

# Contents

## Introduction

### A. Approaches to Learning

- KDI 1. Initiative
- KDI 2. Planning
- KDI 3. Engagement
- KDI 4. Problem solving
- KDI 5. Use of resources
- KDI 6. Reflection

### B. Social and Emotional Development

- KDI 7. Self-identity
- KDI 8. Sense of competence
- KDI 9. Emotions
- KDI 10. Empathy
- KDI 11. Community
- KDI 12. Building relationships
- KDI 13. Cooperative play
- KDI 14. Moral development
- KDI 15. Conflict resolution

### C. Physical Development and Health

- KDI 16. Gross-motor skills
- KDI 17. Fine-motor skills
- KDI 18. Body awareness
- KDI 19. Personal care
- KDI 20. Healthy behavior

### D. Language, Literacy, and Communication

- KDI 21. Comprehension
- KDI 22. Speaking
- KDI 23. Vocabulary
- KDI 24. Phonological awareness
- KDI 25. Alphabetic knowledge
- KDI 26. Reading
- KDI 27. Concepts about print
- KDI 28. Book knowledge
- KDI 29. Writing
- KDI 30. English language learning

## E. Mathematics

- KDI 31. Number words and symbols
- KDI 32. Counting
- KDI 33. Part-whole relationships
- KDI 34. Shapes
- KDI 35. Spatial awareness
- KDI 36. Measuring
- KDI 37. Unit
- KDI 38. Patterns
- KDI 39. Data analysis

## F. Creative Arts

- KDI 40. Art
- KDI 41. Music
- KDI 42. Movement
- KDI 43. Pretend play
- KDI 44. Appreciating the arts

## G. Science and Technology

- KDI 45. Observing
- KDI 46. Classifying
- KDI 47. Experimenting
- KDI 48. Predicting
- KDI 49. Drawing conclusions
- KDI 50. Communicating ideas
- KDI 51. Natural and physical world
- KDI 52. Tools and technology

## H. Social Studies

- KDI 53. Diversity
- KDI 54. Community roles
- KDI 55. Decision making
- KDI 56. Geography
- KDI 57. History
- KDI 58. Ecology

## D. Language, Literacy, and Communication

Communication — through gesture and spoken and written language — is an essential part of being human. Children are born communicators; they begin as infants, making sounds and gestures, and develop their growing verbal, reading, and writing skills as toddlers and then preschoolers.

Research shows that children's earliest experiences with language underlie all future development in this domain of learning. The richer the conversations young children have with the adults in their lives — the more frequent such talks and the greater the variety of vocabulary words they hear and use — the better they become at reading and writing when they get older. The preschool years create the foundation upon which these later literacy years are built. Therefore, it is critical that adults listen to and talk with children every day, provide environments rich with books and other printed materials, and engage children in meaningful experiences that they are eager to talk and write about.

There are 10 KDIs in the Language, Literacy, and Communication<sup>1</sup> content area:

- 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. English language learning:** (If applicable) Children use English and their home language(s) (including sign language).

<sup>1</sup>Language, Literacy, and Communication KDIs 21–29 may be used for the child's home language(s) as well as English. KDI 30 refers specifically to English language learning.

**Description:** Children understand (comprehend) conversations, signing, stories, books, songs, poems, and/or chants. They listen; respond; connect information to their own lives; predict what will happen next; and recall real and fictional people, materials, actions, events, and ideas.

**Scaffolding Ideas**

Always support children at their current level and occasionally offer a gentle extension.

Earlier	Middle	Later
<p><i>Children may</i></p> <ul style="list-style-type: none"> <li>Respond to simple statements or questions, sometimes appropriately (e.g., bring a cup when asked to do so; nod, sign, or say “Yes” or “No”; when others talk about cats, say, “I like trucks”).</li> <li>Remember (retell) one or two details in a song, story, or book; search for a page because it has something of interest to them (e.g., look for the page with the zebra on it).</li> <li>Comment on the current page; not predict what might happen next.</li> </ul>	<p><i>Children may</i></p> <ul style="list-style-type: none"> <li>Contribute relevant information to an ongoing conversation; connect the topic to their own experiences (e.g., in a conversation about trucks, say “We have a red truck too.” “It has a trailer”).</li> <li>Remember (retell) several details in a song, story, or book (e.g., remember Max wore a wolf suit and was king of the monsters in <i>Where the Wild Things Are</i>).</li> <li>Predict what might happen next in a story based on what is happening at the time (e.g., “Oops. He’s going to fall down!”).</li> </ul>	<p><i>Children may</i></p> <ul style="list-style-type: none"> <li>Respond to complex statements or questions (e.g., when one child says, “Yesterday at the beach, I found a stone to put in my garden,” another child says, “I found a stone too. I put it in my pocket”).</li> <li>Remember (retell) several song, story, or book events in sequence (e.g., say, “Max made his mommy mad and ran away to the monsters. He came home and his mommy made him dinner”).</li> <li>Explain a prediction based on what happened earlier or in their own experience (e.g., “The mommy will let the girl buy the bear because she really liked it”).</li> </ul>
<p><i>To support children’s current level, adults can</i></p> <ul style="list-style-type: none"> <li>Talk about what is currently happening using simple sentences (e.g., “We’re putting on our jackets to go outside”).</li> <li>Confirm details children remember (e.g., flip back through the book, point, and say, “Yes, that monster looks scary!”).</li> <li>Talk with children about what they see on the page.</li> </ul>	<p><i>To support children’s current level, adults can</i></p> <ul style="list-style-type: none"> <li>Indicate children’s contribution relates to the topic (e.g., “We’re talking about trucks and you told us a lot about yours”).</li> <li>Comment that children remember several details (e.g., “Yes, Max was wearing a wolf suit and later he had a crown”).</li> <li>Acknowledge children’s predictions and say, “Let’s turn the page and find out.”</li> </ul>	<p><i>To support children’s current level, adults can</i></p> <ul style="list-style-type: none"> <li>Acknowledge responses to complex statements (e.g., “You got a smock when we said we’d paint at small-group time”).</li> <li>Provide opportunities to sequence events (e.g., “Help me remember what happened after it rained but before the boat sank”).</li> <li>Predict with reasons (e.g., “The mom’s been gone a long time. She’ll come home soon and see the mess the cat has made”).</li> </ul>
<p><i>To offer a gentle extension, adults can</i></p> <ul style="list-style-type: none"> <li>Make comments or ask questions that call children’s attention to the topic of conversation (e.g., “Jared, you also have a cat”).</li> <li>Encourage children to remember more details (e.g., “Can you remember something else the squirrel did?”).</li> <li>Encourage children to guess what they’ll see when the page is turned.</li> </ul>	<p><i>To offer a gentle extension, adults can</i></p> <ul style="list-style-type: none"> <li>Keep conversations going; build on children’s contributions, and connect their ideas and experiences to your own.</li> <li>Encourage children to sequence events (e.g., “Was that before or after it fell?”).</li> <li>Ask why something will happen next (e.g., “What makes you think he’ll fall down?”).</li> </ul>	<p><i>To offer a gentle extension, adults can</i></p> <ul style="list-style-type: none"> <li>Find opportunities to talk with children using increasingly complex language.</li> <li>Encourage children to retell stories to one another.</li> <li>Encourage children to verify their prediction and explain why they think it did (or did not) come true.</li> </ul>

# E. Mathematics

Young children enjoy and are eager to learn mathematics. And, like adults, they use mathematics every day, often without realizing it. They build a road with blocks, count the number of tomatoes growing in a garden, figure out who jumped the farthest, look for patterns in a design, and find out how many children in their class like carrot sticks.

By providing positive and effective early mathematics experiences, adults help children develop specific computational and analytical skills and also engender a healthy and welcoming attitude toward this learning domain. Specifically, adults can support children's natural curiosity in mathematics by offering children materials and hands-on activities so they can count blocks in a tower, create shapes with play dough, find the right-sized dress for a doll, make a pattern with shells and acorns, and figure out what the class's favorite snack is.

There are nine KDIs in the Mathematics content area:

- 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.

**Description:** Children recognize and name numerals in their environment. They understand that cardinal numbers (e.g., one, two, three) refer to quantity and that ordinal numbers (e.g., first, second, last) refer to the order of things. They write numerals.

### Scaffolding Ideas

Always support children at their current level and occasionally offer a gentle extension.

Earlier	Middle	Later
<p><i>Children may</i></p> <ul style="list-style-type: none"> <li>• Use a few number words (e.g., one, two, five).</li> <li>• Point to symbols and say number words (e.g., point to the string A37K and say, “1, 2, 3...that’s my phone number”).</li> <li>• Use the words <i>first</i> and/or <i>last</i> without understanding (e.g., say, “I got here first” when they arrived third or say, “We can both be first to use the bike”).</li> <li>• Write squiggles to represent numerals.</li> </ul>	<p><i>Children may</i></p> <ul style="list-style-type: none"> <li>• Use number words but not know they refer to quantity (e.g., say, “I’m three” not understanding it refers to three years or say “It costs eight”).</li> <li>• Recognize (read) single-digit numerals (e.g., 1, 2, 4).</li> <li>• Use the words <i>first</i> and <i>last</i> correctly (e.g., say, “I’m first” before others arrive or say, “I got the fruit bowl last”).</li> <li>• Write numeral-like forms (e.g., 1 and 0, backward 3).</li> </ul>	<p><i>Children may</i></p> <ul style="list-style-type: none"> <li>• Understand number words refer to quantity (e.g., say, “There are three people in my family”).</li> <li>• Recognize (read) several double-digit numerals (e.g., 10, 12, 25).</li> <li>• Use a few ordinal position words (e.g., first and second) correctly (e.g., “I’ll use the computer first and you can be second”; “My car came in third place”).</li> <li>• Write two or more recognizable numerals.</li> </ul>
<p><i>To support children’s current level, adults can</i></p> <ul style="list-style-type: none"> <li>• Use number words (e.g., “You used four blocks”).</li> <li>• Provide materials with numerals on them (puzzles, books, phones).</li> <li>• Use ordinal number words (e.g., “The toy area is the last one left to clean up”).</li> <li>• Acknowledge children’s interest in writing numerals.</li> </ul>	<p><i>To support children’s current level, adults can</i></p> <ul style="list-style-type: none"> <li>• Acknowledge the use of number words (e.g., “Yes, you are three years old”).</li> <li>• Repeat numerals children notice (e.g., “Your race car has a 5”).</li> <li>• Acknowledge ordinal number words (e.g., “Yes, you’re the first one here”).</li> <li>• Ask children to read the numerals they write.</li> </ul>	<p><i>To support children’s current level, adults can</i></p> <ul style="list-style-type: none"> <li>• Use number words in play (e.g., “My baby wants two more peas”).</li> <li>• Acknowledge the double-digit numerals children say (e.g., “A 1 and a 5 are 15”).</li> <li>• Use ordinal terms children know (e.g., “Dara plans second, and Paul will be third”).</li> <li>• Encourage writing numerals in play (e.g., menu prices).</li> </ul>
<p><i>To offer a gentle extension, adults can</i></p> <ul style="list-style-type: none"> <li>• Use number words in questions (e.g., “Do you want one or two slices of apple?”).</li> <li>• Notice numerals during play (e.g., at the bottom of a page in a book, on a roadmap, on measuring cups and spoons).</li> <li>• Use ordinal labels when children point (e.g., “That’s the first pine cone, and this is the last one”).</li> <li>• Provide materials for children to make numerals (e.g., play dough, sand, crayons).</li> </ul>	<p><i>To offer a gentle extension, adults can</i></p> <ul style="list-style-type: none"> <li>• Attach number words to quantity (e.g., say “You’re three years old...one, two, three” while pointing to each raised finger).</li> <li>• Point out the numerals children do not yet know (e.g., 9, 10, 12).</li> <li>• Use new ordinal number words (e.g., “You’re the first one. I wonder who will be second?”).</li> <li>• Write numerals during play (e.g., write a 2 and say “I want two pieces of pizza”).</li> </ul>	<p><i>To offer a gentle extension, adults can</i></p> <ul style="list-style-type: none"> <li>• Encourage the use of number words (e.g., “How many more pegs will you put in?”).</li> <li>• Use unfamiliar two-digit numerals (e.g., “I’m turning to page 18”).</li> <li>• Let children continue an ordinal sequence (e.g., “Tim planned second; Ella was third. What will Pat be?”).</li> <li>• Provide opportunities to write numerals (e.g., the number of days until the field trip on the message board).</li> </ul>