help provide us food)</li> <li>• Child pairs common objects with people/ environment</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• takes class to visit school helpers so they can show the children what they do (e.g., principal/director, secretary, nurse, librarian, custodian, cafeteria worker).</li> <li>• provides appropriate items for the children to pretend to be school helpers during dramatic play (e.g., broom, mop, phone, note pads, band aids, lunch tray, empty milk cartons, toy cash register, chalk, storybook).</li> <li>• invites community helpers to come to the classroom wearing their uniform or takes the class to visit them so the helpers can show the children what they do in their role in helping the local community (e.g., policeman, firefighter, bus driver, mail carrier, paramedic).</li> <li>• facilitates the creation of class books about school, families and community helpers, including photographs of the children with the school, family and/or community helpers in the books; supports children in reading the books and to recall the experiences recorded in the books.</li> <li>• provides materials representing jobs of community helpers, school staff or common household chores so children can engage in dramatic play in which they assume different roles.</li> <li>• reads storybooks about community helpers, family and school.</li> </ul>

## VII. SOCIAL STUDIES DOMAIN

### C. Geography

Geography is taught as a part of social studies because it plays a crucial role in developing children’s awareness of relationships between people and the environment. In prekindergarten, geography is often viewed with a focus on activities that build geographic skills, such as mapmaking or drawing/describing geographical land features. Prekindergarten children begin to think about geography using location and direction. Children use direction to locate their relative position in space and to locate their home and school in their community. However, the geography discipline consists of two main categories: physical geography and human geography. While human geography is the study of the relationship between humans and their natural environment, physical geography is the study of the natural environment. Prekindergarten children should also explore the outdoors and experience the natural world. It is recommended that lessons about physical geography be taught outdoors on the school lawn, playground, or in the neighborhood nearby, when possible. No PK3 outcomes for this domain of learning.

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <ul style="list-style-type: none"> <li> Can the child describe elements in her everyday environments (e.g., rooms, objects, people in each setting)?</li> <li> Can she talk about locations of daily routines such as where she eats, sleeps, has a bath, etc.?</li> <li> How does the child represent features in the immediate environment (e.g., draws a map of bedroom layout)?</li> </ul>	<p><b>PK4.VII.C.1</b> Child identifies and creates common geographic features.</p>	<ul style="list-style-type: none"> <li>• Understands spatial relationships (e.g., Inside, outside, in front/behind, under/on top of, etc.) (42 mo)</li> <li>• Recognizes familiar landmarks and stores/restaurants in community (e.g., Restaurants, grocery store, place of worship, child care/preschool) (24 mo)</li> <li>• Recognizes familiar landmarks in neighborhood (park, friends’ homes) (16-18 mo)</li> <li>• Recognizes entrance to own home (15–18 mo)</li> <li>• Knows way around own home (14–16 mo)</li> <li>• Can indicate location of some rooms in own home (own bedroom, bathroom, kitchen) (12–15 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• works with children to create a visual chart (using objects, photographs, line drawings , accompanied by written words) of things in the classroom.</li> <li>• supports discussion of common features in home and school environment using real objects, photographs, line drawings (“What are things that we have at home and at school?”), place the objects/photographs/drawings on a visually labeled chart (i.e., graphics to indicate home and school ).</li> <li>• provides materials in the block center for children to use to create roads, houses, schools, community buildings, etc.</li> <li>• comments on children’s creations of community structures; asks children to describe their block constructions.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
			<ul style="list-style-type: none"> <li>works with children to represent their classroom space using blocks, drawings, photographs.</li> <li>makes available a representation of the classroom for children to use when they plan which centers they will go to during center time.</li> </ul>
<p><b>Outcome 2:</b> Knowledge and skills</p> <ul style="list-style-type: none"> <li>? Can the child describe elements in her everyday environments (rooms, objects, people in each setting)?</li> <li>? Does the child show interest in and point to familiar signs in the community?</li> </ul>	<p><b>PK4.VII.C.2</b> Child explores geography tools and resources.</p>	<ul style="list-style-type: none"> <li>Learns a simple route from a map placed in direct relation to the child’s space (48 mo)</li> <li>Can describe objects in various rooms of own home and classroom</li> <li>Understands spatial relationships (inside, outside, in front/behind, under/on top of, etc.) (42 mo)</li> <li>Begins to understand that maps/globes show location</li> <li>Children are able to distinguish between objects that are near and can be grasped, and those that are farther away (24 mo)</li> <li>Recognizes familiar landmarks and stores/ restaurants in community (restaurants, grocery store, place of worship, child care/ preschool) (24 mo)</li> <li>Recognizes familiar landmarks in neighborhood (park, friends’ homes) (16–18 mo)</li> <li>Recognizes entrance to own home (15–18 mo)</li> <li>Knows way around own home (14–16 mo)</li> <li>Can indicate location of some rooms in own home (own bedroom, bathroom, kitchen) (12–15 mo)</li> <li>Development of body awareness</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>makes available a representation of the classroom for children to use when they plan which centers they will go to during center time.</li> <li>has a globe available in centers.</li> <li>laminates maps for use in the block center to build on.</li> <li>exposes students to a mapping app when discussing where landmarks are located in their community (“How long would it take to drive to the grocery store? How long to walk to the fire station?”).</li> <li>adds buildings and other props to the construction/ block center so the students can build a town or city.</li> <li>Uses a simple map for a scavenger hunt activity.</li> </ul>

## VII. SOCIAL STUDIES DOMAIN

### D. Citizenship

Prekindergarten children begin to understand important symbols, routines, and celebrations that represent American culture. They begin to understand what it means to be a citizen of the United States of America and a resident of the state of Texas. No PK3 outcomes for this domain of learning.

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> Can the child indicate which flag is the US flag and which is the Texas flag?</p>	<p><b>PK4.VII.D.1</b></p> <p>Child identifies the United States and Texas flag.</p>	<ul style="list-style-type: none"> <li>• Notices flags in the community</li> <li>• Says “flag” (articulation may not be accurate)</li> <li>• Points to flags in environment or in picture books when requested</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• points out United States and Texas flags in the classroom environment.</li> <li>• places different kinds of flags in the dramatic play area and block area for children to use during play.</li> <li>• supports children in looking for US/Texas flags during walks around the school and neighborhood, while on a field trip, or outside of school setting.</li> <li>• encourages the children to paint/draw the US flag and the Texas flag, helps label with children’s help and discusses the features of the flags, labels and displays the children’s flag representations.</li> <li>• engages children in marching to music while each carries a flag, link marching activity to a national/ state holiday or celebration ( Veteran’s Day, Memorial Day, Flag Day, 4th of July, Presidents’ Day, Texas Independence Day, San Jacinto Day, etc.).</li> <li>• reads aloud appropriate books on flags and asks questions (“Where do we see flags?” “What colors do we see on the flags?” “What shapes do we see?”).</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
			<ul style="list-style-type: none"> <li>invites a visitor to the classroom who can talk on the children’s level and demonstrate care for the U.S. flag, how to fold it, how it is displayed on their uniform (VFW [Veterans of Foreign Wars], a representative of the military, a Boy Scout).</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <ul style="list-style-type: none"> <li>? What does the child do during the pledges to the United States and Texas flags?</li> <li>? What does the child do when a moment of silence is observed?</li> </ul>	<p><b>PK4.VII.D.2</b> Child recites the Pledge of Allegiance to the United States flag and the Texas flag and observes a moment of silence.</p>	<ul style="list-style-type: none"> <li>Sings simple, familiar songs independently (e.g., “Happy Birthday”, “Ole MacDonald”, “Twinkle, Twinkle Little Star”, “If You’re Happy and You Know It”)</li> <li>Recites a few nursery rhymes (30–36 mo)</li> <li>Attempts to follow along with adult or older child in saying familiar chants or singing familiar songs (e.g., “Happy Birthday”, “Ole MacDonald”, “Wheels on the Bus”) (24–36 mo)</li> <li>Imitates movements during action songs and finger plays (e.g., “The Ants Go Marching”, “Open them, Shut Them”, “Twinkle, Twinkle Little Star”, “If You’re Happy and You Know It”) (24–36 mo)</li> <li>Sings phrases of songs (23–27 mo)</li> <li>Repeats/imitates 2-word utterances (24 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>asks a child to hold the class flag.</li> <li>has each child hold a small flag</li> <li>models hand over heart, and practices during games such as “Simon Says”.</li> <li>models how to say the Pledge of Allegiance to the United States and Texas flags (standing, hand over heart, saying the words slowly and clearly); encourages children to follow example.</li> <li>models how to perform a “moment of silence”.</li> <li>encourages children to engage in a brief moment of silence.</li> <li>expands children’s repertoire of songs, chants, and finger plays.</li> </ul>
<p><b>Outcomes 1 &amp; 2:</b> social relationships &amp; knowledge and skills</p> <ul style="list-style-type: none"> <li>? How does the child participate when there is a class vote?</li> <li>? How does the child react to the result of the vote?</li> <li>? How does the child react to the result of the vote?</li> </ul>	<p><b>PK4.VII.D.3</b> The child engages in voting as a method for group decision-making.</p>	<ul style="list-style-type: none"> <li>Verbalizes choice when offered a verbal choice (e.g., “Do you want to paint or read a book?”) (36 mo)</li> <li>Makes a choice by pointing to one picture among three representing the objects available for choice-making (24 mo)</li> <li>Makes a choice by pointing to a picture symbol or photograph when offered two picture symbols (or photographs) representing objects from which to choose (18–24 mo)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>uses visual representations (picture communication symbols, photographs, objects, written words) to accompany items for choices.</li> <li>reinforces the idea of choice-making as a way to resolve conflict during center time; uses visual representations of possible choices for conflict resolution.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>• Makes a choice when offered two objects (15–24 mo)</li> <li>• Has preferences</li> </ul>	<ul style="list-style-type: none"> <li>• implements a continuum of strategies for supporting choice-making: real objects, miniature representations of objects, photographs, line drawings/ picture communication symbols, written words).</li> <li>• models how to vote so children can learn their role during voting.</li> <li>• during voting experiences teaches vocabulary (vote, win, lose, most, least, etc.).</li> <li>• provides situations for voting (choosing a book for story time, which song to sing during circle time).</li> <li>• supports children in creating voting situations during dramatic play (asking their friends to vote whether they want to play hospital or restaurant).</li> </ul>

## VIII. FINE ARTS DOMAIN

Art can help children learn to observe, organize and interpret experiences through multiple mediums. Art for preschool-age children begins with exploration. They need to discover how things feel, look and appear on different surfaces in a no-pressure situation. Children need to experiment with manipulating and transforming materials. Art at this age should involve all of a child's senses. When children's feelings and experiences are validated and viewed as worthy of expression, they will be motivated to represent them artistically using a variety of materials. The outcomes in this domain reflect children's need to experiment, manipulate and transform materials. Teachers can encourage this by providing opportunities for children to engage in the "process" of creating rather than focusing on the "product" that is created. Art should be integrated across all learning domains and can be used to support many aspects of development (e.g., self-expression, fine and gross motor skills, and vocabulary) (Prekindergarten Guidelines 2022).

### The Process versus the Product

Although there may be a place for both process and product art in preschool, consider what you are trying to accomplish. An exercise concentrating on following directions and specific fine motor skills? A relaxing experience where students explore materials? Product art is just that: an activity with a specific ending in mind. Process art is all about the experience the students have during creation. Process art shouldn't have preconceived notion about the end product, there should be no expectation for the art to look a certain way. There should be no correcting a child's efforts. In process art, every child's art should be unique. If you are unsure if your art activities are process or product based, take a look at the following comparison from NAEYC:

#### Process Oriented Art

- There are no step-by-step instructions
- There is no sample for children to follow
- There is no right or wrong way to explore and create
- The art is focused on the experience and on exploration of techniques, tools, and materials
- The art is unique and original
- The experience is relaxing or calming
- The art is entirely the children's own
- The art experience is a child's choice
- Ideas are not readily available online

#### Product Oriented Art

- Children have instructions to follow
- The teacher created a sample for children to copy
- There's a right and a wrong way to proceed
- There's a finished product in mind
- The children's finished art all looks the same
- The children experience frustration
- The teacher might "fix mistakes"
- The whole class took part in an art project at the same time
- Patterns and examples are readily available

*Bongiorno, L. (2014). How process art experiences support preschoolers. Teaching Young Children, 7(3)*

## VIII. FINE ARTS DOMAIN

### A. Art

Prekindergarten children explore a wide variety of materials and make discoveries about color, shape, and texture through art experiences. They learn to express what they know and begin to recognize how others express themselves through art. They begin to gain control of fine-motor muscles and practice hand-eye coordination. The majority of art experiences should be model/sample free with the focus being on the process of creating. No PK3 outcomes for this domain of learning

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <ul style="list-style-type: none"> <li>❓ How does the child use art materials?</li> <li>❓ How does the child react to putting her hands in gooey/slimy materials?</li> <li>❓ Does the child mix different materials (e.g., crayons, paper, rice and glue) into one project?</li> </ul>	<p><b>VIII.A.1.</b> Child uses a variety of art materials and activities for sensory experience and exploration.</p>	<ul style="list-style-type: none"> <li>• Investigates with a variety of materials (e.g., crayons, paint, clay, markers)</li> <li>• Manipulates modeling clay by rolling, pinching, squeezing, patting, and cutting</li> <li>• Mixes colors to make other colors (e.g., red and yellow finger paint to make orange)</li> <li>• Uses different sizes of brushes to paint</li> <li>• Selects a variety of materials in the art center for exploration (e.g., painting with cotton swabs on paper)</li> <li>• Comments on colors, shapes, space, textures, and objects in the environment</li> <li>• Willing to touch objects of different textures</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• provides art materials that can be easily adapted for independent participation (e.g., places grip tape on brushes so they are less slippery, glues corks on flat stamps to make a handle).</li> <li>• substitutes materials such as pudding for finger paint; knows that sensorimotor exploration (feeling, looking, and tasting) occurs first in the developmental sequence of creative skills.</li> <li>• places different materials in sand/water table for exploration (e.g., rice, pasta, Styrofoam peanuts, hole punches).</li> <li>• limits the amount of materials from which a child chooses when materials are first introduced.</li> <li>• teaches how to use each material.</li> <li>• provides repeated exposure to different textures/ items, since children may come to accept those that they initially refuse.</li> <li>• offers an alternative choice of materials if a child initially refuses, so he can continue to participate.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
			<ul style="list-style-type: none"> <li>• uses a light box with translucent plastic shapes rather than paint to teach color mixing for children with tactile sensitivities.</li> <li>• rotates materials in the art center on a regular basis.</li> <li>• provides additional materials in block center such as cardboard tubes, aluminum foil, and/or plastic containers to facilitate experimentation with three-dimensional creations.</li> <li>• includes musical instruments in centers (e.g., a bell or small piano in the home center; wooden sticks, a triangle, a drum, or other instruments in the block center).</li> <li>• calls children's attention to art within the environment (e.g., colors of a flower, markings on a butterfly's wing, textures on the leaves of a tree).</li> <li>• provides time during the day in lessons or centers for children to independently participate, engage, and experiment using a variety of textures of materials.</li> <li>• provides a space in the classroom for children to display their work.</li> </ul>
<p><b>Outcomes 1 &amp; 2:</b> social relationships &amp; knowledge and skills</p> <ul style="list-style-type: none"> <li>• Does the child describe what the art work means to him even if it is not recognizable to another person?</li> <li>• Can the child tell you the steps he took to make the project (e.g., "First I rolled the clay into a ball. Then I ...")?</li> </ul>	<p><b>VIII.A.2.</b> Child uses art as a form of creative self-expression and representation.</p>	<ul style="list-style-type: none"> <li>• Looks at self in mirror</li> <li>• Talks about what he is going to create (e.g., "I'm going to paint a picture of my family.")</li> <li>• Describes own work (e.g., "This is me riding my bike.")</li> <li>• Demonstrates steps of creating own work (e.g., "First I rolled the clay into a ball. Then I ...")</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• models the process, breaking down large projects into smaller, easier to accomplish steps.</li> <li>• imitates what a child does, with the intent of boosting their confidence in their own ideas, and sending a message that what they are doing is valuable.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
<p><b>?</b> Does the child create art to make himself feel better (e.g., scribble with red crayon if he is angry; draw a picture of mommy if he misses her)?</p>		<ul style="list-style-type: none"> <li>• Creates drawings and paintings that gradually become more realistic and detailed</li> <li>• Expands vocabulary to include attributes that can be used in describing art work</li> </ul>	<ul style="list-style-type: none"> <li>• asks the child “What is next?”, if she seems stuck or is perseverating on the same idea (e.g., repeatedly drawing vertical lines). If she is still stuck, models something different (e.g., drawing circles) and asks her to try drawing circles, too.</li> <li>• encourages child to finger paint on an unbreakable mirror.</li> <li>• provides computer art programs which can be activated with a mouse or switch.</li> <li>• attaches paper or canvas to a three-inch binder to create a slant board, or hangs paper on the wall or an easel to make the paper more accessible for students, especially those with mobility limitations.</li> <li>• allows enough time for exploration of materials before a child begins to use them purposefully.</li> <li>• takes pictures of the different steps of an art creation to later discuss and sequence the process.</li> <li>• provides child with many resources with which he can create unique art works.</li> <li>• provides pictures from a magazine/book or a mirror for child to use, if child needs support to draw his own face.</li> <li>• doesn't worry about the details during art for self expression (e.g., writing name on the paper), because these tasks could disrupt the art process by introducing another task the child may find challenging.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcomes 1 &amp; 2:</b> social relationships &amp; knowledge and skills</p> <p><b>?</b> Does the child comment on others' art projects?</p>	<p><b>VIII.A.3.</b> Child demonstrates interest in and shows appreciation for the creative work of others.</p>	<ul style="list-style-type: none"> <li>• Looks at the artwork of a classmate</li> <li>• Uses descriptive language</li> <li>• Comments on pictures in books</li> <li>• Explores art from a variety of cultures</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• displays many examples of children's artwork at the child's eye level.</li> <li>• creates an art gallery in the hallway outside classroom, commenting on these items as the class passes by them.</li> <li>• groups library books by authors and points out/elicits how the pictures are same/different.</li> <li>• displays art, sculptures, and artifacts that are representative of various cultures.</li> <li>• provides books and photographs that depict a variety of art media (e.g., paints, pencils, paper) and artists' styles.</li> <li>• reads aloud and calls attention to the illustrations in books.</li> </ul>

## VIII. FINE ARTS DOMAIN

### B. Music

Prekindergarten children express themselves through singing and movement and by playing simple instruments. Like art, music is a form of experiencing, learning, and communicating with others. Children learn to experiment with musical concepts, such as volume, tempo, and sound. Their vocabulary is expanded. They begin to appreciate different types of music. No PK3 outcomes for this domain of learning.

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcomes 1 &amp; 2:</b> social relationships &amp; knowledge and skills</p> <ul style="list-style-type: none"> <li>❓ What does the child do during music activities?</li> <li>❓ Does the child attempt to imitate teacher or peer actions?</li> <li>❓ Does the child move parts of her body during musical activities?</li> </ul>	<p><b>VIII.B.1.</b> Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.</p>	<ul style="list-style-type: none"> <li>• Smiles and may try to sing along with familiar songs during circle time (e.g., “Old McDonald Had a Farm”)</li> <li>• Responds to simple transitional songs that are used every day as part of the routine</li> <li>• May attempt to sing a transition song when the directive is given (e.g., clean up)</li> <li>• Joins in with familiar finger plays (e.g., “Eency Weency Spider”)</li> <li>• “Plays” the classroom musical instruments</li> <li>• Chooses to listen to music during centers</li> <li>• Turns head toward music</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• provides repetition of songs and finger plays to promote familiarity.</li> <li>• offers visuals and uses props for all songs (e.g., a child who is nonspeaking may not be able to call out “cow” but could point to a picture of one when singing “Old McDonald”); or if appropriate, uses stuffed animals to facilitate choice making.</li> <li>• uses music or finger plays as a signal for transition to a new activity.</li> <li>• connects a CD player to a child’s switch, so she can turn on the music with a single press of a button. (This also helps the child learn cause and effect.)</li> <li>• provides opportunities for children to explore musical instruments (e.g., drums, cymbals, triangles, maracas, etc.).</li> <li>• adapts musical instruments for easier handling (e.g., Velcro, elastic, sew instrument onto a glove or mitten).</li> <li>• provides opportunities for children to experience different styles of music (e.g., jazz, rock, classical, and songs from other cultures and in other languages).</li> </ul>
<p><b>Outcomes 1 &amp; 2:</b> social relationships &amp; knowledge and skills</p> <ul style="list-style-type: none"> <li>❓ Does the child clap to different beats (fast, slow) which contributes to pattern building and recognition?</li> </ul>	<p><b>VIII.B.2.</b> Child responds to different musical styles through movement and play.</p>	<ul style="list-style-type: none"> <li>• Uses props (e.g., scarves, streamers, hoops) to create movements to music</li> <li>• Follows the beat using body or musical instruments (e.g., walks or jumps to the beat)</li> <li>• Distinguishes between different types of music (e.g., loud/soft, fast/slow, happy/sad, etc.) by changing body movements</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• exposes children to different styles and tempos of music through games and activities.</li> <li>• provides various props (e.g., scarves, streamers, hoops) and opportunities for musical exploration.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
<p><b>?</b> How does the child express emotion when listening to different types of music (e.g., this song makes me feel silly; this song makes me feel tired)?</p>		<ul style="list-style-type: none"> <li>Starts and stops playing musical instruments when the music starts or stops</li> </ul>	<ul style="list-style-type: none"> <li>models and explains to children how she is responding to different types and beats of music by changing her body movements, instrument movements, etc. (e.g., “I am marching fast because the music is fast. Now I am marching slow because the music is slow.”).</li> </ul>

## VIII. FINE ARTS DOMAIN

### C. Dramatic Expression

Prekindergarten children participate in expressive and spontaneous productions through creative dramatic play. Children demonstrate their unique interpretation of music, songs, and stories through movement and dramatic experiences. These experiences contribute to children’s ability to communicate more effectively and engage in cooperative play with others. No PK3 outcomes for this domain of learning.

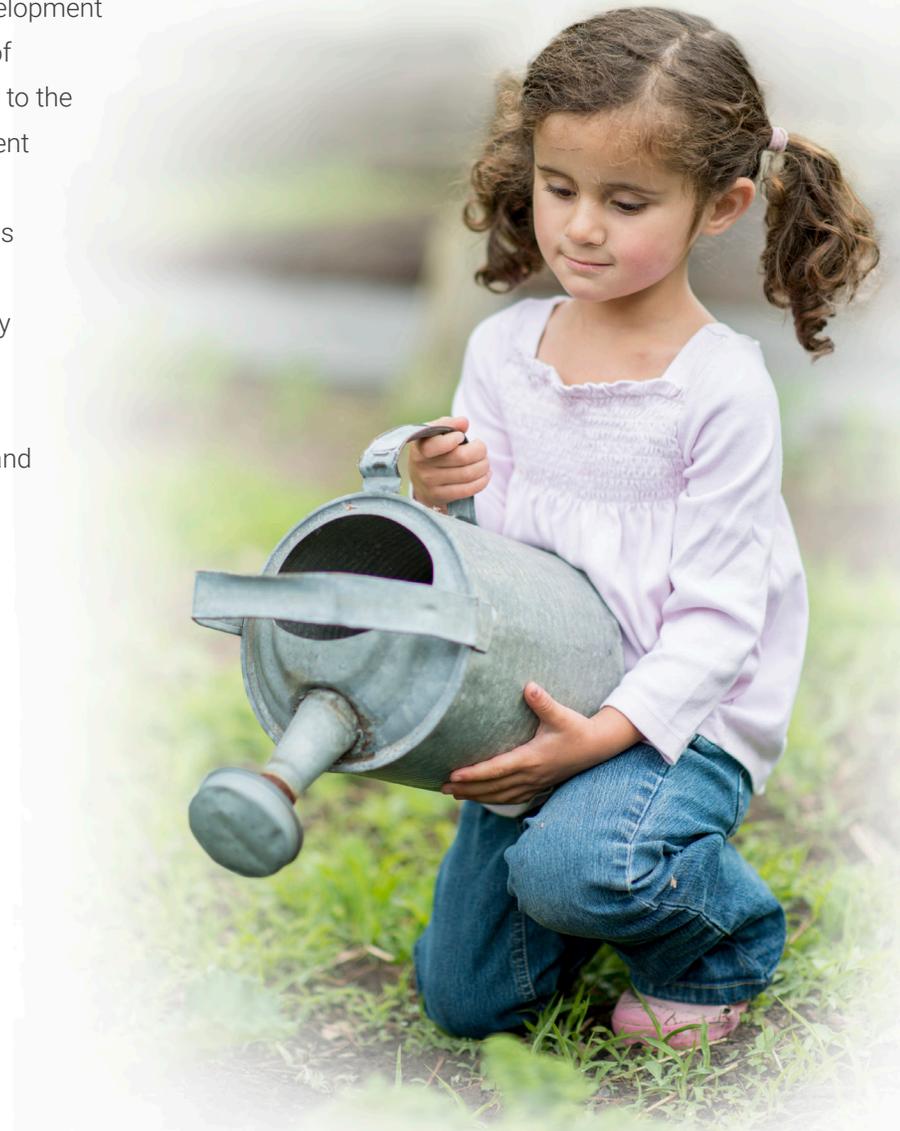
Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcomes 1 &amp; 2:</b> social relationships &amp; knowledge and skills</p> <p><b>?</b> Does the child attempt to retell familiar stories?</p> <p><b>?</b> How does the child use body movements when retelling a story or recalling an event?</p> <p><b>?</b> How does the child use varying facial expressions and tone of voice when relaying an experience?</p> <p><b>?</b> Does the child act out stories?</p>	<p><b>VIII.C.1.</b> Child creates or recreates stories, moods, or experiences through dramatic representations.</p>	<ul style="list-style-type: none"> <li>Imitates the dramatic play of others</li> <li>Uses basic play scripts to act out simple events (e.g., sweep in the home center, rock a baby)</li> <li>Watches, shows an interest in, and/or engages in dramatic play with classmates</li> <li>Uses movements to pantomime movements of various animals (e.g., moves like an elephant, sneaks like a mouse)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>participates in dramatic play with children.</li> <li>rereads books to promote familiarity.</li> <li>practices simple pretend play scenarios repeatedly scripting simple language for children to use.</li> <li>provides easy access to pictures/symbols necessary to participate in dramatic play (e.g., a food choice board in the cooking center, a switch prerecorded with “Can I help you?” in the store center).</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>• Makes facial expressions to express how a story character might look in a particular part of a story</li> </ul>	<ul style="list-style-type: none"> <li>• provides props (e.g., cooking utensils such as tortilla presses, ladles, woks, steamers, chopsticks, baskets, etc.) for dramatic expression that reflect diversity in gender, culture, and occupations.</li> <li>• uses voice to represent sounds when acting out characters in a story (e.g., high and low pitched voices).</li> <li>• provides opportunities and support for children to act out familiar stories.</li> <li>• provides a variety of materials for children to use in order to create props as they recreate stories or dramatic representations.</li> </ul>

## IX. PHYSICAL DEVELOPMENT DOMAIN

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

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



# IX. PHYSICAL DEVELOPMENT DOMAIN

## 1. Gross Motor Development

Children explore their physical space and understand how their bodies function in space through active movement experiences. Large-motor skills are developed first, followed by stability (turning, twisting, balancing, dodging) and manipulative (throwing, catching, kicking, striking) motor skills. Gross motor development requires thought and deliberate movement. Four-year-old children develop greater control of gross-motor manipulative movements that involve giving force to objects and receiving force from objects.

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcomes 2 &amp; 3:</b> knowledge and skills &amp; take action to meet needs</p> <p><b>?</b> Describe the child's balance and coordination. Does it seem consistent with other children his age?</p>	<p><b>PK4.IX.A.1</b> Child demonstrates coordination and balance in isolation.</p>	<p><b>PK3.IX.A.1</b> Child masters basic skills of running, jumping, climbing, and pedaling.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>maintains balance while walking on a balance beam or standing on one foot.</li> <li>hops on one foot, walks, jogs, jumps, and gallops.</li> <li>carries a bowl or plate of objects from one spot to another.</li> <li>coordinates leg and body movements to sustain swinging on a swing.</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>stands on one foot for 3 seconds.</li> <li>jumps over a string with both feet off the floor.</li> <li>walks on tiptoes 20 feet.</li> <li>walks on all types of surfaces without falling.</li> <li>jumps down from bottom step without falling.</li> </ul> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>Imitates simple body movements</li> <li>Runs (hurried walk)</li> <li>Using rail, walks up and down stairs with both feet on each step</li> <li>Kicks ball forward</li> <li>Squats in play</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>provides time and space for physical activities.</li> <li>provides "challenging" motor activity during every classroom transition (walk on rope path to get to snack table, animal walk to go to writing center, etc.).</li> <li>modifies activities and equipment according to the needs of individual children. Considers using chair with sides/arm rest that allows child's feet to touch the floor in order to support posture and balance.</li> <li>consults with Physical Therapist (PT) or Occupational Therapist (OT) for suggestions and adapted equipment.</li> <li>slows the pace of motor and balance activities (use a balloon or scarf versus a fast moving ball) to allow sufficient time for eye-hand coordination skills.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>• moves and stops with control over speed and direction (moves back and forth, side to side).</li> </ul>	<ul style="list-style-type: none"> <li>• Moves on and off riding toys</li> <li>• Carries large toys while walking</li> </ul>	<ul style="list-style-type: none"> <li>• provides activities that encourage crossing the midline of the body (hugging oneself by crossing arms; reaching for objects with only one hand at a time; etc.).</li> <li>• participates with children in movement games. Asks children to think of new ways to move: forwards, backwards, sideways, fast, slow, holding on to knee/nose.</li> <li>• plays games with children such as “Red Light, Green Light” and “Simon Says”.</li> <li>• engages children in yoga as a warm-up or cool-down to an “academic” activity.</li> </ul>
<p><b>Outcome 3:</b> take action to meet needs</p> <p><b>?</b> In what types of activities that require a series of movements does the child engage (e.g., running while kicking a ball, riding a tricycle)?</p>	<p><b>PK4.IX.A.2</b> Child coordinates sequence of movements to perform tasks.</p>	<p><b>PK3.IX.A.2</b> Child engages in movement sequences with adult support.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• moves within a space of defined boundaries, changing body configuration to accommodate the space (e.g., moving through an obstacle course).</li> <li>• moves body into position to catch or kick a ball.</li> <li>• uses axial movements such as reaching, twisting, turning, and bending.</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• throws tennis ball at least 3 feet.</li> <li>• avoids obstacles while running.</li> <li>• catches playground ball using chest and hands.</li> </ul> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Walks on a line in general direction</li> <li>• Stands and walks on tip-toes</li> <li>• Jumps from bottom step</li> <li>• Throws and catches large ball</li> <li>• Rides tricycle</li> <li>• Jumps backwards and sideways</li> <li>• Walks backward several feet</li> <li>• Imitates rhythmic patterns</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• provides a variety of movement activities.</li> <li>• provides time and space for children to participate in gross motor movements.</li> <li>• modifies activities and equipment to meet the needs of individual children.</li> <li>• plays games that include motor activities (“Follow the Leader”, “Freeze Tag”, “Red Light, Green Light”).</li> <li>• provides outdoor equipment to stimulate a variety of skills (different size balls for catching, throwing, and kicking).</li> <li>• provides equipment for indoor gross motor activities (bean bags to toss into a basket, obstacle courses using tunnels, large cardboard boxes, etc.).</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
		<ul style="list-style-type: none"> <li>• participates in group games involving movement (e.g., “Hokey, Pokey”, “Duck, Duck, Goose”).</li> <li>• moves from one space to another in a variety of ways (e.g., running, jumping, hopping, skipping).</li> <li>• moves in rhythm to simple tunes and music patterns.</li> <li>• walks up and down stairs with alternating feet.</li> </ul>		<ul style="list-style-type: none"> <li>• uses games and songs that involve movement and exercise (appropriate CDs or music downloads, “Skip to My Lou”).</li> <li>• includes daily warm-up exercises such as stretching, jumping jacks, running in place, or yoga.</li> <li>• participates in games with children.</li> <li>• offers visual supports, pictures of each step of a routine.</li> <li>• explicitly models and teaches thinking about where/what one is doing before moving (motor planning).</li> <li>• consults with PT for adapting tricycle or other equipment.</li> </ul>

## IX. PHYSICAL DEVELOPMENT DOMAIN

### B. Fine-Motor Development

Prekindergarten children participate in fine-motor manipulative movements through object-handling activities that emphasize motor control, precision, and accuracy of movement. Cutting with scissors, manipulating modeling dough, and drawing are the Foundational Skills needed for the demands of handwriting and other small-motor skills in later school years. Fine motor activities that help to strengthen the small muscles of the hands in preparation for writing are integrated into learning centers.

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 3:</b> take action to meet needs</p> <p><b>?</b> How does the child use his hands to hold and manipulate items such as crayons, clay, toys, tweezers, eating utensils, etc.?</p>	<p><b>PK4.IX.B.1</b></p> <p>Child shows control of tasks that require small-muscle strength and control.</p>	<p><b>PK3.IX.B.1</b></p> <p>Child experiments with a variety of fine motor tasks but may lack strength and control.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• uses modeling clay.</li> <li>• uses pincer control (grasps small objects between thumb and index finger) to manipulate tools (tweezers, eyedroppers).</li> <li>• uses hands and fingers to manipulate various classroom materials (placing caps on and off markers; using various size brushes to paint at the easel).</li> <li>• holds drawing and writing utensils in a more conventional grasp (with fingers instead of fist).</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• screws on lids.</li> <li>• snips with scissors.</li> <li>• scribbles on paper with appropriate pressure.</li> </ul> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Has sufficient shoulder, arm and hand strength</li> <li>• Has sufficient vision and eye- hand coordination</li> <li>• Has gross grasp</li> <li>• Uses a variety of grips depending on the materials presented (key grasp, fist grasp)</li> <li>• Uses both hands together in symmetry (rolling clay)</li> <li>• Uses both hands together, but each in separate functions (one hand holds film canister and the other hand puts bead into it)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• provides a variety of tools for children to use in various centers (dramatic play center – eggbeaters, tongs; manipulative center – linking cubes; science center– tongs, eyedroppers).</li> <li>• plans activities that build small muscle strength and control (torn paper collages, cookie cutters with modeling clay, making decorative jewelry, painting).</li> <li>• allows children to work in different positions (color while standing with paper taped to door, color laying on stomach on floor, or color with paper taped under the table).</li> <li>• provides variety of pre-scissor activities and materials focusing first on exploration and then skill (box of scrap paper for children to snip and cut randomly, plastic baby pool filled with scrap paper of different thicknesses for children to snip and cut with loop/squeeze scissors).</li> <li>• supports small muscle strength and mature grasp patterns in pre-writing activities by using a variety of materials including small bits/pieces of chalk or crayon which prevents fist grasps, triangular shaped pencils that facilitate tripod grasp.</li> <li>• consults with OT about adapted equipment and strategies for students with fine motor delays/limitations.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 3:</b> Take action to meet needs</p> <p><b>?</b> Describe the child's ability to do things such as puzzles, zipping, and drawing. How independent is she in doing these tasks?</p>	<p><b>PK4.IX.B.2</b> Child shows increasing control of tasks that require eye-hand coordination.</p>	<p><b>PK3.IX.B.2</b> Child shows emerging proficiency in tasks requiring eye-hand coordination.</p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• puts together puzzles with interlocking pieces.</li> <li>• accomplishes self-help tasks (buttoning, zipping, snapping).</li> <li>• strings small beads.</li> <li>• completes lacing cards.</li> <li>• draws recognizable pictures and shapes.</li> </ul>	<p><b>The 36 month old child:</b></p> <ul style="list-style-type: none"> <li>• imitates drawing of shapes.</li> <li>• completes inset puzzles.</li> <li>• unbuttons large buttons.</li> </ul> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Has sufficient shoulder, arm and hand strength</li> <li>• Has sufficient vision and eye- hand coordination</li> <li>• Has gross-grasp</li> <li>• Uses a variety of grips depending on the materials presented (key grasp, fisted grasp)</li> <li>• Uses both hands together in symmetry (e.g., rolling clay)</li> <li>• Uses both hands together, but each in separate functions (e.g., one hand holds film canister and the other hand puts bead into it)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• provides materials in the classroom that encourage children to practice eye-hand coordination (dramatic play center - dressing dolls; manipulative center - variety of beads and laces; block center - variety of block shapes; art center - scissors).</li> <li>• plans activities that build eye-hand coordination (string macaroni for a necklace; use glue sticks for collages).</li> <li>• provides time for practice of fine motor skills (in centers, small group activities).</li> <li>• encourages children to practice self-help skills such as buttoning and zipping own clothing (unbuttoning and unzipping are easier to start with).</li> <li>• places materials in front of child (not to the left or right) so his hand preference will develop without bias.</li> <li>• encourages the next developmental step by asking, "I wonder what would happen if you tried this?" (and teacher models drawing intersecting lines or shows how to trace fingers or around a jar lid).</li> <li>• uses larger buttons, button-holes, snaps, pop-beads, etc. that are easier for children to master before moving to medium and then smaller sizes of materials.</li> <li>• uses firmer bits of paper and squeeze scissors for children who are learning to cut.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
				<ul style="list-style-type: none"> <li>provides opportunities for children to practice and learn without too much correction (process is more important than product).</li> </ul>

## IX. PHYSICAL DEVELOPMENT DOMAIN

### C. Personal Safety and Health

Prekindergarten children develop an understanding of health and safety issues related to their daily routines and activities. Children learn to make healthy choices in nutrition and understand the importance of well-being through exercise and rest.

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 3:</b> Take action to meet needs</p> <p><b>?</b> Does the child show awareness of situations that might be dangerous? What does he/she do? (e.g., hot stoves, cars/crossing street)</p>	<p><b>PK4.IX.C.1</b> Child practices good habits of personal safety.</p>	<p><b>No PK3 outcomes for this skill.</b></p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>Knows full name and can convey to others (48–60 mo)</li> <li>Knows how to make an emergency call (48–60 mo)</li> </ul>	<p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>Can recite some basic safety rules</li> <li>Knows how to ask for help</li> <li>Understands “no” and “stop”</li> <li>Identifies dangerous situation or objects verbally or with gestures</li> <li>Avoids hazards and common dangers (e.g., fire, hot stove)</li> <li>Tells where it hurts when in pain</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>discusses and models safety procedures in the classroom and during outdoor time.</li> <li>engages children in role-playing safety procedures (practices fire and emergency drills, practices holding scissors correctly).</li> <li>discusses pet ownership and safety; whenever possible provide a classroom pet for children to help with caretaking responsibilities.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
			<ul style="list-style-type: none"> <li>• Practices safety when riding in a car (e.g., keeps body parts inside windows, wears seatbelt)</li> <li>• Follows one-step directions</li> <li>• Pays attention to verbal safety warnings e.g., “that’s hot” (18–24 mo)</li> <li>• Seeks out or turns to caregiver when scared or unsure (12–18 mo)</li> </ul>	
<p><b>Outcome 3:</b> Take action to meet needs</p> <p><b>?</b> Tell me about the child’s actions/reactions with regard to hygiene (tooth brushing, washing hands/face, blowing nose, etc.)?</p>	<p><b>PK4.IX.C.2</b> Child practices good habits of personal health and hygiene.</p>	<p><b>No PK3 outcomes for this skill.</b></p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• totally manages toileting needs, including flushing toilet and hand-washing (60 mo).</li> <li>• recognizes and acts on toileting needs (48–60 mo).</li> <li>• manages clothes adequately when toileting (48 mo).</li> </ul>	<p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Blows nose when reminded (36–48 mo)</li> <li>• Dresses self with some assistance (36–48 mo)</li> <li>• Washes hands without assistance (36 mo)</li> <li>• Washes hands but may need assistance using soap efficiently (24 mo)</li> <li>• Shows signs of readiness for toilet training, may stay dry for longer periods of time (24–36 mo)</li> <li>• Undresses by self, takes off shoes (24–36 mo)</li> <li>• Tolerates tooth brushing</li> <li>• Follows one-step directions</li> <li>• Indicates wet or soiled diapers</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• discusses good habits for personal health.</li> <li>• models good habits for personal health.</li> <li>• encourages children to follow good habits for personal health.</li> <li>• has children wash hands multiple times throughout the day (after recess, before meals).</li> <li>• discusses weather related clothing (do i need a coat to go outside for recess?).</li> <li>• uses visuals to depict steps in hygiene routines.</li> <li>• reads books about healthy choices.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	PreK 3 Outcomes (48 months)	36 months and Foundational Skills (may lead to age appropriate functioning)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 3:</b> Take action to meet needs</p> <p><b>?</b> What does the child do for daily exercise?</p> <p><b>?</b> How does the child display knowledge of good nutrition? e.g., can group foods as:</p> <ul style="list-style-type: none"> <li>- “go” = good to eat</li> <li>- “slow” = sometimes foods</li> <li>- “whoa” foods = least healthy</li> </ul>	<p><b>PK4.IX.C.3</b></p> <p>Child identifies good habits of nutrition and exercise.</p>	<p><b>No PK3 outcomes for this skill.</b></p> <p><b>The 48 month old child:</b></p> <ul style="list-style-type: none"> <li>• Can make healthy food choices (48- 60 mo).</li> <li>• Can sort healthy and non healthy foods.</li> </ul>	<p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Participates in exercise (outdoor play, gym, motor lab, trampoline)</li> <li>• Sorts objects by various categories</li> <li>• Understands cause and effect</li> <li>• Names foods</li> <li>• Eats a variety of foods</li> <li>• Feeds self</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• engages children in creating charts, class made books, and collages of healthy and not so healthy foods.</li> <li>• provides experiences during play (e.g. Pretend and Learn Center set up as a grocery store).</li> <li>• reads books about healthy foods, where food comes from.</li> <li>• discusses substances and activities that are unhealthy.</li> <li>• models and provides healthy snacks and cooking experiences.</li> <li>• engages children in active play, games, and exercise.</li> <li>• uses adaptive equipment provides by specialists as needed for access and participation (wheelchairs, standers, floors mats, adaptive playground equipment).</li> </ul>

## X. TECHNOLOGY APPLICATIONS DOMAIN

Access to technology is necessary for all children. Some children may need accommodations and/or modifications to access some equipment. Consider necessary modifications to enable all children to successfully access technology. Assistive Technology (AT) is any item, piece of equipment, or product system whether acquired commercially or off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.

In preschool, children expand their ability to acquire information, solve problems, and communicate with others. With adult guidance, regular access and exposure to computers and related technology can enhance this learning. However, technology should not be used as a replacement for play based learning opportunities. Children can use engaging, age-appropriate, and challenging software and technology to extend knowledge and enrich learning. These technologies serve as important learning tools and can be integrated throughout the instructional program. The use of technology should be an active experience for preschool aged children.

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

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

# X. TECHNOLOGY APPLICATIONS DOMAIN

## A. Technology and Devices

Prekindergarten children learn how technology can enhance our lives. Surrounded by technology, children can benefit from becoming aware of and interacting with digital media and a variety of other available technology. They develop techniques for handling and controlling various devices, becoming increasingly confident and independent users of developmentally appropriate interactive media. No PK3 outcomes for this domain of learning.

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> What kind of software can the child open, launch and use? Does she need help?</p>	<p><b>PK4.X.A.1</b> Child opens and navigates through digital learning applications and programs, when appropriate.</p>	<ul style="list-style-type: none"> <li>• Follows multi-step directions</li> <li>• Understands cause-effect</li> <li>• Has some background knowledge/familiarity with computers/digital learning applications</li> <li>• Has sufficient dexterity for use of mouse, keyboard, touch screen, etc.</li> <li>• Has sufficient vision and hearing to understand software audio visuals</li> <li>• Listens to and interacts with storybooks in electronic forms</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• provides time and technology for children to use.</li> <li>• models use of computers and applications using basic oral or visual cues.</li> <li>• provides a variety of interactive websites and digital applications packages with audio, video, and graphics to enhance learning experiences (improving vocabulary, increasing phonological awareness, creating original works).</li> <li>• provides purpose of the interactive web/tech activities (“You are on this website so that you can re-tell me the story you’re listening to and reading” or “...so that you can show me the drawing or pictures you chose from the story.”).</li> <li>• uses built-in accessibility features in Windows and/or Mac for children with physical, cognitive, and/or visual impairments (increased font-size, high contrast, on-screen keyboard, voice comment, clip art, highlighting, touchscreen, etc.).</li> <li>• knows how to configure the mouse for left-handed users.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
			<ul style="list-style-type: none"> <li>• uses websites and activities to help build cause-effect, skill in mouse control, and navigation.</li> <li>• uses mouse alternatives such as a joystick, trackball or adapted keyboard for children who are unable to use a standard mouse.</li> <li>• uses switches and switch interface with students for whom no other computer access method would work (children who have physical impairments).</li> <li>• asks Occupational Therapist (OT) or Assistive Technology (AT) specialist for adapted equipment or strategies for students who cannot use the computer, mouse, or software in the standard way.</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <ul style="list-style-type: none"> <li>? How well does the child use a mouse? Does he use any other way to access the computer?</li> <li>? What parts of the computer is the child familiar with? How do you know?</li> </ul>	<p><b>PK4.X.A.2</b> Child uses and names a variety of digital tools that support and enhance learning.</p>	<ul style="list-style-type: none"> <li>• Moves and double-clicks the mouse to interact with digital learning applications</li> <li>• Uses simple/basic terminology to describe work on computer</li> <li>• Follows multi-step directions</li> <li>• Understands cause-effect</li> <li>• Has some background knowledge/familiarity with computers/digital tools</li> <li>• Has sufficient dexterity for use of mouse, keyboard, touch screen, etc.</li> <li>• Has sufficient vision and hearing to understand digital audio visuals</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• provides instruction and practice time to enable children to master this skill of using the appropriate terminology and vocabulary.</li> <li>• develops games/activities using pictures or symbols to support labeling components of technology (plays "I spy" or scavenger hunt for the tech items to build connections/descriptive skills and vocabulary).</li> <li>• models and practices computer routines (closing and launching an application) using visual schedules if needed.</li> <li>• uses mouse alternatives such as a joystick, trackball, or modified keyboard for children who are unable to use a standard mouse.</li> <li>• uses switches and switch interface with children for whom no other computer access method would work (children who have physical impairments).</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
			<ul style="list-style-type: none"> <li>asks AT specialist, OT, or Teacher of the Visually Impaired (TVI) for adapted equipment or strategies for children who cannot use the available technology.</li> </ul>
<p><b>Outcomes 2 &amp; 3:</b> knowledge and skills &amp; take action to meet needs</p> <ul style="list-style-type: none"> <li>Does the child use a touch screen?</li> <li>Does she use a voice/tape recorder to listen to music or books? How much help does she need to use these?</li> </ul>	<p><b>PK4.X.A.3</b> Child uses digital learning applications to contribute to class-made digital products that express own ideas, as appropriate.</p>	<ul style="list-style-type: none"> <li>Uses voice/sound recording and touch screen devices appropriately</li> <li>Creates writings and drawings using digital learning applications and programs</li> <li>Uses a variety of digital packages with audio, video, and graphics to enhance learning experiences (improving vocabulary, increasing phonological awareness)</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>models and discusses how to use technology.</li> <li>provides guided lessons to create a personalized classroom/child alphabet book using an application that features audio and video.</li> <li>helps children generate ideas before using technology by using artifacts from personal experiences (such as a party hat or party favors from a class party, photo book).</li> <li>provides frequent practice for children to interact with different available programs.</li> <li>prints, publishes, or posts the children's products on classroom bulletin board or website.</li> <li>consults with TVI for strategies and materials to make printouts more tactile for children who are visually impaired so they may access and re-read their work.</li> <li>asks AT specialist, OT, or TVI for adapted equipment or strategies for children who cannot use the computer, mouse, or applications in the standard way.</li> <li>allows child to read/record her own stories.</li> <li>teaches children to narrate and tell the story of their day from an array of digital photos.</li> <li>uses an iPad™ or other tablet for instruction and teaches children about its care and use.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
			<ul style="list-style-type: none"> <li>• has a daily helper job for the “classroom tech support” duty (sets up the music for circle time or technology for lessons, as appropriate).</li> <li>• models and practices computer routines using visual schedules if appropriate.</li> <li>• asks AT specialist, OT, or TVI for adapted equipment or strategies for children who cannot use the computer, mouse, or technology in the standard way.</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <p><b>?</b> How does the child use a variety of software packages with audio, video, and graphics to enhance learning experiences or creativity?</p>	<p><b>PK4.X.A.4</b></p> <p>Child uses technology to access appropriate information, with adult assistance.</p>	<ul style="list-style-type: none"> <li>• Understands the basics of how to use a computer, mouse, and apps (for fun)</li> <li>• Actively makes choices to use the computer</li> <li>• Engages with, imitates, repeats the information from the computer/tech games</li> <li>• Learns new information through interaction with technology</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• models and discusses when and how to obtain information from websites (uses websites designed for kids to look for and match weather forecast during circle time, visit an author’s website for a read-aloud story, or visit school or classroom website to find upcoming classroom or school events and pictures, etc.).</li> <li>• models and discusses that technology is another way to find information (when you don’t know something you can ask your teacher or your parent, or the answer may be found in a book or on the internet).</li> <li>• creates a chart or poster that illustrates what each website has to offer. The chart can include pictures of the homepage and pictures of activities from which a child can choose on that website</li> <li>• consults with TVI or AT specialist for adapted equipment for children who cannot access the content on websites due to physical or visual impairments.</li> <li>• uses an interactive whiteboard, if available, for benefit of whole-class engagement, peer modeling, social skills such as turn-taking, and motivation/behavior support.</li> </ul>

Early Childhood Outcome and Guiding Questions	PreK 4 Outcomes (60 months)	Foundational Skills (may be useful in reaching outcomes)	Differentiation of Instruction for Children with Learning Differences
			<ul style="list-style-type: none"> <li>• helps by guiding children to try several times to accomplish a task, to scroll “beyond the fold” (beyond what is initially displayed on the computer monitor), and to recognize and avoid ads and other distractions online.</li> </ul>
<p><b>Outcome 2:</b> knowledge and skills</p> <ul style="list-style-type: none"> <li>• Does the child ask for help when he/she want to use technology?</li> <li>• Does the child accept redirection to access specific apps?</li> </ul>	<p><b>PK4.X.A.5</b></p> <p>Child practices safe behavior while using digital tools and resources.</p>	<ul style="list-style-type: none"> <li>• Follows directions</li> <li>• Ask for help</li> <li>• Has an increasing attention span</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• pre loads developmentally appropriate apps on the technology device the students will be using.</li> <li>• assigns a password to any application that is not used by the students.</li> <li>• creates and models procedures for using digital learning applications and programs.</li> <li>• creates a safe virtual environment for children to navigate through (such as preselecting applications children can access or using monitoring programs) digital learning applications and programs.</li> </ul>

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