Oregon's Early Learning and Kindergarten Guidelines

DRAFT

5/5/2016

Acknowledgements

The Oregon Department of Education was directed by ODE and ELD leadership to create a statewide work group designed to align Oregon's early learning and kindergarten standards. This effort will provide an important foundation for a wide range of statewide, regional, and local initiatives that strengthen Oregon's birth through grade three pathway. Oregon is investing in several initiatives designed to strengthen the alignment between early learning and K-3 education, to improve children's transition from early learning settings into kindergarten, and to ultimately invigorate K-3 instruction to ensure that 95% of students read proficiently by the end of third grade. Developing clear and consistent expectations for what children should know and be able to do as they transition from early learning into kindergarten is foundational to these efforts.

Higher Education/Research:

Megan McClelland, Oregon State University

Katherine Pears, Oregon Social Learning Center

Candice Scott, The Research Institute at WOU

Roberta Weber, Oregon State University

Dee Wetzel, Portland State University

Head Start Pre-Kindergarten (OPK):

Kelley Corona, Albina Head Start

Sabrina Escobedo, Oregon Child Development Coalition

Teresa Martin, The Children's Learning Center

Christa Rude, Former Head Start Collaboration Director

Bella Wald, Mt. Hood Community College Head Start

Stephanie Whetzel, Salem-Keizer School District

Child Care:

Sarah Crozier, Mi Escuelita Bilingual Preschool & Childcare

Susan Ludwig, Newberg High School Great Expectations

Consultants:

Erin Lolich, Education Northwest, Curriculum & Instruction Practice Expert

Christyn Dundorf, Early Learning Consultant Group

Dawn Hendricks, Early Learning Consultant Group

Tammy Marino, Ask Phoenix Solutions

Non Profits and Community-Based Organizations:

Lupe Campos, Latino Network, Early Childhood Program Manager

Merrily Haas, Oregon AEYC

Beth Kessler, Council on Developmental Disabilities

Marina Merrill, Children's Institute

Beth Unverzagt, OregonASK

Oregon Dept. Education:

Dawn Barberis, Early Learning Division

April Campbell, Office of Superintendent

Mindy Cordsen, Office of Student Services

Jonathan Fernow, Office of Equity

Lillian Green, Early Learning Division

Alan Garland, Office of Student Services

Meg Koch, Office of Superintendent

Rudyane Lindstrom, Office of Equity

Rita Loop, Early Learning Division

David Mandell, Early Learning Division

Annie Manning, Early Learning Division

Margie McNabb, Early Learning Division

Shawna Moran, Office of Teaching and Learning

Markisha Smith, Office of Equity

Mandy Stanley, Office of Student Services

Johnna Timmes, Office of Teaching and Learning

Dawn Woods, Early Learning Division

Oregon Health Authority

Sherri Alderman, Child Development Coordinator

How Oregon's Aligned Standards Were Developed

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

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

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

guidelines strengthen culturally responsive practice, and that translated versions of the guidelines be released simultaneously with the English version.

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

Table of Contents

Introduction

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

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

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

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

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

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

checklist. Rather, this document should be used to recognize and celebrate what children learn and to help plan for the next stages of growth and development.

Our Equity Beliefs

Oregon's *Equity Lens* provides beliefs that are pertinent to the alignment of early learning and kindergarten standards:

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

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

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

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

We believe in access to high-quality early learning experiences and appropriate family engagement and support, recognizing that we need to provide services in a way that best meets the needs of our most diverse segment of the population, 0-5 year olds and their families.

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

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

And, we believe in the importance of supporting great teaching. Research is clear that "teachers are among the most powerful influences in (child) learning." An equitable education system requires providing teachers with the tools and support to meet the needs of each child.

This document offers an overview of best practices in early learning that includes Developmentally Appropriate Practice, Culturally Responsive Practice, Trauma-Informed Practice, and Family Engagement. While they are briefly addressed here, additional resources are available about each practice; see the resource section of this document for further information.

Developmentally Appropriate Practice

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

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

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

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

Culturally Responsive Practice

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

Adverse Childhood Experiences and Trauma-Informed Practice
Childhood trauma has a deep and significant impact on children's learning and development. Adverse Childhood Experiences, or ACES, are "potentially traumatic events that can have negative, lasting effects on health and well-being. These experiences range from physical, emotional, or sexual abuse to

parental divorce to the incarceration of a parent or guardian." Experiencing poverty or economic hardship, death of a parent or guardian, living with someone experiencing drug or alcohol abuse or addiction, or living with someone who is mentally ill are also considered to be ACES.

Experiencing these types of traumatic events can cause a wide range of negative effects on children's learning and development, including impacting "attention, memory and cognition; reducing a child's ability to focus, organize, and process information; interfering with effective problem-solving and/or planning; resulting in overwhelming feelings of frustration and anxiety. Traumatized children may [also] experience physical and emotional distress [including] symptoms like headaches and stomachaches, poor control of emotions, and unpredictable and/or impulsive behavior."

It is particularly important to recognize that children who have experienced trauma may not follow a typical developmental progression, particularly in the domains of approaches to learning and social-emotional development. It is also critical that the environments in which learn and grow and grounded in consistent routines, that early educators use an intentional and positive approach to addressing challenging behaviors, and that additional supports are identified and provided for children who have experienced traumatic events in their lives.

Family Engagement

The family is the primary influence in preparing children for school and life, and children benefit when all of the adults who care for them work together (Bronfenbrenner, 2004). When early educators and families are engaged as partners, they commit to working together on children's behalf. When family members take the lead and make decisions about their children's learning, they are truly engaged. Positive goal-directed relationships between families and early educators are key to engagement and children's school readiness (HHS/ACF/OHS/NCPFCE, 2011).

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

Dual Language Learning

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

Throughout this document, the term Dual Language Learner (DLL) is used to describe children who are in the process of learning English in addition to their home language. Other terms sometimes used to describe children who speak a home language other than English have included Limited English Proficient (LEP) and English language learners (ELL). The purpose of this section is to provide background information and guidance that can used to support the growth and development of young dual language learners.

Stages of Second Language Development

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

1. **Home language use.** When children begin being exposed to a new language in a school or social setting, they will continue to use the home language in an effort to communicate, even though the person to whom they are speaking may not understand nor speak the home language. The children continue to rely upon the language they know even though they may not be understood.
2. **Nonverbal period.** After many attempts of communicating in the home language and realizing it is not an effective communication tool in the new setting, children may enter a non-verbal period. This phase of language development had originally been called a silent period but is now termed the nonverbal period because children in this stage are indeed communicating, just not with spoken language. Non-verbal communication during this stage encompasses gesturing and facial expressions as well as some vocalizations as children begin rehearsing and trying out the sounds of the new language. The non-verbal period can last from just a few weeks to a year or more, depending on several factors: the temperament of the child, the amount of prior exposure to the language and the amount of opportunity to use the new language (Tabors, 2008).
3. **Telegraphic speech.** During this stage, children begin to express themselves using their emerging skills in the new language. This stage is called telegraphic speech because children are using just two to three words to express their thoughts and needs. Just as with sending messages via the telegraph in the last century, the words are condensed down to the important ones that will most concisely communicate the desired message. This is similar to the speech pattern used by young children learning their home language (Espinosa, 2010). Examples include "More milk", "I happy", and "Go bathroom".
4. **Productive language use.** In this last stage, children are communicating in longer utterances. They may still make grammatical errors but these are errors that would be typical for children their age. In both the telegraphic speech and productive language use, the first phrases children begin to use are the social communicative phrases that they have often heard other children and adults use in the new setting (Tabors, 2008).

Valuing the Home Language

The development of Dual Language Learners involves considering the diversity of the family context. When compared to English-speaking peers, some Dual Language Learners might live in a home with extended family, or non-relatives (Castro, Garcia & Markos, 2013). They may have been born in the

United States and have a strong social network, or may have recently fled their home country with or without their families due to political or economic instability. Building strong partnerships between early educators and families is important for all young children, and it is especially important for Dual Language Learners.

Early educators play a pivotal role in encouraging families to continue to speak their home language to their children. Language is a valuable asset; it is a crucial part of culture and maintains connection to family and community. Numerous research studies have shown the importance of children continuing to develop language and literacy skills in their home language (Goldenberg, 2006; McCabe et al., 2013). Continued development in the home language does not hinder or slow the process of learning English. In fact, a strong foundation in the home language helps children develop English language skills (Espinosa, 2015).   There are many other advantages to being bilingual, including flexible thinking skills, social/emotional benefits and future economic advantages. Young bilingual children have shown enhanced ability to control their attention while engaged in mathematical problems, they demonstrate enhanced working memory to determine which language is appropriate to communicate, and these later increase the understanding of "language" structure of social studies (Castro, Garcia, Marcos, 2013).

Guiding Principles

The following principles should be kept in mind when reading and using the guidelines:

- Oregon's Equity Lens serves as the guide for this work. We recognize the rich history and culture of communities are a source of pride and an asset to embrace and celebrate.

- Historically underserved communities represent Oregon's best opportunity to improve educational outcomes. Strengths-based approaches and asset-based mindsets will support our efforts institutionalize equity.

- In order for each and every child to learn and thrive, we have to provide differentiated, person-centered resources and supports.

- Cultural, linguistic, contextual, and developmental backgrounds of children and families are foundational in the development of all learning experiences. Culturally responsive practice –a set of strategies to increase the level of responsiveness to the interests of culturally and linguistically diverse families and children--treats this diversity as an asset.

- Speaking more than one language is an asset. Children who are learning another language greatly benefit from engaging with content in their home language. (Espinosa, 2015).

- All children are unique and develop at their own pace. Growth and development in the early years has an element of predictability; however, there is wide variation on how children meet typical developmental milestones.

- Children may need individualized accommodations to access the learning environment, receive instruction, and demonstrate learning. Assistive technologies may be needed for skill practice, communication, instruction and assessment. Children with disabilities can and should be supported with an individual family service plan or individual education plan.

- Families are the first, most influential teachers of their child. Families must be treated as partners and valued experts on their child. They should be continuously engaged in the learning process.

- Adults are responsible for continuous professional learning to support the culture and language of each child.

> **Remember that learning progressions and standards are approximations of age-typical development and are not to be used for assessment.**

Use of the Guidelines

The guidelines are designed to:

- Align Oregon's existing preschool guidelines and kindergarten standards and make the learning progressions from early childhood to elementary school clear.
- Support all who work with children by showing the progressions of what children know and are able to demonstrate in early childhood (Early Learning Outcomes Framework) at kindergarten entry (indicators in this document) and then at the end of kindergarten (Common Core Standards).
- Provide caregivers with information on developmental milestones. Caregivers can use this information to provide experiences that support learning and development.
- Provide a framework for early education and care providers to plan high-quality facilitated play, individualized instruction and support services.
- Inform family engagement and professional development regarding the learning and development of children.
- Strengthen the relationship between early learning and k-12 so that schools are ready for children and children are ready for school.
-

Using the Guidelines with Dual Language Learners

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

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

Organization of the Guidelines

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

- **Domains** represent the general area of learning and development. The guidelines include approaches to learning, social emotional development, language and communication, literacy, and mathematics. The domains are interconnected and reinforce the importance of focusing on development of the whole child instead of working on skills in isolation.
- **Sub-domains** offer more specific developmental themes of learning and development within each domain.
- **Goals** represent the anticipated outcomes that are important for success in school. The goals are directly from the Head Start Early Learning Outcomes Framework. For ease of cross-referencing, each goal is followed by the Head Start Framework's letter and number identification in parenthesis.
- **Developmental progressions** describe the skills, behaviors, and concepts that children demonstrate as they progress towards a given goal within an age period.
- **Indicators** describe specific, observable skills, behaviors, and concepts that children should know and be able to do.
- **Standards** refer to the skills children exiting kindergarten need in order to be successful in first grade. The approaches to learning and social emotional development standards for "By the End of Kindergarten" are new as they are not addressed in the Common Core Standards. The language and communication, literacy, and mathematics standards for "By the End of Kindergarten" are directly from Oregon's Common Core Standards. For ease of cross-referencing, each standard is followed by the Common Core's letter and number identification in parenthesis.

Domain: Approaches to Learning

Domain Definition

Approaches to learning focuses on how children learn. It refers to the skills and behaviors that children use to engage in learning, including initiative, curiosity, and creativity. These may vary across cultures.

The Approaches to Learning domain incorporates elements of emotional, behavioral, and cognitive self-regulation (focus attention, control emotions and manage thinking, behavior and feelings) under a single umbrella to guide practices that support the development of these skills.

Supporting children's skills in this domain helps children acquire knowledge, learn new skills, and set and achieve goals. They learn to successfully navigate learning experiences that are challenging, frustrating, or simply take time to accomplish. How a child engages in learning influences development in all domains and directly contributes to success in school and life.

Links to Readiness and School Achievement

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

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

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

Culturally Responsive Practice for Approaches to Learning

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

Stage of Language Development	What Children May Say or Do to Demonstrate Approaches to Learning
Home Language Use	- Continue speaking the home language - Stay in close proximity to trusted adult when unsure what to do - Express their feelings in the home language - Engage in solitary play or with peers who share the same home language
Non-Verbal	- Observe peers to know what to do to follow routines and transitions - Point and use non-verbal gestures to try to communicate

	• Stand close to English-speaking children to be able to hear them and watch them during play
Telegraphic Speech	• Follow rules and routines with increasing independence • Combine a word or two in the home language with a word or two in English, e.g. "Teacher, baño!" "Mas milk, please." (called code switching-this does not mean children are confused-rather they are pulling vocabulary from both languages demonstrating cognitive flexibility) • Begin to demonstrate learning and thinking in two different languages. • Use common social words, such as "Good morning!" "Play me?" that are heard frequently • Answer questions with one or two word answers
Productive Use of Language	• Engage in social and pretend play in English • Ask questions related to tasks or activities that indicate thinking about new ways to accomplish goals • Manage actions, words and behavior with increasing independence • Demonstrate persistence on tasks in both the home language and English

Supporting Children with Special Needs

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

Section Organization

The domain of Approaches to Learning intersects with the five social and emotional learning (SEL) competencies as identified by The Collaborative for Academic, Social, and Emotional Learning (CASEL). Social and Emotional Learning (SEL) is the process through which children and adults develop knowledge, skills, habits, and strategies across five competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-

making. Many of the standards outlined in this domain explicitly or implicitly correlate and align with the SEL competencies. To help support adults' understanding of and ability to translate these standards into practice the SEL competencies have been identified under the correlating sub-domain.

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

Approaches to Learning includes the following sub-domains:

- Emotional and Behavioral Self-Regulation
- Cognitive Self-Regulation (Executive Functioning)
- Initiative and Curiosity
- Creativity
- Emotional and Behavioral Self-Regulation

Sub-Domain: Emotional and Behavioral Self-Regulation

Goal: Child manages emotions with increasing independence. (P-ATL 1)
   *SEL Competency: Self-Management

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

Goal: Child follows rules and routines with increasing independence. (P-ATL 2)
   *SEL Competency: Self-Management

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

Goal: Child appropriately handles and takes care of materials. (P-ATL 3)
   *SEL Competency: Self-Management

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➢ With trusted adult support, handles materials, such	➢ Usually handles, takes care of, and manages materials, such	➢ Often handles materials appropriately during activities.	➢ Consistently handles materials appropriately during activities.

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
as putting them where they belong.	as using them in appropriate ways.	➢ With minimal adult support, cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.	➢ Independently cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.

Goal: Child manages actions, words, and behavior with increasing independence. (P-ATL 4)
*SEL Competency: Self-Management

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➢ Manages own actions, words and behavior with frequent support from trusted adult, such as reminders to use gentle touches and friendly words.	➢ Manages own actions, words, and behavior with occasional support from trusted adult.	➢ Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need	➢ Demonstrates control over actions and words in response to a challenging situation with increasing frequency. ➢ Consistently manages behavior according to expectations. ➢ Waits for turn with increasing frequency. ➢ Consistently refrains from aggressive behavior towards others. ➢ Understands the

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
		support from an adult. ➢ Often manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time. ➢ Often waits for turn, such as waits in line to wash hands or waits for turn on swings. ➢ Often refrains from aggressive behavior towards others. ➢ Begins to understand the consequences of behavior, such as spilling water on the floor means you will have to clean it up. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you push him.	consequences of behavior with increasing frequency.

Sub-Domain: Cognitive Self-Regulation (Executive Functioning)

Goal: Child demonstrates an increasing ability to control impulses. (P-ATL 5)
  *SEL Competency: Self-Management

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

Goal: Child maintains focus and sustains attention with minimal trusted adult support. (P-ATL 6)
*SEL Competency: Self-Management

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➤ With trusted adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	➤ With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.	➤ Frequently maintains focus on activities for extended periods of time, such as 15 minutes or more. ➤ Often engages in purposeful play for extended periods of time. ➤ Attends to adult during large and small group activities with minimal support.	➤ Maintains focus on activities for extended periods of time. ➤ Engages in purposeful play for extended periods of time. ➤ Attends to adult during large and small group activities independently.

Goal: Child persists in tasks. (P-ATL 7)
*SEL Competency: Self-Management

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➤ With or without trusted adult support, persists on preferred tasks when presented with small	➤ Frequently persists on preferred tasks. ➤ With or without trusted adult support, sometimes	➤ With encouragement from an adult, expresses the desire to take on challenges through verbal or	➤ Takes on challenges through verbal or non-verbal means. ➤ Demonstrates understanding that mistakes can provide information to learn

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
challenges, such as continuing to try to build a tall tower with blocks, even when some pieces fall.	persists on less preferred activities such as working to clean up an activity area.	non-verbal means. ➢ Beginning to understand that mistakes can provide information to learn from. ➢ Sometimes completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from a trusted adult or other child. ➢ Sometimes returns with focus to an activity or project after having been away from it.	from. ➢ Often completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from a trusted adult or other child. ➢ Often returns focus to an activity or project after having been away from it.

Goal: Child holds information in mind and manipulates it to perform tasks. (P-ATL 8)

*SEL Competency: Self-Management

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

Goal: Child demonstrates flexibility in thinking and learning. (P-ATL 9)

*SEL Competency: Self-Management

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➤ Demonstrates flexibility, or the ability to switch gears, in	➤ Demonstrates flexibility in thinking and behavior	➤ Tries different strategies to complete work or solve problems	➤ Often tries different strategies to complete work or solve problems, including

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
thinking and behavior when prompted by a trusted adult, such as trying a new way to climb a structure when the first attempt does not work.	without prompting at times. Also responds consistently to a trusted adult's suggestions to show flexibility in approaching tasks or solving problems, such as choosing a different toy when many children want to use the same one.	including with other children. ➢ Often applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet. ➢ Often transitions between activities without getting upset.	with other children. ➢ Engages in cooperative and collaborative tasks, activities, and projects. ➢ Consistently applies different rules in contexts that require different behaviors. ➢ Usually transitions between activities without getting upset.

Sub-Domain: Initiative and Curiosity

Goal: Child demonstrates initiative and independence. (P-ATL 10)
   *SEL Competency: Self-Management

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➢ Regularly shows initiative, particularly in interactions with trusted adult. ➢ Without adult prompting, works	➢ Frequently shows initiative, particularly when engaged in preferred activities. ➢ Demonstrates a willingness and capability to	➢ Often engages in independent activities. ➢ Makes choices and usually communicates these to adults and other children.	➢ Engages in independent activities. ➢ Makes choices and effectively communicates these to adults and other children. ➢ Independently identifies and seeks

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
independently for a brief length of time.	work independently for increasing amounts of time.	➤ Usually independently identifies and seeks supplies to complete activities, such as gathering art supplies to make a mask or gathering cards to play a matching activity. ➤ Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating scenarios to be enacted.	supplies to complete activities or tasks. ➤ Plans a variety of play scenarios, including establishing roles for peers.

Goal: Child shows interest in and curiosity about the world around them. (P-ATL 11)

*SEL Competency: Self-Management

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➤ With trusted adult support, seeks out new information and explores new	➤ Independently and with trusted adult support, seeks out new information and	➤ Often expresses the belief that they can develop new skills, interests, and	➤ Expresses the belief that they can develop new skills, interests, and talents. ➤ Asks questions and

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
play and tasks.	explores new play and tasks.	talents. ➢ With prompting from adult, asks questions and seeks new information. ➢ Often is willing to participate in new activities or experiences even if they are perceived as challenging. ➢ Often demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.	seeks new information. ➢ Is willing to participate in new activities or experiences even if they are perceived as challenging. ➢ Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.

Sub-Domain: Creativity

Goal: Child expresses creativity in thinking and communication. (P-ATL 12)
  *SEL Competency: Relationship Skills

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

Goal: Child uses imagination in play and interactions with others. (P-ATL 13)
   *SEL Competency: Relationship Skills

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➢ Uses imagination in play and other creative works. ➢ Begins to communicate creative ideas to other children and trusted adult.	➢ Develops more elaborate imaginary play, stories, and other creative works with children and trusted adult.	➢ Engages in social and pretend play. ➢ Often uses imagination with materials to create stories or works of art. ➢ Often uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.	➢ Frequently engages in social and pretend play. ➢ Uses imagination with materials to create stories or works of art. ➢ Uses a variety of objects or materials to represent something else during play.

Approaches to Learning : What Adults Should Do

This will be replaced by an icon to represent culturally responsive practice/dual language learners

Family Engagement & Home Language Support
- Invite family members and community members who speak the child's home language into the classroom to volunteer to speak, read and sing with the children*
- Use culturally relevant pictures and other materials to support children's understanding of words and concepts in the second language with care to avoid stereotypes*
- Ask children how to say words and phrases in their home language and teach it to other children*

Learning Environment
- Establish consistent daily routines in the classroom so children know what to expect and gain a sense of security
- Post the daily schedule with pictures and home languages so children have visual cues of what happens during the day*
- Include items that represent children's families and culture in the home or classroom setting*
- Provide wait time after asking a question or giving directions*

Learning Practices
- Use gestures and body language when speaking to provide context and help children understand what is being said*
- Use real objects and visual aids to demonstrate what is being said, "Do you want to paint?" while holding a paint cup and moving the paintbrush up and down*
- Give children ample response time to think of what they want to say when communicating in English*
- Encourage children to ask questions, try different ways of using materials, or offer them a wide range of new experiences
- Allow children to be active participants during circle time instead of passive observers

Social Learning
- Buddy up an English-speaking child with a dual language learner to help them establish friendships and have a peer with whom to connect*
- Talk to children about their feelings and discuss positive ways they can manage/express them, "What can we do when we are frustrated?"
- Use puppets to help open up conversation about feelings

- Role play with how to act or what to say in certain situations
- Encourage pretend play scenarios which give children opportunities to plan, negotiate roles, and cooperate
- Play games that require following an established set of rules and taking turns
- Provide time for play that encourages children to work as a team
- Discuss children's personal boundaries, how to respect the boundaries of others, and how boundaries differ within regions and cultures*
- Encourage children to initiate interactions with others by starting a game or interaction and then pausing and waiting for the children to initiate interaction to continue the activity

Questioning, Vocabulary & Storytelling
- Begin asking more challenging, open-ended questions as Dual Language Learners move to productive use of language*
- Use questions with the answer included to help children be successful in communicating in English, "Do you want to paint or play with blocks?"*
- Use how and why questions to encourage thinking skills
- Intentionally introduce and reinforce 2-3 new vocabulary words a day*
- Offer opportunities for children to act out characters in stories.

Problem Solving
- Model self-talk to demonstrate the use of "talking things out" to help make a decision
- Do a puzzle together and celebrate when it is completed
- Create investigations or projects where children can problem-solve together
- Place materials, toys, and snacks in hard to reach or open containers that require children to initiate interaction with others to obtain the items or problem solve
- Demonstrate that there may be more than one way to do things or to solve problem. Encourage children to come up with different options. For example, "We don't have enough cookies for everyone. How can we solve this problem?"

Domain: Social and Emotional Development

Domain Definition

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

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

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

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

Culturally Responsive Practice for Social and Emotional Development

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

Using the Standards with Dual Language Learners

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

Stage of Language Development	What Children May Say or Do to Demonstrate Social and Emotional Learning
Home Language Use	- Describe individual characteristics and interests and communicates them in the home language - Have a sense of belonging to family and community and communicates details about those connections, such as sharing a story about a family gathering in the home language - Stay in close proximity to trusted adult when unsure what to do - Express emotions in a way that may not reflect cultural norms of mainstream communication, e.g. avoiding eye contact
Non-Verbal	- Watch the mouths and lips of English speaking early educators and children as they talk to see how the words are formed. - Point and use non-verbal gestures to try to communicate - Show affection and preference for trusted adults who interact with them on a regular basis - Stand close to English-speaking children to be able to hear them and watch them during play - Play alongside other children and may share materials - Show a preference for playing with or near a particular child
Telegraphic Speech	- Combine a word or two in the home language with a word or two in English, e.g.. "Play conmigo" "Hola teacher" - Use common social words, such as "Good morning!" "Play me?" that

	are heard frequently
Productive Use of Language	- Engage in cooperative play - Describe feelings and emotions - Describe self as being a part of different groups, such as family and community - Tell a story as an aspect of their family or culture in comparison to being direct - Respond to a question by telling a story or using figurative language

Supporting Children with Special Needs

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

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

Section Organization

Like the domain of Approaches to Learning, the domain of Social and Emotional Development intersects with the five Social and Emotional Learning (SEL) competencies as identified by The Collaborative for Academic, Social, and Emotional Learning (CASEL). Social and Emotional Learning (SEL) is the process through which children and adults develop knowledge, skills, habits, and strategies across five competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Many of the standards outlined in this domain explicitly or implicitly correlate and align with the SEL competencies. To help support adults' understanding of and ability to translate these standards into practice the SEL competencies have been identified under the correlating sub-domain.

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

Social and Emotional Development includes the following sub-domains:

- Senses of identity and Belonging
- Emotional Functioning
- Relationships with Trusted adult
- Relationships with Other Children

Sub-Domain: Senses of Identity and Belonging

Goal: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. (P-SE 9)

*SEL Competency: Self-Awareness

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

Goal: Child expresses confidence in own skills and positive feelings about self. (P-SE 10)

*SEL Competency: Self-Awareness

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

Goal: Child has a sense of belonging to family, community, and other groups. (P-SE 11)

*SEL Competency: Self-Awareness

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

Sub-Domain: Emotional Functioning

Goal: Child expresses a broad range of emotions and recognizes these emotions in self and others. (P-SE 6)

*SEL Competencies: Self-Awareness and Social Awareness

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

Goal: Child expresses care and concern toward others. (P-SE 7)
   *SEL Competency: Social Awareness

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

Goal: Child manages emotions with increasing independence. (P-SE 8)
   *SEL Competency: Self-Management

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➢ Manages less intense emotions, such as mild frustration, independently. ➢ May require trusted adult support to manage more intense	➢ Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. ➢ Sometimes looks to trusted	➢ Expresses feelings in ways that are appropriate to the situation according to their life experience and cultural beliefs. ➢ Looks for adult assistance when	➢ Expresses feelings in ways that are appropriate to the situation according to their life experience and cultural beliefs with increasing confidence. ➢ Looks for adult assistance when feelings are most

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
emotions.	adult for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.	feelings are most intense. ➢ With adult support, uses a variety of coping strategies to manage emotions, such as using words or taking a deep breath.	intense. ➢ Uses a range of coping strategies to manage emotions, such as using words or taking a deep breath, independently or with some adult support.

Sub-Domain: Relationships with Trusted adult

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

    *SEL Competency: Relationship Skills

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

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

*SEL Competency: Relationship Skills

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

Sub-Domain: Relationships with Other Children

Goal: Child engages in and maintains positive interactions and relationships with other children. (P-SE 3)

    *SEL Competency: Relationship Skills

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

Goal: Child engages in cooperative play with other children. (P-SE 4)
    *SEL Competency: Relationship Skills

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

Goal: Child uses basic problem-solving skills to resolve conflicts with other children. (P-SE 5)

*SEL Competency: Relationship Skills

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

Social and Emotional Learning: What Adults Should Do
This will be replaced by an icon to represent culturally responsive practice/dual language learners

Family Engagement & Home Language Support
- Invite family members and community members who speak the child's home language into the classroom to volunteer to speak, read and sing with the children*
- Use culturally relevant pictures and other materials to support children's understanding of words and concepts in the second language with care to avoid stereotypes*
- Ask children how to say words and phrases in their home language and teach it to other children*
- Ask families what activities their child particularly enjoys so that you may incorporate that into activities.
- Bring in books, audiobooks, music, songs that reflect authentic, positive images of children and families from all of the cultures and languages in the classroom*

Learning Environment
- Establish consistent daily routines in the classroom so children know what to expect and gain a sense of security
- Post the daily schedule with pictures and home languages so children have visual cues of what happens during the day*
- Include items that represent children's families and culture in the home or classroom setting*
- Give children responsibilities, such as wiping tables or putting away toys
- Engage children in developing classroom or home rules

Learning Practices
- Use gestures and body language when speaking to provide context and help children understand what is being said*
- Use real objects and visual aids to demonstrate what is being said, "Do you want to paint?" while holding a paint cup and moving the paintbrush up and down*
- Give children ample response time to think of what they want to say when communicating in English*
- Encourage children to ask questions, try different ways of using materials, or offer them a wide range of new experiences
- Allow children to be active participants during circle time instead of passive observers
- Encourage children to make choices, such what they wear or what activity they want to do

Social Learning

- Buddy up an English-speaking child with a dual language learner to help them establish friendships and have a peer with whom to connect*
- Talk to children about their feelings and discuss positive ways they can manage/express them, "What can we do when we are frustrated?"
- Use puppets and pictures to help explain and begin conversations about feelings
- Role play with how to act or what to say in certain situations
- Encourage pretend play scenarios which give children opportunities to plan, negotiate roles, and cooperate
- Play games that require following an established set of rules and taking turns
- Provide time for play that encourages children to work as a team
- Discuss children's personal boundaries, how to respect the boundaries of others, and how boundaries differ within regions and cultures*
- Encourage children to initiate interactions with others by starting a game or interaction and then pausing and waiting for the children to initiate interaction to continue the activity
- Provide social activities that children can participate in non-verbally such as dancing, art, and gross motor play*
- Teach and talk to children about their feelings,—"I see you are frustrated."
- Read books or tell stories about feelings
- Identify and label your own feelings. For example, "I feel really happy that we are spending time together."
- Set up role plays to act out scenarios and encourage problem solving.
- Acknowledge children when they have done something kind.

Questioning, Vocabulary & Storytelling

- Begin asking more challenging, open-ended questions as Dual Language Learners move to productive use of language*
- Use questions with the answer included to help children be successful in communicating in English, "Do you want to paint or play with blocks?"*
- Use how and why questions to encourage thinking skills
- Intentionally introduce and reinforce 2-3 new vocabulary words a day*
- Offer opportunities for children to act out characters in stories
- Encourage children to use their emerging English skills but do not require their response or participation until they are ready*

Domain: Language and Communication

Language development refers to emerging abilities in listening and understanding (receptive language) and in using language (expressive language).

Links to Readiness and School Achievement

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

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

Culturally Responsive Practice for Language and Communication

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

There are two pathways to dual language learning: simultaneous and successive. Simultaneous bilingualism occurs when a child is learning and developing two languages during the first years of life, typically before the age of three (McLaughlin, 1984). This occurs when a child is exposed

to two or more languages at birth, such as one parent speaks one language to the child and the other parent speaks another home language to the child. Successive or sequential bilingualism occurs when one language has already been learned or at least partially established and the child begins to have exposure and opportunity to learn another language.   This is often the case when children from families who speak a language other than English enter an out of home setting for the first time and begin learning English.

Adults Who Work with Dual Language Learners

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

Using the Guidelines with Dual Language Learners

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

Stage of Language Development	What Children May Say or Do to Demonstrate Learning
Home Language Use	• Continue speaking the home language • Stay in close proximity to adults when unsure what to do
Non-Verbal	• Watch the mouths and lips of English speaking early educators and children as they talk to see how the words are formed • Practice making the sounds of the language they hear • Point and use non-verbal gestures to try to communicate • Stand close to English-speaking children to be able to hear them and

	watch them during play
	• Understand simple requests and statements when accompanied with gestures
Telegraphic Speech	• Say their first words in English during a music activity or storybook reading with familiar, repetitive phrases, "Brown Bear, Brown bear" because it can be a safe way to try out their emerging expressive skills.
	• Combine a word or two in the home language with a word or two in English, e.g. "Teacher, baño!" "Mas milk, please." (called code switching-this does not mean children are confused-rather they are pulling vocabulary from both languages demonstrating cognitive flexibility)
	• Combine two or three words together in English, commonly nouns, to communicate wants and needs
	• Use common social words, such as "Good morning!" "Play me?" that are heard frequently
	• Answer questions with one or two word answers
Productive Use of Language	• Answer open-ended questions
	• Understand requests and statements when not accompanied by gestures and visual cues
	• Say sentences with at least four words in English

Supporting Children with Special Needs

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

educators should partner with families to individualize teaching and learning and address the needs and strengths of each child.

Section Organization

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

Language and Communication includes the following sub-domains:

- Attending and Understanding
- Communicating and Speaking
- Vocabulary

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

Sub-Domain: Attending and Understanding

Goal: Child attends to communication and language from others. (P-LC 1)

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➤ With the support of a trusted adult or peer, shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	➤ Shows acknowledgment of complex comments or questions. ➤ Is able to attend to longer, multi-turn conversations, either spoken or signed.	➤ Uses verbal and non-verbal signals to acknowledge the comments or questions of others. ➤ Shows ongoing connection to a conversation, group discussion, or presentation.	➤ There is no corresponding CCSS for this goal.

Goal: Child understands and responds to increasingly complex communication and language from others. (P-LC 2)

Developmental Progression		Indicators	Common Core Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➤ With the support of a trusted adult or peer, understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.	➤ understands and responds (verbally and non-verbally) to complex statements, questions, and stories containing multiple phrases and ideas.	➤ Shows an ability to recall (in order) multiple step directions. ➤ Demonstrates understanding of a variety of question types, such as "Yes/No?" or "Who/ What/When/ Where?" or "How/ Why?" ➤ Shows understanding of a variety of sentence	➤ Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (K.SL.2) ➤ Asks and answers questions in order to seek help, get information, or clarify something that is not

Developmental Progression		Indicators	Common Core Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
		types, such as multi-clause, cause-effect, sequential order, or if-then. ➢ Shows an understanding of talk related to the past or future. ➢ Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. ➢ Children who are Dual Language Learners may demonstrate more complex communication and language in their home language than in English.	understood. (K.SL.3)

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

Sub-Domain: Communicating and Speaking

Goal: Child varies the amount of information provided to meet the demands of the situation. (P-LC 3)

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

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

Goal: Child understands, follows, and uses appropriate social and conversational rules. (P-LC 4)

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➤ Engages in conversations with trusted adults, other children, or within the group setting lasting 2–3 conversational turns, and, with support, will sometimes adjust tone and volume for different situations.	➤ Maintains multi-turn conversations with trusted adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. ➤ With increasing independence, varies tone and volume of expression to match the social situation.	➤ Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement. ➤ With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.	➤ Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (K.SL.1) a. Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continues conversations through multiple exchanges.

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

Goal: Child expresses self in increasingly long, detailed, and sophisticated ways. (P-LC 5)

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➢ Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. ➢ Typically uses 3–5 word phrases/ sentences when communicating. ➢ With some prompting, can offer multiple (2–3) pieces of information on a single topic. ➢ Children who are Dual Language Learners may use 2-3 words to communicate an entire idea or thought, such as "Me paint."	➢ Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. ➢ Uses longer sentences, as well as sentences that are slightly more complex, such as "I need a pencil because this one broke." ➢ Can offer multiple pieces of information on a topic with increasing independence and answer simple questions. ➢ Children who are Dual Language	➢ Communicates clearly enough to be understood by trusted adult across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. ➢ Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement. ➢ Typically uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations. ➢ Can produce and organize multiple sentences on a topic, such as giving	➢ Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking. (K.L.1) a. Uses frequently occurring nouns and verbs. b. Forms regular plural nouns orally by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*). c. Understands and uses question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*). d. Uses the most frequently occurring prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*.)

| | | directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types. | e. Produces and expands complete sentences in shared language activities.
➢ Applies audibly and expresses thoughts, feelings, and ideas clearly. (K.SL.6) |

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

Sub-Domain: Vocabulary

Goal: Child understands and uses a wide variety of words for a variety of purposes. (P-LC 6)

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➢ Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. ➢ Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words	➢ Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. ➢ Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.	➢ Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities. ➢ Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions. ➢ With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word "cocoon" when	➢ Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. (K.L.4) a. Identifies new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck.) b. Uses the most frequently occurring inflections and affixes (e.g., -ed, -s,

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
offered by trusted adults.		learning about the lifecycle of caterpillars, or "cylinder" when learning about 3-D shapes. ➢ With support, forms guesses about the meaning of new words from context clues.	re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. ➢ With guidance and support from adults, explores word relationships and nuances in word meanings. (K.L.5) a. Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identifies real-life connections between words and their use (e.g., note places at school that are *colorful*). d. Distinguishes shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings. ➢ Uses words and phrases acquired through

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
			conversations, reading and being read to, and responding to texts. (K.L.6)

- ➢ **CCR Anchor Standard 4:** Determines or clarifies the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- ➢ **CCR Anchor Standard 6:** Acquires and regularly uses a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Goal: Child shows understanding of word categories and relationships among words. (P-LC 7)

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➢ Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.	➢ Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying words that have the same meaning (synonyms) and words that have opposite meanings (antonyms).	➢ Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals. ➢ Discusses new words in relation to known words and word categories, such as "It fell to the bottom when it sank" or "When	➢ With guidance and support from adults, explores word relationships and nuances in word meanings. (K.L.5) a. Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrates understanding of frequently occurring

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
		you hop it's like jumping on one leg" or "The bear and fox are both wild animals." ➢ Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs. ➢ Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy. ➢ Shows an ability to distinguish similar words, such as "I don't like it, I love it!" or "It's more than tall, it's gigantic" or "It's so cold, it's frosty."	verbs and adjectives by relating them to their opposites (antonyms). c. Identifies real-life connections between words and their use (e.g., note places at school that are *colorful*). d. Distinguishes shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

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

Language and Communication: What Adults Should Do
*This will be replaced by an icon to represent culturally responsive practice/dual language learners

Family Engagement & Home Language Support
- Invite family members and community members who speak the child's home language into the classroom to volunteer to speak, read and sing with the children.*
- Bring in music, songs and audio-books in the home language(s) of the children. *
- Use culturally relevant pictures and other materials to support children's understanding of words and concepts in the second language with care to avoid stereotypes. *
- Ask children how to say words and phrases in their home language and teach it to other children. *
- Tell stories to children in their home language and recognize that many culture's stories are non-linear. *
- Invite children to talk about the activities in their day, in their home language. *
- Talk about the similarities of words in children's home language and English, such as "Triangle in English and triangulo in Spanish sound similar." *

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

Learning Practices
- Provide wait time after asking a question or giving directions*
- Use gestures and body language when speaking to provide context and help children understand what is being said. *
- Use real objects and visual aids to demonstrate what is being said, "Do you want to paint?" while holding a paint cup and moving the paintbrush up and down. *
- Engage children in activities and games that require listening and following directions, such as Simon Says or Red Light/Green Light.

Questioning & Vocabulary
- Use questions with the answer included to help children be successful in communicating in English, "Do you want to paint or play with blocks?" *
- Talk about what the child is doing, e.g. "You are stacking the blocks" to connect the words with the child's action. *
- Begin asking more challenging, open-ended questions as children move to productive use of language. *

- Intentionally introduce and reinforce 2-3 new vocabulary words a day. *
- Have conversations with children about what they have been doing, why things happened, and their feelings about the event.
- Expand on their conversations. If they say, "I rode the airplane" you could add, "Yes, you rode the airplane at the playground last night!" Often this will encourage them to add some details too.
- Ask questions that encourage children to make and express their choices.
- Invite children to describe things they've created or how they solved a problem. Encourage children to elaborate.
- Practice using descriptive words to explain how an object looks. If you have an apple, you might say, "This apple is bright red with smooth, shiny skin. It feels firm when I squeeze it. The top is thick but it gets narrow toward the bottom. If I bite into the apple, how do you think it will taste?"
- Model the use of uncommon words, such as "This drink tastes bitter."

Storytelling
- Read books in English that have simple, repetitive phrases and books that rhyme. *
- Read books in small groups to allow for more opportunities for discussion.
- Read books multiple times and tell stories repeatedly. *
- When reading, invite children to guess what will happen next.
- After reading a familiar story, encourage children to imagine a different ending and encourage them to tell their version.

Domain: Literacy

Domain Definition

Literacy refers to the ability to read and write. The development of literacy skills occur in stages. A general progression begins from age 0-1 with an initial pre-literacy state of pre-language and early nonverbal communication. From age 1 to 3.5 the literacy skills of early language and vocabulary are developed. Following the development of these emerging skills, initial development of conventional literacy skills such as decoding, oral reading fluency, reading comprehension, writing, and spelling occurs from age 3-5.

Links to Readiness and School Achievement

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

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

Culturally Responsive Practice for Literacy

Literacy skills can develop in any language, and for the most part, they develop first in the child's home language. Supporting development of the home language helps prepare young children for learning English. Children who are Dual Language Learners show different patterns of English acquisition, depending on their prior exposure, their abilities, their temperaments, and the support they receive at home and other settings. Some children who are Dual Language Learners may use different vocabulary and sentence structures in each language. The home

languages of some children use non-alphabetic writing. The home languages of other children may not have a written form. These children would not be expected to identify letters of the alphabet in their home language.

Stage of Language Development	What Children May Say or Do to Demonstrate Approaches to Learning
Home Language Use	• Request or retell stories in their home language • Stay in close proximity to trusted adult when unsure what to do • Identify pictures in stories in the home language • Write letters or identify sounds from home language
Non-Verbal	• Observe peers to follow story time and writing activities • Point and use non-verbal gestures to try to communicate • Sort common objects into categories
Telegraphic Speech	• Repeat sentences from the story • Combine a word or two in the home language with a word or two in English, e.g. "Teacher, baño!" "Mas milk, please." (called code switching-this does not mean children are confused-rather they are pulling vocabulary from both languages demonstrating cognitive flexibility) • Begin to demonstrate learning and thinking in two different languages • Read and write common English sounds such as and /a/ and /s/ • Answer questions with one or two word answers
Productive Use of Language	• Use vocabulary from stories or school conversations in English • Produce complete sentences as prompted in class • Identify similarities such as that both cats and dogs are furry and have four legs

Supporting Children with Special Needs

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

educators should partner with families to individualize teaching and learning and address the needs and strengths of each child.

Section Organization

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

Literacy includes the following sub-domains:

- Phonological Awareness
- Print and Alphabet Knowledge
- Comprehension and Text Structure
- Writing

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

Sub-Domain: Phonological Awareness

Goal: Child Demonstrates awareness that spoken language is composed of smaller segments of sound. (P-Lit 1)

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➤ Shows rote imitation and enjoyment of rhyme and words that start with the same sound (alliteration). ➤ With support, distinguishes when two words rhyme and when two words begin with the same sound.	➤ Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. ➤ Recognizes changes in the sounds of words (phonemic awareness), such as noticing the problem with "Old McDonald had a charm." ➤ Is able to count syllables and understand sounds in spoken words.	➤ Provides one or more words that rhyme with a given word, such as "What rhymes with log?" ➤ Produces the beginning sound in a spoken word, such as "Dog begins with /d/." ➤ With adult support, provides a word that fits with a group of words that have the same beginning sound, such as "Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?"	➤ Demonstrates understanding of spoken words, syllables, and sounds (phonemes). (K.RF.2) a. Recognizes and produces rhyming words. b. Counts, pronounces, blends, and segments syllables in spoken words. c. Blends and segments the beginning sound in a word (onset) and the last letters of the word (rime) of single-syllable spoken words. For example, in the word "CAT", the onset is "C" and the rime is "AT". d. Isolates and pronounces the

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
			beginning (initial), middle (medial) vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) e. Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words.

Sub-Domain: Print and Alphabet Knowledge

Goal: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). (P-Lit 2)

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➢ Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an trusted adult "What does this say?" or "Read	➢ Begins to demonstrate an understanding of the connection between speech and print. ➢ Shows a growing awareness that print has rules,	➢ Understands that print is organized differently for different purposes, such as a note, list, or storybook. ➢ Understands that written words are made up of a group	➢ Demonstrates understanding of the organization and basic features of print. (K.RF.1) a. Follows words from left to right, top to bottom, and page by page.

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
this."	such as holding a book correctly or following a book left to right when reading in English.	of individual letters. ➢ Begins to point to single-syllable words while reading simple, memorized texts. ➢ Identifies book parts and features, such as the front, back, title, and author.	b. Recognizes that spoken words are represented in written language by specific sequences of letters. c. Understands that words are separated by spaces in print. ➢ Recognizes common types of texts (e.g., storybooks, poems). (K.RL.5) ➢ With prompting and support, names the author and illustrator of a story and define the role of each in telling the story. (K.RL.6)

Goal: Child identifies letters of the alphabet and produces correct sounds associated with letters. (P-Lit 3)

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➢ With support from a trusted adult, shows an awareness of alphabet letters, such as singing the ABC song,	➢ Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as	➢ Names 18 upper- and 15 lower-case letters. ➢ Knows the sounds associated with several letters.	➢ Demonstrates understanding of the organization and basic features of print. (K.RF.1) a. Recognizes and name all upper-

| recognizing letters from one's name, or naming some letters that are encountered often. | letters often seen in the environment.
 ➢ Produces the sound of many recognized letters. | | and lowercase letters of the alphabet. |

Sub-Domain: Comprehension and Text Structure

Goal: Child demonstrates an understanding of narrative structure through storytelling/re-telling. (P-LIT 4)

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➢ With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	➢ Re-tells 2–3 key events from a well-known story, typically in the right order and using some simple sequencing terms, such as first … and then.	➢ Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships. ➢ Tells fictional or personal stories using a sequence of at least 2–3 connected events. ➢ Identifies characters and main events in books and stories.	➢ With prompting and support, re-tells familiar stories, including key details. (K.RL.2) ➢ With prompting and support, identifies the main topic and re-tell key details of a text. (K.RI.2) ➢ With prompting and support, identifies characters, settings, and major events in a story. (K.RL.3) ➢ With prompting and support, describes the connection between two individuals, events, ideas, or pieces of information in a text. (K.RI.3) ➢ With prompting and support, describes the relationship

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
			between illustrations and the story/text in which they appear. (K.RL.7)
			➢ With prompting and support, describes the relationship between illustrations and the text in which they appear. (K.RI.7)
			➢ With prompting and support, compares and contrasts the adventures and experiences of characters in familiar stories. (K.RL.9)
			➢ With prompting and support, identifies basic similarities in and differences between two texts on the same topic. (K.RI.9)

➢ **CCR Anchor Standard 1:** Reads closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

➢ **CCR Anchor Standard 7:** Integrates and evaluates content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Goal: Child asks and answers questions about a book that was read aloud. (P-LIT 5)

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

➤ **CCR Anchor Standard 1:** Reads closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

➤ **CCR Anchor Standard 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

➢ **CCR Anchor Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently.

DRAFT

Sub-Domain: Writing

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

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➢ With support, holds a writing tool and copy single lines and circles. ➢ With support, engages in writing activities that consist largely of drawing and scribbling. ➢ With support, begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	➢ With trusted adult prompting, holds a writing tool with a three finger grasp. ➢ Able to imitate zigzag and crossed lines, trace dotted lines and draw simple figures. ➢ Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. ➢ With support, may use invented spelling consisting of main or beginning sounds, such as MV for movie or B for bug.	➢ With minimal adult prompting, holds a writing tool with a three finger grasp. ➢ Able to copy more sophisticated figures, such as squares, crossed lines, and triangles. ➢ Creates a variety of written products that may or may not phonetically relate to intended messages. ➢ Shows an interest in copying simple words posted in the environment. ➢ Attempts to independently write some words using invented spelling, such as K for kite. ➢ Writes first name correctly or close to correctly. ➢ Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print, such as creating a book that moves left	➢ Uses a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*). (K.W.1) ➢ Uses a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2) ➢ Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
		to right.	happened. (K.W.3 ➢ With guidance and support from trusted adult, responds to questions and suggestions from peers and add details to strengthen writing as needed. (K.W.5) ➢ With guidance and support from trusted adult, explores a variety of digital tools to produce and publish writing, including in collaboration with peers. (K.W.6) ➢ Participates in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.) (K.W.7) ➢ With guidance and support from an adult, recalls information from experiences or gathers information from provided sources to answer a question. (K.W.8) ➢ Demonstrates commands of the conventions of standard English capitalization, punctuation, and

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
			spelling when writing. (K.L.2)
			a. Capitalizes the first word in a sentence and the pronoun I. Recognizes and name end punctuation.
			b. Writes a letter or letters for most consonant and short-vowel sounds (phonemes).
			c. Spells simple words phonetically, drawing on knowledge of sound-letter relationships.
			➢ Demonstrates command of the conventions of standard English grammar and usage when writing or speaking. (K.L.1)
			a. Prints many upper- and lowercase letters.

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

Literacy: What Adults Should Do

This will be replaced by an icon to represent culturally responsive practice/dual language learners

Family Engagement & Home Language Support

- Invite family members and community members who speak the child's home language into the classroom to volunteer to speak, read and sing with the children.*
- Bring in music, songs and audio-books in the home language(s) of the children. *
- Use culturally relevant pictures and other materials to support children's understanding of words and concepts in the second language with care to avoid stereotypes. *
- Ask children how to say words and phrases in their home language and teach it to other children. *
- Tell stories to children in their home language and recognize that many culture's stories are non-linear. *
- Invite children to talk about the activities in their day, in their home language. *
- Talk about the similarities of words in children's home language and English, such as "Triangle in English and triangulo in Spanish sound similar." *
- Encourage children to find certain letters or characters meaningful in the child's home language. Engage them in conversations about them, such as, "Is that letter in your name?"*
- Read books in the child's home language and stress the value of learning to read in both the home language and in English.*
- Point out letters, numbers, and words on packages and signs in the child's home language.*

Learning Environment

- Establish consistent daily routines in the classroom so children know what to expect and gain a sense of security.
- Post the daily schedule with pictures and the home language so children have visual cues of what happens during the day*

Learning Practices

- Provide wait time after asking a question or giving directions*
- Use gestures and body language when speaking to provide context and help children understand what is being said. *
- Use real objects and visual aids to demonstrate what is being said, "Do you want to paint?" while holding a paint cup and moving the paintbrush up and down. *

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

Social Learning

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

Questioning & Vocabulary
- Use questions with the answer included to help children be successful in communicating in English, "Do you want to paint or play with blocks?"*
- Talk about what the child is doing, e.g. "You are stacking the blocks" to connect the words with the child's action. *
- Begin asking more challenging, open-ended questions as children move to productive use of language. *
- Intentionally introduce and reinforce 2-3 new vocabulary words a day. *
- Practice using descriptive words to explain how an object looks. If you have an apple, you might say, "This apple is bright red with smooth, shiny skin. It feels firm when I squeeze it. The top is thick but it gets narrow toward the bottom. If I bite into the apple, how do you think it will taste?"
- Model the use of uncommon words, such as "This drink tastes bitter."

Storytelling & Word Play
- Read books in English that have simple, repetitive phrases and books that rhyme. *
- Read books in small groups to allow for more opportunities for discussion.
- Read books multiple times and tell stories repeatedly. *
- When reading, invite children to guess what will happen next.
- After reading a familiar story, encourage children to imagine a different ending and encourage them to tell their version.
- Repeat sounds children make, or make up sounds and see if they can copy them.
- When at the park, on the playground, or in the snow, use the surroundings to play with letters. Take turns writing letters in the snow, dirt, or sand.
- Look at pictures together in magazines, catalogs, or storybooks. Ask children to tell you what they think the people are doing or thinking, and write down what they say as a caption.
- Write a book together. Staple a few pieces of paper together. Ask the child to tell you a story and write out one or two sentences on each page. Then, read the story to them and let them illustrate it.

- Roll dough into letters. Spell out children's names and other words they want to spell with the different letters.
- Encourage children to write grocery or chore lists.
- Use drawings or pictures from magazines to create an alphabet book which has a letter and an object that begins with that letter on each page.
- Act out parts of children's favorite and well-known books and stories.
- Provide pencils, crayons, and paper to encourage writing.
- Create labels for different objects in the environment. For example, different books, places for toys, foods or objects in the kitchen, or clothes. Children can draw pictures to go along with it.
- Ask your child to draw a picture of his/her favorite scene, character or page from a book. (S)he can then write a description of what (s)he drew and why (s)he chose to draw it.
- Use magnetic letters, letter tiles or cards from games to create both real and silly words. Practice building longer words by putting together shorter sounds and words.
- Read aloud a favorite story or poem as though it is a play or using different voices for the character and the narrator, to help your child practice his/her pacing and expression.
- Encourage children to read to siblings or friends.

Domain: Mathematics

Domain Definition

Mathematics development in young children refers to understanding numbers and quantities, their relationships, and operations, such as what it means to add to and take away from. Mathematics also includes shapes and their structure, reasoning, measurement, classification, and patterns.

Links to Readiness and School Achievement

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

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

Culturally Responsive Practice for Mathematics

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

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

Stage of Language Development	What Children May Say or Do to Demonstrate Mathematics Learning
Home Language Use	• Count in their home language • Name shapes and patterns in their home language • Understand and use positional words in the home language, e.g. in, on, up, down
Non-Verbal	• Demonstrate one-to-one correspondence, e.g. as they pass out one napkin to each child • Create and extend a pattern • Connect three dimensional object with a two dimensional image, e.g. using a shape sorter • Make tally marks to count objects • Classify and sort objects into categories.
Telegraphic	• Name some numbers in English • Use some positional words, e.g. on, under, in • Name some basic shapes
Productive	• Describe attributes of shapes, i.e. "a square has four sides" • Explain simple A-B patterns in English • Use comparative language, such as shorter, bigger, heaviest in English • Name numerals and connect them to their associated quantities in English • Explain how they classified objects into sets in English

Supporting Children with Special Needs

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

Section Organization

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

Mathematics includes the following sub-domains:

- Counting and Cardinality
- Operations and Algebraic Thinking
- Measurement
- Geometry and Spatial Sense

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

Sub-Domain: Counting and Cardinality

Goal: Child knows number names and the count sequence. (P-Math 1)

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➢ Says or signs some number words in sequence (up to 10), starting with one. ➢ With support, understands that counting words are separate words, such as "one," "two," "three" versus "onetwothree".	➢ Says or signs more number words in sequence.	➢ Counts verbally or signs to at least 20 by ones.	➢ Counts to 100 by ones and by tens (K.CC.1) ➢ Counts forward beginning from a given number within the known sequence (instead of having to begin at 1). (K.CC.2)

Goal: Child recognizes the number of objects in a small set. (P-Math 2)

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➢ Develops an understanding of what whole numbers mean. ➢ With support, begins to recognize the number of small objects in groups without counting (referred to as	➢ Quickly recognizes the number of objects in a small set (referred to as "subitizing").	➢ Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number.	➢ No matching CCSS standard

"subitizing"). For example, there are two cars in a pile. A child looks and quickly says, "Look, two cars!"			

Goal: Child understands the relationship between numbers and quantities. (P-Math 3)

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➢ With support, begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). ➢ With support, begins to understand that the last number represents how many objects are in a group (cardinality). For example, a child is asked to count a pile of bears. The adult asks "How many?" The child points and counts one, two, three and says, "Three!"	➢ Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). ➢ Understands that the last number represents how many objects are in a group (cardinality).	➢ When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10. ➢ Counts and answers "How many?" questions for approximately 10 objects. ➢ Accurately counts as many as 5 objects in a scattered configuration. ➢ Understands that each successive number name refers to a quantity that is one larger. For example, knows that six is larger than five. ➢ Understands that the last number said represents the number of objects in	➢ Understands the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understands that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
		a set.	the order in which they were counted. c. Understands that each successive number name refers to a quantity that is one larger. (K.CC.4) ➢ Counts to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, counts out that many objects. (K.CC.5)

Goal: Child compares numbers. (P-Math 4)

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➢ With support, begins to accurately count and compare objects that are about the same size and are in	➢ Counts to determine and compare number amounts even when the larger group's objects are smaller in	➢ Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.	➢ Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g.,

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
small groups with trusted adult assistance, such as counts a pile of 2 blocks and a pile of 4, and determines whether the piles have the same or different numbers of blocks. ➢ Identifies the first and second objects in a sequence.	size, such as buttons, compared with the smaller group's objects that are larger in size, such as markers. ➢ Uses numbers related to order or position. For example, the child knows that 3 comes before 4.	➢ Identifies and uses numbers related to order or position from first to tenth.	by using matching and counting strategies (include groups with up to ten objects). (K.CC.6) ➢ Compares two numbers between 1 and 10 presented as written numerals. (K.CC.7)

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

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

Sub-domain: Operations and Algebraic Thinking

Goal: Child understands addition as adding to and understands subtraction as taking away from. (P-Math 6)

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

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
		counts, "Five, four, three…two!" (keeping track with fingers).	decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). (K.OA.3) ➢ For any number from 1 to 9, finds the number that makes 10 when added to the given number, e.g., by using objects or drawings, and records the answer with a drawing or equation.(K.OA.4) ➢ Fluently adds and subtracts within 5. (K.OA.5)

Goal: Child understands simple patterns. (P-Math 7)

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➢ With support, recognizes a simple pattern, and with trusted adult assistance, fills in the missing element of a pattern, such as red, blue, red, blue, ___, blue. Duplicates and extends ABABAB patterns.	➢ Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.	➢ Fills in missing elements of simple patterns. ➢ Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns,	➢ Not addressed in CCSS

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
		such as making an eight block tower of the same pattern that was demonstrated with four blocks. ➢ Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.	

Sub-Domain: Number and Operations in Base Ten

Goal: Child works with numbers 11-19 to gain foundations for place value. (P-Math 8)

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➢ Not addressed in HSELOF	➢ Not addressed in HSELOF	➢ Not addressed in HSELOF	➢ Composes and decomposes numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and records each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understands that these numbers are composed of ten

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
			ones and one, two, three, four, five, six, seven, eight, or nine ones.

Sub-Domain: Measurement and Data

Goal: Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. (P-Math 9)

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

			as taller/shorter. (K.MD.2)

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

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➢ Not addressed in HSELOF	➢ Not addressed in HSELOF	➢ Not addressed in HSELOF	➢ Classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10.) (K.MD.3)

Sub-category: Geometry and Spatial Sense

Goal: Child identifies, describes, compares, and composes shapes. (P-Math 11)

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
➢ Recognizes and names typical circle, square, and sometimes a triangle. ➢ With trusted adult support, matches some shapes that are different sizes and orientations.	➢ Recognizes and compares a greater number of shapes of different sizes and orientations. ➢ Begins to identify sides and angles as distinct parts of shapes.	➢ Names and describes shapes in terms of length of sides, number of sides, and number of angles. ➢ Correctly names basic shapes regardless of size and orientation. ➢ Analyzes, compares	➢ Correctly names shapes regardless of their orientations or overall size. (K.G.2) ➢ Identifies shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). (K.G.3)

Developmental Progression		Indicators	Standards
3 Years Old	Age 4 to Age 5 Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
		and sorts two and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape. ➢ Creates and builds shapes from components.	➢ Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). (K.G.4) ➢ Models shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (K.G.5) ➢ Composes simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" (K.G.6)

Goal: Child explores the positions of objects in space. (P-Math 12)

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

Mathematics: What Adults Should Do

*This will be replaced by an icon to represent culturally responsive practice/dual language learners

Family Engagement & Home Language Support
- Use culturally relevant pictures and other materials to support children's understanding of words and concepts in the second language with care to avoid stereotypes. *
- Talk about the similarities of words in children's home language and English, such as "Triangle in English and triangulo in Spanish sound similar." *
- Point out numbers on packages and signs in the child's home language.*
- Include counting books in the child's home language.*
- Encourage children to teach other children how to count to 10 in their home language.*

Learning Environment
- Establish consistent daily routines in the classroom so children know what to expect and gain a sense of security.
- Post the daily schedule with pictures and the home language so children have visual cues of what happens during the day*
- Provide numerous materials for children to demonstrate their mathematical knowledge for counting and classifying, e.g. rocks, buttons, shells.

Learning Practices
- Provide wait time after asking a question or giving directions*
- Use gestures and body language when speaking to provide context and help children understand what is being said, such as concepts like big and small.*
- Use real objects and visual aids to demonstrate what is being said, "Do you want to paint?" while holding a paint cup and moving the paintbrush up and down. *
- Play games such as Simon Says to use gestures to demonstrate words such as under, over, around and other positional words.
- When counting, hold up the corresponding number of fingers and/or show the corresponding numeral*
- Provide opportunities for children to measure with non-standard units of measure, such as with their hands and feet.
- Play matching games.
- Sing counting songs.
- Encourage children to count out things to put on the table for a meal.
- Invite children to help find matching items in the environment.

Questioning & Vocabulary

- Use questions with the answer included to help children be successful in communicating in English, "Do you want to paint or play with blocks?"*
- Talk about what the child is doing, e.g. "You are stacking the blocks" to connect the words with the child's action. *
- Begin asking more challenging, open-ended questions as children move to productive use of language. *
- Intentionally introduce and reinforce 2-3 new vocabulary words a day. *
- Practice using descriptive words to explain how an object looks. If you have an apple, you might say, "This apple is bright red with smooth, shiny skin. It feels firm when I squeeze it. The top is thick but it gets narrow toward the bottom. If I bite into the apple, how do you think it will taste?
- Demonstrate and repeat mathematical terms, such as count and classify, to aid children's understanding.
- Point out numbers on signs, in the grocery store, etc.
- Use number names to say the number of an object ("There are two trees.")
- Ask children "Which is larger?" or "Which is more?" and listen to the answer. Ask why.
- Ask questions that require comparing numbers of items. (Children might use matching or counting to find the answer, or answer in his/her home language.)
- Pick an object and give clues to that object by using directional language: up, down, over, under, between, through, beside, behind, in front of and on top of.
- Play games that use position and size words (first, last, big, little, top, and bottom.)
- Use words like "first," "second," and "finally" when talking about everyday activities.

Math Play & Problem Solving

- Have children compare the size of a small animal (such as a bird) with the size of a part of the child's body (fist, arm, etc.)
- Compare two small sets of objects and decide whether one group is more, less or the same as the other.
- Count steps as you climb them, count as children jump, or count objects as you buy them in a store.
- Use blocks, straws, sticks and other objects to make shapes and create color or shape patterns.
- Play "I Spy" with shapes and colors. For example say "I spy a circle," or "I spy something red."
- Go for a walk and offer directions, such as "hop two times" or "take three big steps and one little step."

- Play "Write the next number." You write a number, and the child writes the next number.
- Invite children to solve simple addition and subtraction problems in the environment, such as, "You have two shoes and I have two shoes. How many shoes do we have together?"
- Create a bag of shapes using household items, and practice naming and sorting them. Find common shapes in the environment.
- Compare two objects and ask which object is larger, shorter, heavier, etc.
- Make up story problems when making everyday decisions. For example: We have two friends joining us for lunch. How many plates do we need? Or "The cake recipe takes four eggs. I only have one here, how many more do we need?"
- Use blocks or other building toys to construct houses, towers, vehicles etc. As you build, count pieces by tens, add and subtract pieces and pay attention to the different shapes you use.

Resources and References

Head Start Early Learning Outcomes Framework

Oregon's Common Core Standards

Equity Lens

CASEL

Castro, D.C., Garcia, E.E., Markos, A.M. (2013) Dual Language Learners: Research informing policy. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Center for Early Care and Education Research: Dual Language Learners.

Developmentally Appropriate Practice Retrieved from: http://naeyc.org/dap

Early Learning Council Equity Subcommittee Report and Toolkit (2015) Retrieved from: https://earlylearningcouncil.files.wordpress.com/2013/03/draft-8-elc-equity-subcommittee-report.pdf

Espinosa, L. (2015). *Getting it right for young children from diverse backgrounds: Applying research to improve practice with a focus on Dual Language Learners, 2nd Edition*. New York: Pearson Education, Inc.

Espinosa, L.M., Garcia, E. (2012). Developmental assessment of young dual language learners with a focus on kindergarten entry assessments: Implications for state policies. Working paper #1. Center for Early Care and Education Research-Dual Language Learners (CECER-DLL). Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute.

Goldenberg, C. (2006). Improving achievement for English learners: What research tells us. *Education Week*, *25*, 34-36.

Goldenberg, C., Hicks, J., Lit, E. (2013). Dual Language Learners: Effective Instruction in Early Childhood. *American Educator*, 37 (2) 26-29.

Lopez, A., Zepeda, M., Medina, O. (2012). Dual Language Learner Teacher Competencies (DLLTC) Report. National Council de la Raza. Retrieved from: http://www.buildinitiative.org/Portals/0/Uploads/Documents/DualLanguageLearnerTeacherCompetenciesReport.pdf

McCabe, A., Tamis-LeMonda, C., Bornstein, M., Brockmeyer Cates, C., Golinkoff, R., …Song, L. (2013). Multilingual children: Beyond myths and towards best practices. *Social Policy Report 27*(4), 1-19. Retrieved from www.srcd.org/publications/social-policy-report

McLaughlin, B. (1984). Are immersion programs the answer for bilingual education in the United States? *Bilingual Review*, *11*(), 3-11.

Oregon Education Investment Board, (2013). Retrieved from http://education.oregon.gov/portfolio/issue-brief-english-learners/

Tabors, P. (2008). *One child, two languages: A guide for early childhood educators of children learning English as a second language.* (2nd Ed.). Baltimore, MD

Tabors, P., & Snow, C. (1994). English as a second language in preschools. *Educating second language children: The whole child, the whole curriculum, the whole community*, 103-125.

Suggested additional resources:
Nemeth, Karen N. (2012). *Basics of Supporting Dual Language Learners: An Introduction for Educators of Children from Birth through Age 8*. NAEYC, Washington DC.

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/schoolreadiness-pfce-rtp.pdf

www.naeyc.org/files/naeyc/file/ecprofessional/EDF_Literature%20Review.pdf

Culturally Responsive Teaching: Theory, Research and Practice Geneva Gay 2010

For additional information on ACES and trauma-informed practice please visit:
www.cdc.gov/violenceprevention/acestudy
www.traumainformedoregon.org

NCTSN report: Child Trauma Toolkit for Educators

Child Trends Research Brief July 2014 Adverse Childhood Experiences