



Alabama’s Standards *for* Early Learning and Development

SECTION

3

Communication



Language and Literacy 147



Creative Arts 171



ALABAMA DEPARTMENT OF
Early Childhood
Education

In partnership with



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LANGUAGE AND LITERACY (LLT)

Understanding and Expressing by Speaking, Listening, Reading, and Writing



Children are born with the capacity to communicate with others. Language helps them form new relationships, develop social skills and gather new information. Young children learn that language can be used to express their thoughts, feelings, and ideas and to understand others' thoughts, feelings and ideas. They learn to respond to adults with facial expressions, body movements, and eye contact and progress to babbling, then to verbalizing and eventually to engaging in conversations. Emergent literacy or learning to read and write, builds on those early relationships and experiences. Very young children view pictures in books, begin to hold or carry them and progress to pointing to pictures and turning pages. As children grow, they begin listening to and selecting books and show interest in writing. As children use books and other print materials, they learn book-handling skills, the fundamentals of reading and acquire the tools to express themselves through writing or drawing.

LLT 1 Oral Language

- LLT1a: Receptive Language
- LLT1b: Expressive Language
- LLT1c: Social Rules of Language

LLT 2 Emergent Reading

- LLT2a: Comprehension
- LLT2b: Phonological Awareness
- LLT2c: Alphabet Knowledge
- LLT2d: Print Awareness and Book Handling

LLT 3 Emergent Writing

Did you know?

You can extend children's thinking through the questions you ask.

When you use open-ended questioning, you stretch children's curiosity and ability to analyze or problem solve. Since there are no right or wrong (or yes/no) responses with open-ended questions, children's ideas are affirmed and they learn there can be more than one solution to an answer.

There are different types of open-ended questions:

- Knowledge questions
(What did it taste like?)
- Comprehension questions
(How do you know that?)
- Application questions
(How can we find out?)
- Analysis questions
(Why do you think...?)
- Evaluation questions
(What's a different way...?)
- Creating questions
(How do you think you can do that?)

Which of these do you think is open-ended?

"How did you get that to work?"
or "Does it work now?"

"How do they look different?" or
"Do they look the same?"

"What do you think will happen next?" or "Do you know what happened next?"

From Bloom's Taxonomy



LLT 1: ORAL LANGUAGE

LLT1a: Receptive Language: Children will gain information by understanding the meaning of words and gestures.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	BY 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	1aI-1 Respond to facial expressions and tones of voice	1aYT-1 Show understanding by complying with simple commands	1aOT-1 Understand and follow simple 1-step directions
	1aI-2 Recognize the spoken name of familiar objects	1aYT-2 Point to characters or objects in a story when asked	1aOT-2 Respond to repeated words and phrases with gestures and body movements
	1aI-3 Turn head in response to hearing name called	1aYT-3 Respond with gestures to requests	1aOT-3 Respond to yes/no questions and recognize action words
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> Look at the doll when adult says, "Here's your doll." Respond with tears or discomfort from a stern voice or command Turn head when called by name Look for familiar person when named 	<ul style="list-style-type: none"> Wave good-bye when asked Clap during shared finger play Pick up nearby ball when asked Point to picture of dog on page when reading with adult 	<ul style="list-style-type: none"> Get blanket or pick up a toy when asked Respond to adult who says, "Give me your hand." or "Reach for the sky." Shake head when asked, "Do you want more milk?"
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> Call child by name Make eye contact Describe actions during daily routines Play social games like peekaboo Exaggerate facial expressions and tones Identify child's emotions 	<ul style="list-style-type: none"> Talk to child throughout day, describing actions and experiences Add new words or vocabulary when describing events or objects Point to pictures in books while reading to child Sing simple finger plays and action songs like "Where is Thumbkin?" Praise children when they follow directions 	<ul style="list-style-type: none"> Give simple directions while modeling the action, "Get your blanket." Ask questions and wait for response Hold eye contact while talking with child at eye level Engage in sing-song and word games Ask open-ended questions and model correct responses as needed Describe children's feelings and actions as they proceed through the day Read and re-read favorite books

LLT 1: ORAL LANGUAGE

LLT1a: Receptive Language: Children will gain information by understanding the meaning of words and gestures.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	<p>1aYP-1 Understand and follow two-step directions</p> <p>1aYP-2 Listen attentively to stories and answer simple questions about the plot or characters</p> <p>1aYP-3 Respond to what and where questions</p> <p>1aYP-4 Listen attentively and participate in discussions in back and forth exchange</p>	<p>1aOP-1 Understand and follow multi-step directions</p> <p>1aOP-2 Recall the events described in a story</p> <p>1aOP-3 Respond to questions and extend answer to convey new, but related, thought</p> <p>1aOP-4 Attend to conversations and group discussions and respond on topic</p>
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> Follow a 2-step direction like, "Pick up the crayons and put them in the box." Answer, "What happened to the hungry caterpillar when he ate all the food?" Show adult the location of the shoe when asked, "Where did we put your shoes?" Talk to adult about a picture or new toy, answering more than one question 	<ul style="list-style-type: none"> Comply with a set of directions, "Hop to the carpet, find your spot, and sit down." Use felt pieces to retell a simple story (may make up parts of story) Say, "I have a peanut butter sandwich today because Mom ran out of bologna." Pay attention to group discussion about the ladybug on the sidewalk and share thought or opinion about its size or color
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> Expand children's answers by adding extending questions, "You found a hat in the toy box. Do you want to put it on? Who does it make you look like? How does it fit?" Ask children simple questions about what happens in a book, "What happened when the dog ran away?" Use new vocabulary when describing an action or object, "I am hungry...starving...ravenous" Read books about different cultures or families 	<ul style="list-style-type: none"> Give simple instructions during transitions that ask for more than one action Provide puppets and felt story pieces for children to re-tell stories Engage in conversations during meal times or wait times Use teachable moments to bring children's attention to a new idea or event Read and re-read books to expand comprehension by adding new vocabulary or ideas as you read

Figure C: Early English Language Development Performance Definitions – Receptive, Ages 2.5–4.5

Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will process in English and non-verbally demonstrate understanding of:

		Ages 2.5–3.5 (30–42 mos.)	Ages 3.5–4.5 (43–54 mos.)
HOME LANGUAGE At all levels of language development, home language and English language development <ul style="list-style-type: none"> influence and reinforce each other; and mediate understanding, construction of meaning, and demonstration of knowledge. 	Level 5 Bridging	Linguistic Complexity <ul style="list-style-type: none"> Series of simple sentences related to familiar stories or events An idea with one to two details; one-step direction related to daily routines Language Usage <ul style="list-style-type: none"> Short and compound sentences related to daily routines, familiar people, songs, and stories General and some specific vocabulary associated with familiar environments and stories 	<ul style="list-style-type: none"> Series of extended sentences related to familiar stories, learning activities, or events Related ideas; two-step directions related to daily routines Compound and some complex sentences related to familiar stories and learning activities Specific vocabulary associated with stories, learning activities, and various environments
	Level 3 Developing	Linguistic Complexity <ul style="list-style-type: none"> Related phrases and simple sentences An idea with one detail Language Usage <ul style="list-style-type: none"> Short sentences related to daily routines, familiar people, songs, and stories Repetitive phrasal patterns related to daily routines and familiar stories General vocabulary related to daily routines and familiar stories 	<ul style="list-style-type: none"> Multiple related simple sentences; wh-questions An idea with two details Short and some compound sentences related to familiar stories and learning activities Sentence patterns related to familiar stories and learning activities General and some specific vocabulary related to daily routines, familiar stories, and learning activities
	Level 1 Entering	Linguistic Complexity <ul style="list-style-type: none"> Words and repetitive phrases related to daily routines An idea within simple questions or statements related to self, familiar people, or daily routines Language Usage <ul style="list-style-type: none"> Repetitive phrases associated with daily routines Yes/no questions related to self, familiar people, and/or daily routines Words associated with familiar environments 	<ul style="list-style-type: none"> Words and phrases related to daily routines An idea within simple questions or statements related to familiar environments Repetitive phrases and simple statements associated with daily routines Yes/no questions related to self, familiar people, and/or daily routines Words and expressions associated with familiar environments
		At the very beginning stages of English language development, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.	

...within sociocultural contexts for language use.

Figure D: Early English Language Development Performance Definitions – Receptive, Ages 4.5–5.5

Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will process in English and non-verbally demonstrate understanding of:

Ages 4.5–5.5 (55–66 Months)		Language Criteria
Level 5 Bridging	At all levels of language development, home language and English language development	Linguistic Complexity <ul style="list-style-type: none">• Sentences/questions of varying richness and complexity related to familiar stories, learning activities, or events• Expanded related ideas; two to three step directions and some new directions related to daily routines
		Language Usage <ul style="list-style-type: none">• Complex sentences and language patterns related to familiar stories and instructional activities• Specific and some technical vocabulary associated with various environments and learning activities
Level 3 Developing	influence and reinforce each other; and	Linguistic Complexity <ul style="list-style-type: none">• Multiple related extended sentences• Related ideas
		Language Usage <ul style="list-style-type: none">• Compound and some complex sentences related to familiar stories and learning activities• Sentence patterns related to specific learning activities and stories• General and some specific vocabulary associated with familiar environments and learning activities
Level 1 Entering	mediate understanding, construction of meaning, and demonstration of knowledge.	Linguistic Complexity <ul style="list-style-type: none">• Words and longer phrases related to daily routines and learning activities• An idea within simple questions or statements related to familiar environments
		Language Usage <ul style="list-style-type: none">• Repetitive phrases and simple statements associated with daily routines• Yes/no questions related to self, familiar people, and/or daily routines• Vocabulary associated with familiar environments and learning activities
At the very beginning stages of English language development, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.		



LLT 1: ORAL LANGUAGE

LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	BY 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	1bI-1 Coo/gurgle/babble/use jargon in vocal play	1bYT-1 Combine gestures and words to communicate a thought	1bOT-1 Use phrases and sentences of 2-3 words
	1bI-2 Communicate needs and feelings through non-verbal actions or basic sign language	1bYT-2 Name familiar people and objects	1bOT-2 Repeat parts of songs
	1bI-3 Use sounds to indicate needs or wants	1bYT-3 Answer yes/no questions	1bOT-3 Answer simple questions
	1bI-4 Mimic adult speech intonations	1bYT-5 Point to an object or person	1bOT-4 Use descriptive words when speaking
		1bYT-4 Speak about 10 -50 words	1bOT-5 Have a vocabulary of about 200 words
		1bYT-6 Use appropriate vocal inflection when using true words and jargon	1bOT-6 Use simple questions to ask for things or gain information
			1bOT-7 Speech is becoming more clear, familiar adults understand
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> Babble to get attention Imitate different sounds Say 1 or 2 words Indicate need for more by reaching and moving body 	<ul style="list-style-type: none"> Make animal, environmental, and nonsense sounds in play Put 2 words together, "more cookie" Add consonants at the beginning of words Reach for something while saying, "more" or "mine" Respond to "Are you hungry?" with "yes" Point to person or object to learn the name 	<ul style="list-style-type: none"> Name objects when asking for them Describe things with 2-3 word phrases, "big book" Sing Twinkle Twinkle Little Star Tell an adult, "I'm making a house." when asked Use some adjectives and adverbs to describe objects, "big dog" or "sad doll" Ask an adult, "Why is she crying?" Add "s" at the end of words to indicate plurals and possession Share an opinion, "I like playing with play dough."
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> Engage children by repeating and extending their sounds Verbalize child's gestures such as, "You are pointing to the milk. Do you want more?" Describe what you're seeing and doing 	<ul style="list-style-type: none"> Engage in lap-reading with children every day Use gestures that match actions such as lift arms when saying, "so big" Label objects, actions and events to expand vocabulary Praise children's attempts to say or use new words 	<ul style="list-style-type: none"> Do your thinking out loud, "I wonder what that person is looking at." Use descriptive language to talk about events or objects Ask open-ended questions that need more than a one-word response Model appropriate grammar Ask children to describe a painting or what they did on the playground

LLT 1: ORAL LANGUAGE

LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	1bYP-1 Use phrases and sentences of 4-5 words	1bOP-1 Combine 5-8 words together into sentences
	1bYP-2 Imitate songs and finger plays	1bOP-2 Engage in storytelling and pretend play, using oral language
	1bYP-3 Respond to questions with detail	1bOP-3 Answer questions with detailed and more abstract words and ideas
	1bYP-4 Use common form of verbs and plurals most of the time (saw, men, were)	1bOP-4 Use mostly grammatically complex sentence structures
	1bYP-5 Have a vocabulary of about 500 words	1bOP-5 Have a vocabulary of over 1000 words
	1bYP-6 Use questions to ask for things or gain information.	1bOP-6 Ask specific questions to understand and solve problems.
	1bYP-7 Produce developmentally appropriate phonemes/sounds in words using mostly clear speech	1bOP-7 Produce four to five word phrases using clear and understandable speech
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Talk about activities at school or home • Sing "Wheels on the Bus" using motions • Tell an adult, "I can put on my own coat." • Say to a friend, "I'm using green." • Ask, "When is snack?" • Tell an adult, "I'm drawing my bedroom. Here's my bed and my chair." • Tell an adult, "I went to the doctor." • Point to the dinosaur in a book and say, "That's a tyrannosaurus." 	<ul style="list-style-type: none"> • Describe activities, "I went to the park and played on the swings." • Enjoy playing rhyme games, "sat, pat, rat, mat" • Describe in detail the play in the dramatic play area, "I am a police officer and I'm going to arrest the bad guys." • Respond to an adult's question about favorite foods, "I like pizza with lots of cheese, but I don't like mushrooms on it." • Tell an adult, "I have no idea!" • Ask, "How did that sock end up under that chair?" • Use varied adjectives to describe things, "That ball is humongous."
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Ask why and how questions • Use, "I wonder..." • Encourage children to talk with one another • Ask children about their drawings or products • Correctly restate mis-pronounced words • Use interactive reading techniques to involve children in the story • Introduce new sounds and words through songs, finger plays, and stories 	<ul style="list-style-type: none"> • Restate children's words or sentences using new, more advanced vocabulary • Define new words that may be introduced in stories • Use turn and talk to your partner during circle time, providing time for children to talk with one another about an idea • Ask questions that encourage children to elaborate their answers • Include informational texts that encourage children to find out more

Figure E: Early English Language Development Performance Definitions – Expressive, Ages 2.5–4.5

Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will express in English:

HOME LANGUAGE		Language Criteria	Ages 2.5–3.5 (30–42 mos.)	Ages 3.5–4.5 (43–54 mos.)
At all levels of language development, home language and English language development <ul style="list-style-type: none">influence and reinforce each other; andmediate understanding, construction of meaning, and demonstration of knowledge.	Level 5 Bridging	Linguistic Complexity Language Usage	<ul style="list-style-type: none">Multiple phrases and some familiar 3+ word sentencesSingle ideasEmerging comprehensibility of familiar phrases and short sentencesGeneral and a few specific vocabulary associated with familiar environments	<ul style="list-style-type: none">Variety of original sentences of 3–5+ wordsApproximations of related ideasComprehensible sentences that may contain nouns, verbs, modifiers, and pronounsSpecific and a few technical vocabulary associated with various environments
	Level 3 Developing	Linguistic Complexity Language Usage	<ul style="list-style-type: none">Phrases with a few familiar three-word sentencesApproximations of single ideasFamiliar phrases with emerging comprehensibilityShort repetitive language patterns used in familiar fingerplays, songs, and storiesGeneral vocabulary associated with familiar environments	<ul style="list-style-type: none">Short sentences of three to four words that combine formulaic phrases with some new words and phrasesApproximations of ideasShort sentences with emerging comprehensibilityRepetitive language patterns used in fingerplays, songs, stories, or learning activitiesGeneral and a few specific vocabulary associated with familiar environments; common expressions
	Level 1 Entering	Linguistic Complexity Language Usage	<ul style="list-style-type: none">Words and short formulaic phrasesOne-word utterances to convey entire message or ideaSingle words associated with daily routines and familiar storiesRepetitive phrases	<ul style="list-style-type: none">Words and formulaic phrasesOne- to two-word utterances to convey entire message or ideaFamiliar words and expressions associated with daily routinesRepetitive and formulaic phrasesGeneral vocabulary related to familiar environments
At the very beginning stages of English language development, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.				

...within sociocultural contexts for language use.

Figure F: Early English Language Development Performance Definitions – Expressive, Ages 4.5–5.5

Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will express in English:

Ages 4.5–5.5 (55–66 Months)		Language Criteria
Level 5 Bridging	Linguistic Complexity Language Usage	<ul style="list-style-type: none"> Variety of short and expanded sentences of 4–6+ words Related ideas Comprehensible sentences that may contain specific grammatical forms (e.g., present progressive + verb, past tense, plurals, possessives, and articles) Specific and some technical vocabulary associated with various environments and learning activities
		<ul style="list-style-type: none"> Short sentences of three to four words that combine formulaic phrases with new words and some expanded sentences Approximations of related ideas
Level 3 Developing	Linguistic Complexity Language Usage	<ul style="list-style-type: none"> Short and some expanded sentences with emerging comprehensibility Multiple repetitive language patterns used in stories, songs, and learning activities General and some specific vocabulary associated with familiar environments and learning activities
		<ul style="list-style-type: none"> Words and longer formulaic phrases One- to two-word utterances to convey entire message or idea
Level 1 Entering	Linguistic Complexity Language Usage	<ul style="list-style-type: none"> Words and expressions associated with daily routines and familiar stories Repetitive and formulaic phrases General vocabulary related to familiar environments and learning activities

HOME LANGUAGE

At all levels of language development, home language and English language development

- influence and reinforce each other; and
- mediate understanding, construction of meaning, and demonstration of knowledge.

At the very beginning stages of English language development, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.

...within sociocultural contexts for language use.



LLT1c: Social Rules of Language: Children will use, adapt and follow the rules of language.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	BY 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	1cI-1 Respond differently to different tones and voices	1cYT-1 Respond to others' communications with gestures, facial expressions and body movement	1cOT-1 Use pauses and prompts to maintain a conversation
	1cI-2 Use eye contact to engage in joint attention	1cYT-2 Pay attention to a speaker by pausing physical activity or shifting gaze to speaker	1cOT-2 Listen and pay attention to speaker by using eye contact and by asking questions
	1cI-3 Engage in vocal play turn-taking with others	1cYT-3 Initiate and engage in communications with others, either vocally or nonverbally	1cOT-3 Take turns in conversation by initiating and sustaining a simple conversation for at least 2 turns
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Repeat, "da-da" after adults says it • Show attention by looking at adult when being spoken to • Smile when laughter is expressed by others; show distress when there are loud sounds or voices 	<ul style="list-style-type: none"> • Pause play to listen to an adult when called by name • Wait to see if adult understands and repeats if needed • Ask a two-word question, "Where's dog?" 	<ul style="list-style-type: none"> • Repeat the question "why" multiple times • Ask and answer a question about "what" • Look at an adult or peer while talking • Stop and make eye contact when an adults says, "Look at me." • Chat with a peer, asking and responding to a question, "I made a dog, what did you make?" • Say "please" and "thank you" • Answer a question during circle time
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Talk to baby, describing what is being done or happening • Make eye contact when speaking • Say words or nonsense sounds and pause to see if they will be repeated 	<ul style="list-style-type: none"> • Encourage children to talk with one another • Provide words for children if they are unsure how to express themselves • Demonstrate how to engage in turn-taking conversation • Use eye contact when conversing 	<ul style="list-style-type: none"> • Provide opportunities for children to engage in conversations with adults and peers • Model the use of correct vocabulary and speech patterns • Model polite responses, such as "please" and "thank you" • Show interest in children's conversations, asking questions and responding as appropriate

LLT 1: ORAL LANGUAGE

LLT1c: Social Rules of Language: Children will use, adapt and follow the rules of language.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	<p>1cYP-1 Use nonverbal cues during conversations according to personal cultural norms (physical proximity, eye contact)</p> <p>1cYP-2 Use socially acceptable communication rules (volume, tone, turn-taking)</p> <p>1cYP-3 Engage in turn-taking conversation for at least 4 exchanges</p> <p>1cYP-4 Know to use simpler language and tone with younger children</p>	<p>1cOP-1 Listen and respond on topic with individuals and during group conversations</p> <p>1cOP-2 Use language to communicate with others during familiar and unfamiliar social situations</p> <p>1cOP-3 Initiate conversations and stay on topic during at least 5 turn-taking exchanges</p> <p>1cOP-4 Demonstrate conversational rules of language</p>
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Use an inside voice when appropriate • Walk up to a friend to ask a question instead of shouting across the room • Hold a conversation with an adult, asking and responding to questions, "I have a new dog." Her name is Spot. She's black and white. She barks really loud." • Talk to baby sister in a sing song voice, "You are such a big girl." 	<ul style="list-style-type: none"> • Take turns during conversation without interrupting • Participate during a circle time discussion • Answer questions about a story, "I think the bear is going to hide in the cave." • Introduce self to a new friend, "Hi, my name is Sammy, what's yours?" • Participate in an elaborate dramatic play scenario with another, describing what they're going to do
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Model the rules of turn-taking, listening, and responding • Show children how to ask questions to get more information • Model the use of quiet voices, eye contact, and one-on-one conversations 	<ul style="list-style-type: none"> • Show acceptance of different points of view • Provide opportunities for children to share opinions and ideas with each other • Set up dramatic play situations that encourage children to interact • Model the use of questions and responses to gain more information



LLT 2: EMERGENT READING

LLT2a: Comprehension: Children will demonstrate emerging understanding of both the written and spoken word.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	BY 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	2aI-1 Attend to stories that have been read previously	2aYT-1 With prompting and support, make sounds that relate to pictures in books	2aOT-1 Answer simple questions about the story
	2aI-2 Show interest in pictures in books	2aYT-2 Show preference for familiar stories	2aOT-2 Participate in shared reading experiences by asking questions and making comments
		2aYT-3 Point to pictures of objects or characters when asked	2aOT-3 Retell some events in a familiar story with modeling and assistance
		2aYT-4 Point to a picture and look to adult to label it	2aOT-4 Use words to describe or name pictures when reading
			2aOT-5 Recite simple phrases or words from a story
			2aOT-6 Attend when an adult describes a new word or concept
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> Look at pictures when adult names them Show anticipation when a familiar book is presented 	<ul style="list-style-type: none"> Repeat the sound, "beep beep", as part of a story read aloud Point to a picture of a horse and say, "neigh" Point to the dog in a story when adult asks, "Where is the dog?" Look at adult and point to the picture of a chicken, waiting for a response Bring the same book to an adult to read 2 or 3 days in a row 	<ul style="list-style-type: none"> Listen to adult's description of an idea or word and for clarification Answer, "Who is that?" with "It's me!" Answer a question about a story, "What's that cow doing?" "It's jumping!" Remember that the caterpillar eats a lollipop in "The Very Hungry Caterpillar" Laugh at the dinosaur who is eating ice cream in a book Remember what's coming on the next page
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> Re-read books often, calling attention to familiar objects Talk about the pictures on each page, calling attention to characteristics that might be familiar, "Look at that baby's nose. You have a nose." Give time for child to look at each page, turning pages slowly Set the stage for the next page, "I wonder what we'll see on the next page." 	<ul style="list-style-type: none"> Keep reading time short and repeat it several times during the day Ask simple questions about what is being read Read books that talk about feelings or common objects or people Describe pictures or posters Read letters or words as you write them 	<ul style="list-style-type: none"> Read the same book often, pausing to ask what might happen next Use I wonder statements, "I wonder why the boy did that?" Point to pictures as you describe a new word or idea Pause during a repetitive verse and allow children to finish the sentence Create opportunities for children to act out parts of a story, prompting them with the sequence

LLT 2: EMERGENT READING

LLT2a: Comprehension: Children will demonstrate emerging understanding of both the written and spoken word.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	2aYP-1 Use pictures to predict content	2aOP-1 Identify characters and setting in a story
	2aYP-2 Use storybook language, forms and conventions (once upon a time, that's the end)	2aOP-2 Use title, pictures and prior knowledge to predict story content
	2aYP-3 Retell or act out a familiar story with prompting	2aOP-3 Retell or act out a story in the correct sequence
	2aYP-4 Share likes and dislikes about a book	2aOP-4 Make connections between stories and real-life experiences
	2aYP-5 Listen to and discuss informational text and literature	2aOP-5 Answer questions about the characters and events in a story
	2aYP-6 Relate to concept or new word	2aOP-6 Generalize idea to another situation
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Tell another, "I like to eat ice cream too" after hearing about a character eating ice cream • Talk about what might happen to a character who's driving too fast, "He's going to get a ticket." • Say, "I'm happy when that boy finds his teddy bear." • Act out a story in the dramatic play area • Tell an adult, "I can ride my bike really fast just like Amir." • Pretend-read a book to a friend 	<ul style="list-style-type: none"> • Use flannel board pieces to retell a story • Answer questions about a story as the adult reads • Anticipate what might come next • Identify the characters in a story • Use vocabulary like character or setting • Tell a fact learned about dogs after reading about them • Seek out another book about a topic to learn more • Participate in a read aloud book reading by repeating sounds or actions throughout the story • Tell an adult, "I have a striped shirt like the girl in the story."
	<ul style="list-style-type: none"> • During a second or third reading, seek reminders from children, "I forget what happens next." • Call attention to new words or vocabulary... "Huge, that's another word for big." • Make your own book • Ask what happens at the beginning, middle, end 	<ul style="list-style-type: none"> • Introduce books before reading, "The author is..., the title is..." • Ask children to predict what the story might be about by looking at the cover • Stop in the middle of a story and ask, "Why do you think she did that?" • Ask child to predict, "What do you think will happen next?" • Talk about a story's similarity to something in real life, "That girl was scared, what makes you scared?" • Assign character roles to children and ask them to act them out as you read
SAMPLING OF PROFESSIONALS' PRACTICES		



LLT 2: EMERGENT READING

LLT2b: Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	BY 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	2bI-1 Listen to simple nursery rhymes, chants and songs	2bYT-1 Participate in familiar nursery rhymes, chants and sounds	2bOT-1 Imitate sounds in nursery rhymes and songs
	2bI-2 Experiment with sounds	2bYT-2 Play with different sounds, using them for different purposes	2bOT-2 Engage in word play with adults, such as using nonsense words or beginning rhymes
			2bOT-3 Distinguish between words that sound alike
			2bOT-4 Fill in words of familiar songs and finger plays
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> Take turns making sounds and repeating them with others Coo and babble Listen to an adult who is singing 	<ul style="list-style-type: none"> Repeat fun sounds in a song, e-i-e-i-o Tell someone that a cow says "mooo" Repeat a word or sound after adult says it 	<ul style="list-style-type: none"> Recognize that some words start with the same sound, "ball and bike start with bbbb" Act out the motions to songs, "the wipers on the bus go swish, swish, swish" Identify that hat and rat sound the same Tell the last word in a familiar book when adult pauses, Silly Sally went to....." town"
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> Sing simple nursery rhymes and songs Repeat baby's nonsense sounds back, wait for baby to repeat, do it again Change the beginning or ending of nonsense words as you say them, "goo, goo, goo, boo, boo, boo" 	<ul style="list-style-type: none"> Recite finger plays and nursery rhymes Change the beginning or ending sound of a word Read books with words that rhyme Encourage children to make animal sounds, "grrrr" 	<ul style="list-style-type: none"> Recite nursery rhymes Call attention to words that rhyme, "bat – cat", they sound alike or rhyme" Clap the words while reciting a nursery rhyme Read rhyming books, calling attention to the words that rhyme Talk about the letters in a child's name and the sounds they make

LLT 2: EMERGENT READING

LLT2b: Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	2bYP-1 Listen and match rhythm, volume and pitch of rhymes, songs and chants	2bOP-1 Identify whether or not two words start or end with the same sound
	2bYP-2 Decide whether or not words rhyme	2bOP-2 Produce rhyming words
	2bYP-3 Substitute different beginning sounds in words	2bOP-3 Isolate and match the initial sounds in words with adult guidance
	2bYP-4 Segment sentences into individual words with adult guidance	2bOP-4 Segment words into syllables
	2bYP-5 Segment compound words with modeling and guidance	2bOP-5 Identify words as separate units in a sentence
		2bOP-6 Blend sounds with adult guidance
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Use a quiet voice for a whisper part of a song • Tell an adult that "up" and "cup" rhyme, but "up" and "down" do not • Clap out the words in a song or sentence, with adult help • Identify the parts of compound words, "hot---dog", "play-ground" 	<ul style="list-style-type: none"> • Respond to an adult's question, "Do dog and doll start with the same sound?" • Produce a series of rhyming words, "ball", "tall", "call", "fall", "hall" • Clap out the syllables of a word with adult guidance • Identify the beginning and ending sound in words • Find or point to objects that start with a specified letter
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Call attention to words that rhyme • Call attention to the starting sounds of words and how 2 words may start with the same sound • Clap the beats for syllables in words, "straw-ber-ry" • Clap out syllables of a word and count them as you do so • Call attention to words that start with the same sound as the child's name • Describe the sound that letters make, "b...b...B" 	<ul style="list-style-type: none"> • Play "I Spy" something that starts with ...s" • Break apart words – base-ball, pan-cake • Ask children to finish the sentence with a rhyme or change the rhyme • Identify words that end with the same sound • Play matching games where children match picture and beginning sound • Make rhyming word lists • Show how to segment a word into different sounds, p-a-t



LLT 2: EMERGENT READING

LLT2c: Alphabet Knowledge: Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	BY 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	<p><i>Not yet an expectation. Toddlers may show interest in the alphabet or letters in their name but recognition and identification typically begins at 3 years of age or later.</i></p>		<p>2c0T-1 Understand that letters can be individually named</p>
			<p>2c0T-2 Recognize the first or some letters in name</p>
			<p>2c0T-3 Recognize logos or symbols in environmental print</p>
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS			<ul style="list-style-type: none"> • Recognize the first letter of name on a sign or in a book • Notice that a friend's name starts with the same letter • Point out the golden arches as McDonalds or the brown truck as a UPS vehicle • Sing the alphabet song with most of the letters in the correct order
SAMPLING OF PROFESSIONALS' PRACTICES			<ul style="list-style-type: none"> • Point to and name letters as you read books, signs, other printed material • Spell out the letters in children's names as you write them on their papers or read them on printed material • Label items around the room • Label items that belong to children

LLT 2: EMERGENT READING

LLT2c: Alphabet Knowledge: Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	<p>2cYP-1 Identify some alphabet letter names, especially those in name</p> <p>2cYP-2 Point out own name in print</p> <p>2cYP-3 Recognize words that start with the same letter as name or familiar word</p>	<p>2cOP-1 Recognize about half of the upper and lower case letters of the alphabet</p> <p>2cOP-2 Associate some letters of the alphabet with their specific sounds</p> <p>2cOP-3 Identify words that start with the same letter as their name</p> <p>2cOP-4 Visually discriminate letter shapes and formations</p> <p>2cOP-5 Sort letters and find words that contain specified letters</p>
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> Identify the letters, E-L-E-N-A when reading name Say, "I see an M – that's the same as in my name." Point to name on the helper chart Tell an adult, "There are 2 Ts on that sign." 	<ul style="list-style-type: none"> Differentiate between "A" and "a" when reading name Find the letter B after hearing the b.b.b sound Tell an adult, "Cat...that starts with the same letter as my name." Pick out all of the As from a group of letters on the table Distinguish between b and d Find all of the Cs in a sentence or sign Point to and name most of the letters on a posted alphabet chart
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> Provide foam or wooden alphabet letters for sorting Talk about the similarities of letter forms Label objects around the room Point out the titles of books and authors before reading Follow along with your hand and announce letters as you write on a message board Point to the letters as you sing the alphabet song 	<ul style="list-style-type: none"> Provide visual games and cues to help children distinguish the difference in letter shapes Play lotto or bingo games with the alphabet Post the alphabet in the writing area Create word cards with commonly used words Create sign-in charts or opportunities for children to write name Play "find that letter" games with printed material



LLT 2: EMERGENT READING

LLT2d: Print Awareness and Book Handling: Child will construct meaning from and appreciation of print.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	BY 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	2dI-1 Show interest in books by touching, mouthing	2dYT-1 Select and ask for adult to read books	2dOT-1 Select familiar books to begin to self-read
	2dI-2 Attend to shared book reading	2dYT-2 Touch or identify pictures in books when asked	2dOT-2 With help, discriminate words from pictures on a page
	2dI-3 Imitate adults' reading by pointing to pictures and trying to turn pages	2dYT-3 Hold book and turn pages with adult assistance	2dOT-3 Hold book with two hands and turns pages
			2dOT-4 Recognize familiar environmental print
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Hold book and try to turn pages • Sit on adult's lap and look at pictures in a book • Seek out a book to read from the toy shelf 	<ul style="list-style-type: none"> • Take a book to an adult to read • Choose familiar and favorite books to read multiple times • Point to the object or character in a book when asked • Point to a picture in a book and pause for adult to name it • Turn pages, sometimes 2-3 at a time, and flip back and forth 	<ul style="list-style-type: none"> • Select a favorite book and begin to self-read familiar passages • Read to a doll or stuffed animal • Repeat common phrases in a book or finish the sentence or rhyme • Hold book with confidence and skill • Identify a common logo (like McDonald's) when driving or walking past
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Provide hardback, washable and cloth books in different areas around the room or house • Encourage child to turn pages • Name objects or characters in books while pointing to them 	<ul style="list-style-type: none"> • Read favorite books repeated times upon request • Point to the words and the pictures as you read • Invite child to hold book and turn the pages while you read together • Talk about the correct way to hold and treat a book • Label objects and areas around the room 	<ul style="list-style-type: none"> • Point out the letters and words on pages as you read • Talk about the different parts of a book • Pause to allow child to finish a phrase or rhyme in a book, "chicka chicka boom...." • Read the words on buildings or vehicles as you go past; identify common logos or signs

LLT 2: EMERGENT READING

LLT2d: Print Awareness and Book Handling: Child will construct meaning from and appreciation of print.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	2dYP-1 Attend to different kinds of book genres	2dOP-1 Select different kinds of literature
	2dYP-2 Recognize that print represents written words and has meaning	2dOP-2 Show beginning understanding of word and sentence structure
	2dYP-3 Hold book right side up and turn pages from right to left	2dOP-3 Hold book correctly and read from beginning to end
	2dYP-4 Show awareness of the function of environmental print	2dOP-4 Read some environmental print
	2dYP-5 Know where to begin reading a story; point to title	2dOP-5 Track words from left to right, top to bottom, page to page
		2dOP-6 Know that books have titles, authors and illustrators
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Tell the adult, "I will read to you." • Ask, "What does this say?" • Pretend to read maps in the block area to find a way home or a cook book in the housekeeping area to make dinner • Point to and read, together with adult, the title of a story • Recognize that the book is upside down • Read others' names or familiar signs 	<ul style="list-style-type: none"> • Ask, "Who is the author or illustrator?" • Seek out a book on dinosaurs to find out which one was the largest • Identify the name of a store from looking at the logo on a shopping bag • Recognize the superhero logo or name on a Tshirt • Read along with an adult during morning message • Turn pages with skill • State, "the end" when reaching the end of a story
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Encourage the child to read the pages of a familiar book to you • Provide different types of print in different play areas • Talk about the different parts of a book; using vocabulary like the author, cover, introduction • Post meaningful print around the room • Read different genres of books to children 	<ul style="list-style-type: none"> • Make class books about events and display them around the room • Post a word wall with familiar words for children to read • Use a "morning message" time that captures important information to share • Offer different genres of literature, including poetry, informational text, fiction



LLT 3: EMERGENT WRITING

LLT3: Emergent Writing: Children will demonstrate emerging understanding of writing as a way to communicate.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	3I-1 Grasp and manipulate object when placed in hand	3YT-1 Use full hand grasp (palmar grasp) to hold crayon	30T-1 Begin to grasp writing tool with thumb and fingers
		3YT-2 Make random scribbles on paper	30T-2 Scribble with intent to represent something observed and/or convey a message
			30T-3 Make repeated marks on paper to represent lines and circles
			30T-4 Show interest in writing for a purpose
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Hold spoon with fist grasp • Reach for and hold a crayon 	<ul style="list-style-type: none"> • Make mark on paper with crayon • Show interest in coloring for a short period of time • Use a clothespin to pick up cotton balls • Scribble with finger paint • Make markings or stamps on paper with bingo markers 	<ul style="list-style-type: none"> • Tell another what a scribbled picture represents • Use crayon or pencil to make markings that are meant to represent letters • Ask an adult, "What are you writing?" • Practice "writing" in sand or water
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Give baby opportunities to grasp tools 	<ul style="list-style-type: none"> • Provide different writing or drawing tools such as chunky crayons or washable markers • Offer washable stampers and bingo markers • Praise children's attempts using descriptive language, "You are working really hard to make marks on that paper." • Add other materials that strengthen children's grip like clothespins and cotton or playdough • Post children's attempts for them to view 	<ul style="list-style-type: none"> • Model writing, describing your efforts, "I need to make my shopping list." • Encourage children to draw or write at different times during the day • Post alphabets where child can see and try to replicate • Provide materials such as playdough to strengthen muscles needed for writing • Demonstrate how children can "write" in sand or water • Ask children, "Tell me what you're writing." or "Let's write a note to Dad about your day."

LLT 3: EMERGENT WRITING

LLT3: Emergent Writing: Children will demonstrate emerging understanding of writing as a way to communicate.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	<p>3YP-1 Use a 3-finger grasp</p> <p>3YP-1 Create letter-like symbols to represent a word or idea</p> <p>3YP-1 Write some letters</p> <p>3YP-1 Experiment with a variety of writing tools and materials</p>	<p>30P-1 Use a dominant hand for writing</p> <p>30P-2 Use writing for a variety of purposes</p> <p>30P-3 Write some letters of the alphabet, including name</p> <p>30P-4 Begin to use inventive spelling using a letter to represent a word</p>
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Print letters in name • Finger paint shapes, lines and letters • Sign in using some letters in name or markings • Pretend to write a shopping list while playing in the dramatic play area • Use different types of writing tools • Dictate a description of a picture for an adult to write • Pretend to write a letter to a family member • Practice making letters or words on a laptop 	<ul style="list-style-type: none"> • Draw a picture and "write" a description underneath • Make letters out of play dough • Ask, "Can you show me how to write dog?" • Write name on drawings or dictation • Use a journal to "write" down thoughts and ideas, even if they are scribble or pictures • Use a laptop to make words or to write "stories"
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Put writing tools and materials such as tablets to make lists or sales checks in dramatic play area • Set up a writing area with paper and different types of writing implements such as pencils, crayons, markers or chalk • Display alphabet and common words for children to replicate • Model writing throughout the day • Make available computers or tablets for children to practice • Ask children, "What should we write about?" 	<ul style="list-style-type: none"> • Provide journals for children to record their ideas • Put common word cards in the writing area for children to replicate • Encourage child to practice name-writing • Write name on top of a paper and encourage child to copy underneath • Invite child to sound out write the letters that make up a word, even if they are not accurate • Encourage children to practice typing letters or words on a computer or tablet



Adaptations and Accommodations for Children with Unique Needs

Environment

- Provide at least 2-3 books at each learning center that support the activity at that center.
- Use visual, tactile and sign language alphabets when creating materials for posting or labeling.
- Make name symbols that may be a combination of a picture or photo, letters or Braille.
- Use name and photo cards to help children recognize and identify their name in print.
- Offer different surfaces for writing such as slanted and/or vertical surfaces like easels.
- Provide opportunities for children to explore writing in a variety of materials, such as sand, corn meal, shaving cream and paint.

Daily Schedule and Routines

- Use peers as language models.
- Encourage and welcome support personnel such as speech therapists to model instructional strategies and problem solving.
- Provide physical guidance and support for children having difficulty with communication.
- Stagger story times with small numbers of children in each group.
- Teach children a few basic words in sign language to use with familiar songs and phrases.
- Read aloud at least two books everyday.
- Pair DLL children with buddies to guide their adherence to the daily schedule.

Materials

- Provide puppets/pictures as props when using finger plays and songs.
- Offer a wide variety of tools to develop fine motor and handwriting skills such as large pencils, large crayons, large brushes, markers, finger paints, chalk, etc.
- Make books from photo albums or modify books with tabs for easy handling and page turning.
- Include books with texture or Braille, audio books, or popup pictures.
- Use pictures, signs, and symbols that occur naturally in children's environments as visual cues.

Instruction and Activities

- Use simple commands with as few words as possible.
- Repeat instructions or directions frequently.
- Speak clearly to children and model good speech.
- Directly give children facts, verbal labels, and other information.
- Offer higher level books and activities for advanced learners.
- Pair children for reading activities.
- Use vocabulary and phrases in children's native languages to introduce new ideas.
- Place squirmy children near an adult for reading times.



The joy of reading begins with babies who learn to associate the joy of snuggling and listening to soothing voices with the fun of reading. As they mature, they listen more closely to sounds and words and look at the pictures more intently. Toddlers show interest in turning pages and pointing to pictures or repeating words. When adults ask questions and talk about the pictures or ideas of a story, toddlers build vocabulary and acquire information about book handling skills. Preschoolers, who participate in shared reading experiences, enjoy the same benefits of relationship-building as they learn about the world around them and stimulate their imaginations, build vocabulary and reading skills.

A Sampling of Foundational Practices

Environment and Materials

- Stock library area with books of different types, nonfiction, poetry, fiction, and rotate them regularly.
- Display print through labeled areas, signs, helper charts, schedules,
- Include print materials in different learning areas, such as cookbooks in the housekeeping area or maps in the block area,
- Create a writing area with different types of paper and writing tools, envelopes and a mailbox.
- Include magnetic letters, letter stamps, letter blocks for experimentation, alphabet charts, letter or shape stencils.
- Add clipboards, chalkboards, blank books for journal writing.
- Display flannel boards and flannel pieces for story-telling.

Instruction

- Model language by talking with children, describing their actions and experiences.
- Use or introduce new words to describe the same object, such as big, huge, enormous, large.
- Introduce children to terms like author, illustrator, title, cover and book conventions: reading from right to left and top to bottom.
- Repeat readings of the same book.
- Talk about print with children, "This word has a B. That's the same letter in Bill's name".
- Play rhyming games.
- Use a child sign-in process for preschoolers.

Children's Books

- The Word Collector by Peter H. Reynolds
- Big Words for Little People by Jamie Lee Curtis
- Chicka Chicka Boom Boom By Bill Martin, Jr.
- Sheep in a Jeep By Nancy E. Shaw
- In The Tall, Tall Grass By Denise Fleming
- Silly Sally by Audrey Wood
- Jump Frog Jump by Robert Kaplan
- We're Going on a Bear Hunt by Michael Rosen
- The Grouchy Ladybug by Eric Carle
- Mr. Brown Can Moo! Can You? Dr. Seuss
- No, David! David Shannon
- The Click, Clack, Moo: Cows That Type by Doreen Cronin
- Alphabet City by Steven T Johnson
- Dear Tyrannosaurus Rex by Lisa McClatchy
- What's the Big Idea, Molly? by Valeri Gorbachev
- Look by Jeff Mack

Adult Resources

- Developing Early Literacy: A Report by the National Early Literacy Panel
- What Works: An Introductory Teacher Guide for Early Language and Emergent Literacy Instruction
- Early Language and Literacy Online Modules, PDG TA, <https://pdg.grads360.org/#program/early-learning-language-and-literacy-series>

Family Engagement

- Invite family members to be volunteer readers, asking them to select and read a favorite story.
- Start a monthly Family Book Club where families come together to read and listen to books and complete related activities.
- Create take home bags that include a book and suggested follow-up activities.
- Send home poems, finger plays or rhyme games that have been used in your early learning program.



CREATIVE ARTS (CRA)

Expressing Feelings and Ideas through Art, Music, Movement and Drama



Creative Art experiences encompass visual arts, music, movement and dance, and drama. They provide children with opportunities to express themselves through the exploration of materials, movement, emotions, and acting (Dodge, 2010; Copple & Bredekamp, 2009; Mraz et al., 2016). Creative art experiences encourage children to use their imaginations as they try out new ideas, solve problems, and learn about feelings and emotions. When children actively engage in creative arts, they are building skills across all developmental domains such as: physical, social and emotional, language and literacy. Providing space, materials, and interactions that promote the development of children's creativity and individuality are critical factors to consider when planning creative art experiences that support the development of the whole child.

CRA 1 Visual Arts

CRA 2 Music

CRA 3 Movement and Dance

CRA 4 Drama and Acting

Did you know?

Process-oriented experiences promote creativity, strengthen children's interests and extend their learning.

Process art refers to a "journey" that children take as they create pictures, dance or act out a story. Instead of focusing on the end product, children use their own ideas and feelings to create. There are no right or wrong ways to complete a task and every child's creation looks different. These open-ended experiences focus on discovery and the exploration of techniques and materials instead of the final outcome. Invite children to dance in response to the way music makes them feel. Suggest they create drawings or representations of objects or persons with different types of supplies including crayons, tissue paper and glue, or varied paper types and textures. Talk about their products; why they chose specific materials or why they moved in a specific way.



CRA1: Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	1I-1 Show interest in visual stimuli	1YT-1 Explore art materials	1OT-1 Use a variety of different types of visual art materials
	1I-2 Attend to bright and contrasting colors	1YT-2 Respond to visual arts such as photos in books and communicate preferences	1OT-2 Demonstrate preference for favorite colors
	1I-3 Hold, touch and experience different textures	1YT-3 Explore the differences in art materials, textures, and processes	1OT-3 Use different types of materials and tools to mold and create products
	1I-4 Use fingers, hands and mouth to explore mediums	1YT-4 Make marks with crayons, markers, and paints	1OT-4 Describe shapes or marks as a product or idea
			1OT-4 Label ideas or objects within own drawing
			1OT-6 Communicate preference for one piece of art over another
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Gaze at mobile, picture or photo • Look up to ceiling to watch a ceiling fan go around • Attend to bright colors or shapes • Initiate touch of a book with texture inserts • Rub fingers or hands over different textures • Explore applesauce or pudding on high chair tray by moving it with fingers 	<ul style="list-style-type: none"> • Begin to show interest in paints and crayons, trying them out for a very brief time • Point to pictures in books or on the wall • Show preferences in pictures by returning to the same one repeatedly • Hold a crayon in fist, poke it onto paper to make random marks • Feel the difference in textures or materials by holding, rubbing, or touching them • Pound and pat play dough 	<ul style="list-style-type: none"> • Ask to use crayons or paint • Show enjoyment when finger painting with snow or paint • Participate in art activities as part of the daily routine • Tell another, "I want the red chair or the red carpet square." • Make balls or snakes with play dough • Name the objects or characters, "I made a dog." or "That's me." • Look at two different paintings and choose a favorite
	<ul style="list-style-type: none"> • Provide pictures and photos in locations where baby can view them • Describe pictures and photos as you hold child up to them to view • Talk with children about the feel of different textures, "This blanket feels so soft." • Put a small amount of applesauce or non-toxic paint on the high chair tray for baby to touch and move fingers through it 	<ul style="list-style-type: none"> • Provide crayons or paints for use with adult supervision • Post pictures and paintings and talk about them, describing the colors and shapes • Make or provide texture books with different fabrics such as cotton, corduroy, cardboard, foil, sandpaper • Provide non-toxic or edible play dough for pounding or rolling • Call attention to the artwork in books 	<ul style="list-style-type: none"> • Make available different types of non-toxic drawing materials, crayons, washable markers or finger paint • Provide play dough and tools for children to roll, pound and mold • Describe the characteristics of pictures and photos in books • Ask child to, "Tell me about your picture." • Honor children's preferences for color, "You painted everything red!" • Ask children to explain what they like about certain photos or pictures

CRA

CRA1: Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	<p>1YP-1 Use a variety of different types of art materials to create an end product</p> <p>1YP-2 Explore the favorite color through art representation</p> <p>1YP-3 Describe general features of artwork: color, shape, texture, lines</p> <p>1YP-4 Create art that expresses individual creativity</p> <p>1YP-5 Discuss own artistic creations</p> <p>1YP-6 Comment on another's artwork when asked a specific question about the work</p>	<p>10P-1 Use a variety of art materials to represent an idea, feeling, or object</p> <p>10P-2 Explore variations of the same color and other colors</p> <p>10P-3 Create an end product that integrates color, shape, texture and lines</p> <p>10P-4 Create artistic works through an open-ended process that reflect thoughts, feelings, experiences, or knowledge</p> <p>10P-5 Discuss own artistic creations and those of others</p> <p>10P-6 Show appreciation for different art forms and the creative work of others</p>
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> Combine pipe cleaners and play dough to make a figure Create a collage incorporating different types of materials Experiment with different types of sculpting or drawing tools Make intentional designs within paintings and drawings Explain or describe a drawing in detail, "This is my Mom and she's holding a flower." Look at a friend's drawing and say, "I like your picture." 	<ul style="list-style-type: none"> Experiment with color by combining colors or exerting different pressure to make dark or light shades Plan and complete a creation, "I'm going to make a picture of my family." Model work after visual representations, "I made a cat like the picture in that book." Describe the characteristics of a creation or artwork Remark at a picture or photo in a book. "There are a lot of trees in that picture" or "The bear in that picture is purple."
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> Offer readily available diverse, open-ended materials for children to put together into unique constructions Talk about children's creations, asking them to describe what they've made Model the way you comment about others' creations, "Look at all the red circles you made." Display children's artwork at their eye level Encourage children to make a creation to represent an activity or feeling Write a description of the child's artwork on the creation 	<ul style="list-style-type: none"> Include observational drawings in your routines or opportunities for children to observe, then draw objects or events they see Display different types of art such as painting, photographs, sculptures throughout the facility Ask open-ended questions to prompt children to think about their creations and give descriptions of their ideas and perspectives Talk about art techniques in illustrations or photographs during read-aloud experiences, Encourage peer-to-peer and small group discussions of children's creations and visual art materials



CRA2: Music: Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	2I-1 Imitate adult sounds by babbling or making other vocalizations	2YT-1 Imitate sounds and movements to favorite songs or music	2OT-1 Use sounds/words or their bodies to imitate sounds, beat or rhythm
	2I-2 Make sounds with toys or objects, creating instruments	2YT-2 Use musical toys to intentionally produce sounds or music	2OT-2 Use rhythm instruments to experiment with rhythm and sound
	2I-3 Show interest and respond to different songs and chants	2YT-3 Recognize and associate a particular song or sound with a particular meaning	2OT-3 Participate in simple songs and fingerplays
			2OT-4 Respond to change in tone or melody
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> Repeat sounds while listening to a song Bang blocks together or shake a rattle to make sounds Gaze attentively at adult while listening to a simple fingerplay Delight in and repeat new sounds such as lip smacking or squeals 	<ul style="list-style-type: none"> Repeat the "e-i-e-i-o" sounds while listening to Old McDonald Push the button or switch on a musical toy to hear the sound it makes Begin to clean-up when the adult sings the clean-up song Put head down when a lullaby song is played Change volume of sounds, singing or talking louder or softer 	<ul style="list-style-type: none"> Sing along to finger plays, using simple hand movements Sway to the sound of quiet music Participate in a parade with musical instruments Dance or move body to music Use a drum or triangle to represent a sound in a book Tap a drum, then tap a box to hear the differences in sounds Hum a tune Ask an adult, "Can we sing Twinkle, Twinkle?"
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> Play different types of music Hold baby and sway or dance to music Sing or recite finger plays during routines like diaper changing Make different sounds, wait for child to repeat, then repeat again Provide simple musical instruments such as a drum or rattle Demonstrate how to bang 2 blocks or objects together to make sound, then wait for baby to try 	<ul style="list-style-type: none"> Sing rhyming songs and pause so children can add the last word Sing songs together that change volume or speed Announce routines or transitions with song or music Provide musical instruments to play Sing songs or finger plays that have to do with different events Send home the words to favorite songs so families can sing them at home too 	<ul style="list-style-type: none"> Include singing and music in your everyday routine Change wording in, "Where is mommy?" or "Where is my crayon?" (instead of Thumbkin) Encourage children to move to instrumental music to the sound Provide scarves or rhythm sticks to move or play along to music Honor children's requests for favorite songs or give them choices Invite children to draw to the rhythm of music

CRA

CRA2: Music: Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	<p>2YP-1 Listen to different types of music (jazz, classical, country lullaby, etc.)</p> <p>2YP-2 Identify musical instruments by sight and sound</p> <p>2YP-3 Repeat a short melody</p> <p>2YP-4 Identify changes in tempo or tone when listening to music</p>	<p>20P-1 Describe differences in music types</p> <p>20P-2 Use musical instruments to make or replicate songs and sounds</p> <p>20P-3 Create and sing nonsense rhymes and songs</p> <p>20P-4 Replicate changes in tempo</p> <p>20P-5 Describe preferences for music types or instruments</p>
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> Manipulate and experiment with instruments to match beat or rhythm Participate in musical games like Hokey Pokey or If You're Happy and You Know It Make different sounds with voice, practicing high and low, loud and soft Request favorite songs Repeat a rhythm after adult models; adult claps 3 times and pauses; children clap 3 times Listen to a new song and repeat part of it Move body in time to different kinds of music 	<ul style="list-style-type: none"> Note the difference between a song that is loud and fast and one that is very slow Move scarves or hands or body to the music, paying attention to fast and slow Use a musical instrument to replicate a chain of notes or sounds State, "I like the drum best because it makes a loud sound." Finish the end of a nonsense song Create songs and rhymes of their own individually or with peers Change the speed of maracas shaking according to the music Demonstrate an interest in various genres of music
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> Introduce children to varied songs and forms of music during routines and activities Include diverse musical instruments Ask children to use instruments or objects to represent sounds or words, such as clap hands whenever they hear the word, "jump" Involve children in action songs that encourage different movements Play rhythm games for transitions or wait times Demonstrate dances and songs from different cultures 	<ul style="list-style-type: none"> Provide opportunities for children to create their own instruments Invite musicians and community partners to introduce children to a diversified variety of genres, instruments, and musicians Incorporate songs and lullabies from various cultures Use rhythm sticks or clapping to parse out syllables of words Sing silly songs or rhyming songs that children can finish or modify Add scarves, ribbons, bean bags or rhythm sticks to music



CRA3: Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	3I-1 Respond to music by moving body	3YT-1 Spontaneously move body in response to music or sounds	30T-1 Move body in different ways to different music and sounds
	3I-2 Indicate enjoyment of music through body movements	3YT-2 Respond in creative ways when hearing music	30T-2 Move and dance to favorite songs and music
		3YT-3 Attempt to move body according to instructions in a song	30T-3 Follow simple movement directions while listening to music
			30T-4 Explore different ways to move with or without music
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Move body back and forth when hearing music • Watch others move to music • Bounce when listening to an action song 	<ul style="list-style-type: none"> • Sway back and forth to a lullaby • Bounce or shake body when listening to an action song • Intentionally fall down during Ring Around the Rosy • Attempt to follow movements in Teddy Bear, Teddy Bear Turn Around • Spontaneously move and dance around when music is played 	<ul style="list-style-type: none"> • Move body in different ways • Move quickly to a fast-paced song and attempt to move slowly during a slow song • Ask an adult to play or dance to a favorite song • Clap or show pleasure when dance music is played • Raise hands high and then lower hands when asked as part of a song • Participate in Head Shoulders Knees and Toes, but may be inaccurate in movements
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Gently move baby's body parts to different types of music • Notice baby's movements in response to music, "You are bouncing to that song." • Dance or sway while holding baby 	<ul style="list-style-type: none"> • Identify children's movements as they make them, "You are swaying gently to that sweet song." • Play different types of music and model how to dance or move in response • Use music and movement to announce transition times • Introduce children to simple movement games such as Row Row Your Boat or Shake Your Sillies Out 	<ul style="list-style-type: none"> • Tell children to move like a tiger or fly like an airplane to the snack table • Introduce children to movement songs like The Freeze or Dinosaur Stomp • Give children feathers to move as they listen to music • Describe and model children's movements as they move to music, "Now we are raising our hands high, now we put them down low."

CRA

CRA3: Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	<p>3YP-1 Move body to match different types of tempos and rhythms</p> <p>3YP-2 Express feelings through dance or movement</p> <p>3YP-3 Participate in guided movement games or songs</p> <p>3YP-4 Make up simple dances or movement sequences</p> <p>3YP-5 Indicate preferences for certain kinds of movement songs or music</p>	<p>30P-1 Use varied movement elements in response to music (high/low, fast/slow, up/down) etc.</p> <p>30P-2 Use creative movement to express concepts or ideas</p> <p>30P-3 Follow choreographed movement sequences</p> <p>30P-4 Translate ideas into movement</p> <p>30P-5 Watch with enjoyment when others dance or move creatively</p> <p>30P-6 Attempt or participate in dances from around the world</p>
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Move scarves or body to reflect the tone or tempo of music • Jump or move actively during fast-paced music and change body movements when music slows • Follow the movement directions in a song • Move body in response to an adult's request "Move like a snake or fly like a bird." • Request a specific movement or action song, "Can we listen to Baby Shark?" 	<ul style="list-style-type: none"> • Hop, jump, raise hands high or low, clap, etc in response to music • Move to represent an idea from a story • Move body to make the letters of the alphabet • Repeat a teacher's demonstrated steps to master a dance or movement sequence • Move body in different ways to respond to music, "This music sounds sad, can you move like the music sounds?" • Play Hokey Pokey or Go in and Out the Window • Tell another child, "You are a good dancer."
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Ask children to close their eyes and move in response to what they're hearing • Organize a marching band with children playing instruments and moving to match music • Introduce the parachute to children, asking them to lift it high and low, move it fast and slow • Provide scarves or ribbons or other props for children to move as they listen to music 	<ul style="list-style-type: none"> • Organize relay races during outdoor play where children move like crabs or jump like bunnies to get from one place to another • Play different types of music and ask children to respond through moving their bodies • Play songs and music that direct children to perform in certain ways, "Shake My Sillies Out" • Play games like musical chairs without directing anyone to be "out" if they don't get a chair



CRA4: Drama & Acting: Children will demonstrate an emerging appreciation for the use of drama for self-expression.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	4I-1 Imitate familiar actions, behaviors or sounds of others	4YT-1 Experiment with voice inflections and sounds to indicate something else	4OT-1 Pretend to be a person or an animal through movement, language, and/or sounds
		4YT-2 Role play familiar events and routines, every day situations during play	4OT-2 Create dramatic play scenarios based on real-life experiences
		4YT-3 Use hats, pocketbooks, clothes for dress-up and simple role playing	4OT-3 Use random objects to represent other object during play (e.g., block becomes a cell phone)
			4OT-4 Participate in pretend play with other children
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Watch an adult shake a spoon, then imitate • Push a button on a toy to make it work • Show interest in dolls or stuffed animals 	<ul style="list-style-type: none"> • Pretend to feed self bottle or call someone on the phone • Make animal sound when holding a stuffed animal • Choose a special outfit or article of clothing from dress-ups to wear • Walk around the room with adult shoes and hats • Hold a doll or put doll to bed 	<ul style="list-style-type: none"> • Rock a doll baby to sleep • Tell teddy bear to drink his milk, holding a cup to his mouth • Move like different animals such as slither like a snake, fly like a bird, etc. • Begin to stir a pot next to a child who is cooking in the housekeeping area • Use blocks or other materials to represent objects, "I made a car." • Put on dress-up clothes and state, "I'm the doctor."
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Provide dolls or stuffed animals for babies to hold • Pretend to talk on the phone or eat or make exaggerated movements to demonstrate ideas • Introduce finger plays • Wear finger puppets and encourage baby to reach and feel them 	<ul style="list-style-type: none"> • Use puppets to represent actions or ideas • Use expression when reading stories, acting out movements or ideas within the story • Provide simple dress up clothes like hats, purses and shoes • Make animals sounds and movements and wait for child to repeat • Provide dolls or stuffed animals for children to hold or use to act out 	<ul style="list-style-type: none"> • Put real-life objects in the dramatic play area • Provide play food, dishes, and pots and pans • Add doll clothes and doll furniture for children to explore • Sing songs that ask children to mimic or act out motions, "The itsy bitsy spider..." • Ask children to move in certain ways when they're moving from one place to another, "Hop like bunnies to the table." • Use puppets to tell a story

CRA

CRA4: Drama & Acting: Children will demonstrate an emerging appreciation for the use of drama for self-expression.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	<p>4YP-1 Create various facial expressions and voice inflections when in character</p> <p>4YP-2 Put together a set of pretend behaviors to represent an action or event</p> <p>4YP-3 Use materials in creative and imaginative ways as part of dramatic play</p> <p>4YP-4 Demonstrate an awareness of audience (e.g., ask others to watch performance)</p>	<p>40P-1 Use various facial expressions and voice inflections when playing a character</p> <p>40P-1 Participate in dramatic play activities to express ideas and feelings</p> <p>40P-1 Initiate role-playing experiences and playing with props and costumes</p> <p>40P-1 Demonstrate an interest in dramatizations of others through actions, stories, and puppetry</p>
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> • Tell other children, "You be the mommy and I'll be the child and we'll go to the store." • Act out movements within songs such as jump up like a jack in the box or roll over like the bear • Use a scarf as a hat or a piece of fabric as a cape • Use dolls or stuffed animals to act out scenarios • Ask others if they want to play store • Act out real life scenarios such as going through a drive-through, ordering food, paying, then receiving the food • Tell an adult, "Watch me while I hop like a bunny." • Growl like a bear or chirp like a bird 	<ul style="list-style-type: none"> • Identify emotions behind actions, "That girl in the story is sad." • Assign parts to others during play, "You can be the doctor and I will be the sick dog." • Ask to set up a play scenario after reading a story, "Can we make this area into an ice cream store?" • Use body parts to represent different objects or ideas • Act out family situations or experiences • Incorporate props and costumes into play, such as a clipboard and stethoscope for a doctor's office • Ask questions and make suggestions to extend play-acting
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> • Rotate materials and equipment in the dramatic play area to encourage children's creative play about different real life experiences • Join in children's play in the dramatic play area and ask questions to extend their thinking • Model behaviors while joining in children's pretend play, "Let's wash our hands before we eat lunch." • Include objects and clothing from children's cultures in the dress-up area • Sing songs or tell stories that encourage children to pretend • Add props to the block area, such as cars, people or signal lights and signs 	<ul style="list-style-type: none"> • Encourage children to act out parts of stories while reading them, "I'll huff and puff and blow your house in." • Use the dramatic play area to represent community businesses such as a hair salon, grocery store, veterinarian, pet shop • Rotate materials in the block area to reflect construction that may be occurring nearby • Ask children to identify their dramatic play area scenario and to research the types of materials to be included • Ask children to help re-tell a story with expression and movement • Create dress-up bags where children can use the materials inside to act out a scenario



Adaptations and Accommodations for Children with Unique Needs

Environment

- Provide a quiet space for children who choose not to participate in teacher-directed art experiences.
- Design the room to allow for children to move around freely during dance or movement experiences.
- Rotate materials to maintain interest.
- Modify music and movement activities for children with limited movement abilities.
- Play soft music from different cultures as children go about their day.

Daily Schedule and Routines

- Make creative movement and dance a regular part of children's routines and transitions.
- Adjust the length of time for activities, allowing for children to continue the development of creative ideas or projects from day to day.
- Build in opportunities for non-verbal children to express feelings or ideas through art, song or music.
- Incorporate music, instruments, and dances from children's cultures.
- Create a calm sequence of activities by using music.

Materials

- Provide a variety of art materials, such as paints, modeling materials, crayons, markers, chalk and pencils that encourage experimentation.
- Offer adapted materials (large crayons/brushes, adapted scissors, etc.).
- Include instruments that are physically easy to use (blocks, tambourines, etc.).
- Use a picture board, sign language, computer or other electronic device may help children express themselves.
- Provide instruments for limited fine motor and/or mobility, such as wrist bells.

Instruction and Activities

- Focus on the creative process instead of product, praising all types of accomplishments.
- Use activities that relate to other things children are learning.
- Provide alternate movements for finger plays, dances, etc. to help physically challenged children move or dance.
- Be aware that some children may be sensitive to unfamiliar textures, sounds, smells, etc.
- Break dance or movement activities into small steps, modifying the sequence to accommodate differing abilities and interests.



Dramatic play offers children learning opportunities by acting out real life situations. It offers an outlet for children to explore their own feelings or ideas and naturally resolve potential conflicts with their peers. Rotate the props in your dramatic play area periodically to attract children's new and creative play. Have you put out materials for a taco stand or pizza shop? Have you included puppets or props to make a puppet theatre?

A Sampling of Foundational Practices

Environment and Materials

- Create a dedicated area for art and music.
- Provide room for children to dance or actively move around and include scarves, feathers, ribbons or ribbon sticks.
- Have a place where children may store unfinished artwork to continue at a later time.
- Add spaces and materials where children can pretend.
- Include varied art materials that are replenished daily and offer children opportunities to individually create: paper, paint, markers, crayons, tissue paper, feathers, glue, etc.
- Rotate materials in the dramatic play area, making scenarios according to children's interests: pet store, grocery store, doctor's office, ice cream parlor, etc.
- Add books about art, music, dance or movement to different learning areas.

Instruction

- Schedule or include creative experiences daily.
- Encourage process or open-ended experiences where there are no right or wrong answers.
- Play different types of soft music as background during the day or during rest time.
- Encourage children's imaginative thinking, "What could we do to..." or "How do you think we might..."
- Design the schedule to allow for children to complete art activities in small groups rather than all together.
- Plan for outdoor creative experiences by taking easels outside or playing music as children run or dance.
- Design opportunities for children to act out their favorite stories, creating costumes and props.

Children's Books

- Mouse Paint Ellen Stohl Walsh
- Little Blue, Little Yellow by Leo Lionni
- Mix It Up! by Hervé Tullet
- Blue Chicken by Deborah Freeman
- Giraffes Can't Dance by Giles Andreae and Guy Parker-Rees
- Elephants Cannot Dance! (An Elephant and Piggie Book) by Mo Willems
- Bark, George by Jules Feiffer
- From Head to Toe, Eric Carle
- Huff and Puff by Claudia Rueda
- Like a Windy Day by Frank Asch and Devin Asch
- We're Going on a Bear Hunt by Michael Rose and Helen Oxenbury
- Go Shape Go by Denise Fleming
- Many Colored Days by Dr. Seuss
- The Hat by Jan Brett
- The Little Red Hen by Paul Galdone

Adult Resources

- Sierra, Judy. Flannel Board Storytelling Book. New York: H. W. Wilson, 1987
- Champlin, Connie. Storytelling with Puppets. 2d ed. Chicago: American Library Assn., 1998.
- Kohl, Maryanne F. Making Make Believe: Hands on Projects for Play and Pretend
- NAEYC: Expressing Creativity in Preschool
- NAEYC. (2019). Serious Fun: How Guided Play Extends Children's Learning. (M. L. Masterson, & H. Bohart, Eds.) Washington, DC, US: NAEYC.

Family Engagement

- Invite family members to share their cultural music, stories, dances.
- Create art shows where children's artwork is displayed; invite families to attend and include snacks and networking time.
- Produce a list of needed throwaway materials that families can contribute such as egg cartons, paper towel rolls, crayon stubs, etc.