

NYS EARLY LEARNING GUIDELINES

DOMAIN V

Language, Communication, and Literacy

This domain encompasses the child's ability to communicate, i.e., his ability to convey feelings or thoughts so that he is clearly understood as well as his ability to accurately interpret the thoughts and feelings of others. Communicating effectively with others requires use of oral language, a unique system of vocal and verbal sounds with vocabulary, syntax, grammar, and its own set of conventions that children are born programmed to learn. It also requires interpreting and using the nonverbal language of facial expressions, body posture, and gestures. In addition, children later learn to read and write (literacy).

Young infants communicate their needs through crying. There are many different cries that a parent of a newborn learns to discern – hunger,

pain, discomfort, fatigue, boredom, and tension discharge. Parents and teachers must respond to these cries for they are the infant's first "language." Infants also communicate nonverbally: averted eyes can mean "that's too much;" turning the face away means "I'm done;" a tense body can mean "I don't like that;" while a relaxed body or a steady gaze means "I like this" or "keep doing what you are doing." When a young infant communicates a need that is responded to, interpreted correctly, and met, the infant, over time, learns that "If I feel this way and do this (cry), that person will appear and do things that make me feel better."

In time, the infant will add coos, babbles, and smiles to his repertoire and find that they yield even more responsive results than his cries or first gestures did. Now other people can more accurately interpret and meet his needs. Adding actual words during toddlerhood takes his ability to be understood to new heights, and soon he is even able to communicate quite effectively using such words as "NO, MINE!" He becomes more proficient and intelligible and finally breaks the linguistic



code of his primary language. He will continue to build vocabulary and increase the complexity of his speech throughout the rest of his early years.

The young child will also notice symbols in his environment. A unique set of symbols is on every grocery store that he goes to with mom or dad. The bus stop has different symbols on the top of each shelter. His cubby and his toothbrush at day care have yet another set of symbols. In addition, as his fine motor skills develop, he will want to learn how to make some of these symbols on his own – usually starting with the one that begins his name. He will ultimately master the task of understanding what these symbols mean (reading) and deciding which ones to use to convey what he thinks, and be able to make them legible (writing) during his primary grade school years.

How well parents and teachers respond to the young child’s attempts to communicate will greatly influence how well that child ultimately communicates. The child who is spoken WITH, not TO, as he is cared for will learn that communication is a give and take process and that being able to communicate well is the key to understanding others and to being understood.

Early childhood education plays an essential role in preparing young English language learners (ELL) for later success in school. The youngest children seem born with an aptitude to learn multiple languages simultaneously, and research shows that young native speakers learn English as a second language in rich classroom settings with relative ease, provided that the teacher creates opportunities and experiences to support this. Also during this time, a child’s young peers are highly effective teachers, modeling language and providing a safe climate for new English speakers to experiment with their new language in nonthreatening ways especially during free-play opportunities. In the beginning, supportive and nurturing teachers learn a few important words and phrases in the child’s native/ home language to help create an environment that is safe and trusting. Phrases about using the bathroom, parents, and food are most helpful. Children who have a rich and supportive language environment in the classroom are likely to build proficiency in the second language more easily and quickly.

This domain focuses on how a child develops:

- A. Dual Language Acquisition
- B. Receptive Vocabulary
- C. Expressive Vocabulary
- D. Grammar and Syntax
- E. Comprehension
- F. Expressive/ Oral Language
- G. Listening Skills
- H. Oral and Written Communication
- I. Conventions of Social Communication
- J. Reading: Phonological Awareness
- K. Reading: Alphabetic Principle
- L. Reading: Print Concepts
- M. Reading: Comprehension of Printed Materials
- N. Reading: Awareness that Written Materials Can Be Used for a Variety of Purposes
- O. Reading: Appreciation and Enjoyment
- P. Writing: Alphabet Knowledge
- Q. Writing Conventions
- R. Writing: Use Writing for a Variety of Purposes

HighScope Preschool Curriculum Content

Key Developmental Indicators

A. Approaches to Learning

- 1. Initiative:** Children demonstrate initiative as they explore their world.
- 2. Planning:** Children make plans and follow through on their intentions.
- 3. Engagement:** Children focus on activities that interest them.
- 4. Problem solving:** Children solve problems encountered in play.
- 5. Use of resources:** Children gather information and formulate ideas about their world.
- 6. Reflection:** Children reflect on their experiences.

B. Social and Emotional Development

- 7. Self-identity:** Children have a positive self-identity.
- 8. Sense of competence:** Children feel they are competent.
- 9. Emotions:** Children recognize, label, and regulate their feelings.
- 10. Empathy:** Children demonstrate empathy toward others.
- 11. Community:** Children participate in the community of the classroom.
- 12. Building relationships:** Children build relationships with other children and adults.
- 13. Cooperative play:** Children engage in cooperative play.
- 14. Moral development:** Children develop an internal sense of right and wrong.
- 15. Conflict resolution:** Children resolve social conflicts.

Key developmental indicators (KDIs) are the

building blocks of thinking, reasoning, and learning at each stage of development.



C. Physical Development and Health

- 16. Gross-motor skills:** Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
- 17. Fine-motor skills:** Children demonstrate dexterity and hand-eye coordination in using their small muscles.
- 18. Body awareness:** Children know about their bodies and how to navigate them in space.
- 19. Personal care:** Children carry out personal care routines on their own.
- 20. Healthy behavior:** Children engage in healthy practices.

D. Language, Literacy, and Communication¹

- 21. Comprehension:** Children understand language.
- 22. Speaking:** Children express themselves using language.
- 23. Vocabulary:** Children understand and use a variety of words and phrases.
- 24. Phonological awareness:** Children identify distinct sounds in spoken language.
- 25. Alphabetic knowledge:** Children identify letter names and their sounds.
- 26. Reading:** Children read for pleasure and information.
- 27. Concepts about print:** Children demonstrate knowledge about environmental print.
- 28. Book knowledge:** Children demonstrate knowledge about books.
- 29. Writing:** Children write for many different purposes.
- 30. ELL/Dual Language Acquisition:** (If applicable) Children use English and their home language(s) (including sign language).

E. Mathematics

- 31. Number words and symbols:** Children recognize and use number words and symbols.
- 32. Counting:** Children count things.
- 33. Part-whole relationships:** Children combine and separate quantities of objects.
- 34. Shapes:** Children identify, name, and describe shapes.
- 35. Spatial awareness:** Children recognize spatial relationships among people and objects.
- 36. Measuring:** Children measure to describe, compare, and order things.
- 37. Unit:** Children understand and use the concept of unit.
- 38. Patterns:** Children identify, describe, copy, complete, and create patterns.
- 39. Data analysis:** Children use information about quantity to draw conclusions, make decisions, and solve problems.

F. Creative Arts

- 40. Art:** Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.
- 41. Music:** Children express and represent what they observe, think, imagine, and feel through music.
- 42. Movement:** Children express and represent what they observe, think, imagine, and feel through movement.
- 43. Pretend play:** Children express and represent what they observe, think, imagine, and feel through pretend play.
- 44. Appreciating the arts:** Children appreciate the creative arts.

G. Science and Technology

- 45. Observing:** Children observe the materials and processes in their environment.
- 46. Classifying:** Children classify materials, actions, people, and events.
- 47. Experimenting:** Children experiment to test their ideas.
- 48. Predicting:** Children predict what they expect will happen.
- 49. Drawing conclusions:** Children draw conclusions based on their experiences and observations.
- 50. Communicating ideas:** Children communicate their ideas about the characteristics of things and how they work.
- 51. Natural and physical world:** Children gather knowledge about the natural and physical world.
- 52. Tools and technology:** Children explore and use tools and technology.

H. Social Studies

- 53. Diversity:** Children understand that people have diverse characteristics, interests, and abilities.
- 54. Community roles:** Children recognize that people have different roles and functions in the community.
- 55. Decision making:** Children participate in making classroom decisions.
- 56. Geography:** Children recognize and interpret features and locations in their environment.
- 57. History:** Children understand past, present, and future.
- 58. Ecology:** Children understand the importance of taking care of their environment.

¹Language, Literacy, and Communication KDIs #21–30 may be used for the child's home language(s) as well as English. KDI #30 refers specifically to ELL/Dual Language Acquisition.



HighScope Infant-Toddler Curriculum Content

Key Developmental Indicators

A. Approaches to Learning

- 1. Initiative:** Children express initiative.
- 2. Problem solving:** Children solve problems encountered in exploration and play.
- 3. Self-help:** Children do things for themselves.

B. Social and Emotional Development

- 4. Distinguishing self and others:** Children distinguish themselves from others.

- 5. Attachment:** Children form an attachment to a primary caregiver.

- 6. Relationships with adults:** Children build relationships with other adults.

- 7. Relationships with peers:** Children build relationships with peers.

- 8. Emotions:** Children express emotions.

- 9. Empathy:** Children show empathy toward the feelings and needs of others.

- 10. Playing with others:** Children play with others.

- 11. Group participation:** Children participate in group routines.

C. Physical Development and Health

- 12. Moving parts of the body:**

Children move parts of the body (turning head, grasping, kicking).

- 13. Moving the whole body:** Children move the whole body (rolling, crawling, cruising, walking, running, balancing).

- 14. Moving with objects:** Children move with objects.

- 15. Steady beat:** Children feel and experience steady beat.

D. Communication, Language, and Literacy

- 16. Listening and responding:** Children listen and respond.

- 17. Nonverbal communication:** Children communicate nonverbally.

- 18. Two-way communication:** Children participate in two-way communication.

- 19. Speaking:** Children speak.

- 20. Exploring print:** Children explore picture books and magazines.

- 21. Enjoying language:** Children enjoy stories, rhymes, and songs.

E. Cognitive Development

- 22. Exploring objects:** Children explore objects with their hands, feet, mouth, eyes, ears, and nose.

- 23. Object permanence:** Children discover object permanence.

- 24. Exploring same and different:** Children explore and notice how things are the same or different.

- 25. Exploring more:** Children experience "more."

- 26. One-to-one correspondence:** Children experience one-to-one correspondence.

- 27. Number:** Children experience the number of things.

- 28. Locating objects:** Children explore and notice the location of objects.

- 29. Filling and emptying:** Children fill and empty, put in and take out.

- 30. Taking apart and putting together:** Children take things apart and fit them together.

- 31. Seeing from different viewpoints:** Children observe people and things from various perspectives.

- 32. Anticipating events:** Children anticipate familiar events.

- 33. Time intervals:** Children notice the beginning and ending of time intervals.

- 34. Speed:** Children experience "fast" and "slow."

- 35. Cause and effect:** Children repeat an action to make something happen again, experience cause and effect.

F. Creative Arts

- 36. Imitating and pretending:** Children imitate and pretend.

- 37. Exploring art materials:** Children explore building and art materials.


- 38. Identifying visual images:** Children respond to and identify pictures and photographs.

- 39. Listening to music:** Children listen to music.

- 40. Responding to music:** Children respond to music.

- 41. Sounds:** Children explore and imitate sounds.

- 42. Vocal pitch:** Children explore vocal pitch sounds.

 Key developmental indicators (KDIs) are the building blocks of thinking, reasoning, and learning at each stage of development.

ELA Small Group Time Planning Form

<p>ELA Content:</p> <p>KDI:</p> <p>COR:</p>	
<p>Materials (<i>for each child and teacher</i>)</p>	
<p>Beginning (<i>Opening statement</i>)</p>	
<p>Middle (<i>Your ideas for scaffolding children at different developmental levels</i>)</p>	<p>Earlier Middle Later</p>
<p>Questions (<i>Open-ended to extend learning</i>)</p>	
<p>End (<i>warning and transition to next part of routine</i>)</p>	
<p>Follow-Up (<i>where will activity go in classroom</i>)</p>	