



Indiana's Early Learning Development Framework Aligned to the 2014 Indiana Academic Standards

Indiana Department of Education
Family and Social Services Administration: Office of Early Childhood and Out of School Learning
Early Learning Advisory Committee



Indiana
Department of Education
Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction



This page was intentionally left blank.

Table of Contents

Background and Acknowledgements	Page 1	Social Studies Foundations	Page 35
Introduction	Page 3	Self	
English / Language Arts Foundations	Page 5	History and Events	
Communication Process		Geography	
Early Reading		Economics	
Early Writing		Citizenship	
Mathematics Foundations	Page 12	Creative Arts Foundations	Page 41
Numeracy		Music	
Computation and Algebraic Thinking		Dance	
Data Analysis		Visual Arts	
Geometry		Dramatic Play	
Measurement		Physical Health and Growth Foundations	Page 46
Social Emotional Foundations	Page 19	Health and Well-Being	
Sense of Self		Senses	
Self-Regulation		Motor Skills	
Conflict Resolution		Personal Care	
Building Relationships		Dual Language Learners	Page 51
Approaches to Play and Learning Foundations	Page 24	Supporting Exceptional Learners	Page 53
Initiative and Exploration		Glossary of Terms	Page 56
Flexible Thinking		References	Page 60
Attentiveness and Persistence		Appendix A	Page 62
Social Interactions		ISTAR-KR/2015 Early Learning Foundations	
Science Foundations	Page 29	Alignment Study	
Physical Science		Appendix B	Page 63
Earth and Space Science		Classroom Planning Matrix	
Life Science			
Engineering			
Scientific Inquiry and Methods			

Early Learning Foundations Background

History

In the early 2000s, a White House initiative, Good Start, Grow Smart, called for each state to establish early learning frameworks around literacy and math. With the goal of guiding early childhood educators in understanding and implementing classroom practices that facilitate learning of essential skills and knowledge young children require to be prepared for Kindergarten, the Foundations to the Indiana Academic Standards (Foundations) were developed in 2002 with content for children three to five years of age. In 2004 and 2006, content for children from birth to age three was added. The Foundations were revised in 2012 to ensure alignment with the modified ISTAR-KR assessment tool, the Indiana Academic Standards (2007), and the Common Core State Standards. Each revision has provided direction and guidance to the field toward developmentally appropriate expectations that support young learners.

2015 Revision

The 2015 revision was based on research, feedback from practitioners, and work from professionals with expertise in each specialized area. The revision addresses:

- Alignment to the 2014 Indiana Academic Standards
- Recognition of the early learning continuum, birth to Kindergarten
- Utilization of the Foundations with the vertical articulations for the 2014 Indiana Academic Standards to view the early learning continuum from birth to third grade
- Identification of core foundations in each of the eight content areas
- Alignment to the ISTAR-KR assessment tool
- Addition of Approaches to Play and Learning Foundations
- Addition of Health Foundations
- Addition of WIDA Early English Language Development Standards
- Easy to use format

Acknowledgements

A large group of stakeholders worked from July 2014 to May of 2015 to inform and guide the revision process. In June 2015, Indiana's Early Learning Advisory Committee approved the revision of the Foundations.

The Center on Enhancing Early Learning Outcomes (CEELO) provided technical assistance throughout the revision process. Dr. Diane Schilder served as a consultant to the Indiana Department of Education. Her guidance and feedback greatly contributed to the success of this project. CEELO also facilitated an external review by Dr. Shannon Riley-Ayers.

Throughout the revision process, early learning guidelines of various states were referenced. The pioneering work of Connecticut, Georgia, Massachusetts, Maryland, and New Jersey was greatly appreciated.

Public Comment

An opportunity for public comment was provided and resulted in a review by 94 individuals.

The involvement, feedback, and contribution of the following groups are gratefully acknowledged:

Early Learning Advisory Committee / Early Learning Advisory Committee – Child Development and Well-Being Workgroup / Indiana Association for the Education of Young Children - Higher Education Forum / Indiana Early Childhood Special Education Administrators / Indiana Professional Development Network

The following individuals generously contributed their time, knowledge, and experience:

Anita Allison / Indiana Association of Child Care Resource and Referral / **Sarina Arens** / The Learning Community / **Bree Ausenbaugh** / Indiana Department of Education / **Beth Barrett** / Office of Early Childhood and Out of School Learning / **Beth Barnett** / Bona Vista / **Debbie Beeler** / Hoosier Uplands Head Start / **Mindy Bennett** / Child Care Answers / **Angie Blankenship** / Wayne Township Preschool / **Bruce Blomberg** / Indiana Department of Education / **Kim Bowers** / Cumberland K-3 Elementary / **Melanie Brizzi** / Office of Early Childhood and Out of School Learning / **Kimberly Brooks** / Fort Wayne Community Schools / **Erica Brownfield** / Buttons and Bows / **Lisa Brownfield** / Buttons and Bows / **Ann Canter** / MSD Perry Township / **Audrey Carnahan** / Indiana Department of Education / **Rebecca Carothers** / Ivy Tech Community College / **Rhonda Clark** / Office of Early Childhood and Out of School Learning / **Theresa Clark** / NEISEC / **Dawn Cole-Easterday** / Indiana Association for the Education of Young Children / **Alice Cross** / Indiana University / **Robyn Culley** / Early Head Start of Carey Services / **Jill Davidson** / Early Childhood Alliance / **Rachel Davidson** / Indiana Department of Education / **Scott Deetz** / Alexandria Community Schools / **Patricia Dickmann** / Ivy Tech Community College / **Mary Jane Eisenhauer** / Purdue University – North Central / **Jim Elicker** / Purdue University / **Jeremy Eltz** / Indiana Department of Education / **Marta Fetterman** / Indiana Association of Child Care Resource and Referral / **Lenore Friedly** / Child Care Answers / **Rose Fritzinger** / East Allen Community Schools / **Christina Furbee** / Indiana Department of Education / **Laura Fulton** / Pipe Creek Elementary / **Terry Green** / Evansville School Corporation / **Ashley Griffin** / Buttons and Bows / **Karen Guess** / Plainfield Christian Church Preschool / **Rachael Havey** / Indiana Department of Education / **Kimberly Hendricks** / Workforce Development Services / **Lisa Henley** / Indiana Association for Child Care Resource and Referral / **Teri Hornberger** / Early Head Start – Head Start / **Betsy Hull** / GLASS / **Cindy Hurst** / Indiana Department of Education / **Dana Jones** / Indiana Association for Child Care Resource and Referral / **Angi Keppol** / Early Childhood Alliance / **Renee Kinder** / Indiana Association for Child Care Resource and Referral / **Whitney Kinkel** / Indianapolis Cooperative Preschool Council / **Andrea Lakin** / MSD Perry Township / **Debora Lanier Benberry** / Family Development Services / **Ruthie McCray** / Early Childhood Alliance / **Tara McKay** / Madison Consolidated Schools / **Lanissa Maggert** / Early Childhood Alliance / **Ted Maple** / Early Learning Indiana / **Tutti Martz** / RES Developmental Preschool / **Mort Maurer** / ECISS / **Shelly Meredith** / Early Childhood Alliance / **Cheryl A. Miller** / Indiana Head Start Association / **Beckie Minglin** / Indiana Head Start State Collaboration Office / **Sharon Molargik** / Garrett –Keyser-Butler Community Head Start / **Michelle Moore** / MSD Perry Township Early Childhood Academy / **Karen Moore** / SIEOC / **Jennifer Newingham** / Brownsburg Early Childhood Center / **Anne Olson** / MSD Wayne Township / **Diana Parker** / Wawasee Community School Corporation / **Courtney Penn** / Indiana Association for Child Care Resource and Referral / **John Pennycuff** / ICAP Head Start / **Sierra Porter** / Stay and Play Inc. / **Teresa Porter** / Stay and Play Inc. / **Natalie Pugh** / Chances and Services for Youth / **Megan Purcell** / Purdue University / **David Purpura** / Purdue University / **William Reed** / Indiana Department of Education / **Jillian Ritter** / Child Care Aware of America / **Barbara Roberts** / Fort Wayne Community Schools / **Patty Rodda** / Purdue University- Calumet / **Ann Ruhmkorff** / ProKids, Inc. / **Jill Russell** / Indiana Association for the Education of Young Children / **Melissa Schneider** / Chances and Services for Youth / **Susan Smith** / Shelbyville Central Schools / **Rena Sterrett** / Purdue University / **Yvonne Swafford** / Union County School District / **Kim Swain** / Early Childhood Alliance / **Terri Swim** / Indiana University – Purdue University Fort Wayne / **Alyce Thompson** / Early Childhood Alliance / **Angie Tomlin** / Infant Mental Health / **Amy Torres** / Child Care Answers / **Jared Totsch** / Evansville School Corporation / **Dawn Underwood** / ELC-JCLC / **Sue Victor** / JESSE / **Steve Viehwig** / Riley Children’s Center / **Dianna Wallace** / Indiana Association for the Education of Young Children / **Kresha Warnock** / Ball State University / **Nathan Williamson** / Indiana Department of Education / **John Wolfe** / Indiana Department of Education / **Kristine Woodard** / North Webster Elementary / **Julie Worland** / Kokomo Schools Head Start

The revision process was facilitated by the Indiana Department of Education, Office of Early Learning and Intervention.

Charlie Geier / Director of Early Learning and Intervention

Erin Kissling / Early Learning Specialist

Introduction

The Foundations include the following content areas: English/language arts, mathematics, social emotional skills, approaches to play and learning, science, social studies, creative arts, and physical health and growth. By outlining specific topics and indicators in each of these content areas, the Foundations support teachers, parents, caregivers, and other professional personnel as they develop appropriate experiences for young children. The primary audience for this framework is early childhood educators, program directors, school administrators, and college and university faculty. This core document was developed for use in all types of early childhood programs. Guidance and support documents will be developed and released subsequently.

Kindergarten Readiness

Early learning experiences help a child become ready for Kindergarten. The Foundations show early educators the developmental progression that typically developing young children should experience as they grow toward Kindergarten readiness. In 2014, Indiana’s Early Learning Advisory Committee approved the following definition of Kindergarten readiness:

“In Indiana, we work together so that every child can develop to his or her fullest potential socially, emotionally, physically, cognitively, and academically. Through growth in all of these domains, the child will become a healthy, capable, competent, and powerful learner.”

Birth to Third Grade Continuum

Research recognizes early learning as a comprehensive system, birth to age eight (third grade). During this crucial period of development, the foundations for future success are laid out. Strengthening the alignment between the birth to age five system and the Kindergarten to third grade system ensures children develop solid fundamentals in literacy, math, social emotional skills, as well as strong engagement in learning (The Pre-K Coalition Policy Brief, 2011). This approach allows for developmentally appropriate teaching at all age levels and leads to positive student outcomes.

Embracing this continuum:

- Provides equitable access and opportunity for all children
- Minimizes achievement gaps
- Maximizes individual pathways
- Provides continuity for children and families
- Engages families in children’s learning and development

“School districts on the leading edge of the Birth through Third Grade movement have demonstrated unprecedented success raising the achievement of low-income students by developing coherent strategies focused on the early years of learning and development. These communities are not merely improving preschool. Rather, they are building aligned, high-quality early education systems” (Jacobson, 2014).

Special Populations

This revision of the Foundations specifically addresses two special populations, Dual Language Learners and Exceptional Learners. In order to provide high-quality, equitable early learning experiences, it is important to provide a responsive environment along with linguistically and culturally relevant instruction that allows all children to progress within the classroom.

In order to meet the language needs of Dual Language Learners (DLL), Indiana has adopted the WIDA Early English Language Development Standards (E-ELD). These standards are specifically designed to help support the unique needs of DLLs, ages 2.5 - 5.5 years, who are in the process of learning more than one language prior to Kindergarten entry. By utilizing these standards alongside the Foundations, a quality program honors the children's home languages, embraces dual language development, promotes family and community engagement, and builds partnerships to support young, Dual Language Learners. Additional information addressing DLLs can be located on page 51. More resources can be found at www.doe.in.gov/elme and www.wida.us/EarlyYears.

Exceptional Learners are children who enter the classroom with a range of developmental, language, behavioral, and medical needs. Exceptional Learners should be included in classrooms with typically developing peers. In inclusion classroom environments, teachers can support the needs of all children through differentiated instruction. Exceptional Learners may attend developmental preschools offered by their local school corporation. Developmental preschools should use the Foundations to set expectations for learning. Specific information that addresses Exceptional Learners is on page 53. Additional information on Exceptional Learners can be found at <http://www.doe.in.gov/specialed>.

Purpose

Indiana's early learning development framework, the Foundations, is aligned to the 2014 Indiana Academic Standards. This framework provides core foundations and skills that children are to achieve at various ages. The Foundations create common language and expectations for the early childhood field. Effective implementation of the Foundations will lead to desired student outcomes.

The Foundations are not a curriculum, a lesson plan, or an assessment tool. Programs must select a curriculum based on their philosophy of how children learn. Curricula contain both content that children should learn and methods to teach the content. Lesson plans describe how the content is conveyed to children, and assessments evaluate children's acquisition of the content. In order to drive continuous improvement, the Foundations should be regularly utilized to evaluate a program's curricula for strengths and weaknesses.

From Kindergarten through twelfth grade, academic standards have been established to promote excellence and equity in education. Excellence in education is a predictor of future success. K-12 academic standards represent the essential content every student needs in order to have a basis for understanding a subject area. The Foundations include concepts for children's development and address skills and competencies that children are to achieve from birth to age five. Vertical articulations have been established for the 2014 Indiana Academic Standards. By utilizing these vertical articulations, one can see the continuum of development for children through the elementary years. Understanding the developmental progression gives early educators the ability to individualize instruction and experiences to advance each child's development and learning.

Families

Children develop in the context of their environments, which include family, culture, and community. The family plays the most critical role in a child's development. It is essential that early childhood professionals respect the role of the child's family in the educational journey. A wide body of research supports the benefits of family-school partnerships. Successful partnerships with families support and sustain common goals for children. Early childhood professionals have the opportunity to connect families to their children's learning. The Foundations should serve as a resource for early childhood professionals to inform families of appropriate developmental expectations.

English / Language Arts

Language and Literacy

Perhaps the most significant accomplishment a child makes during the first five years of life is acquiring language and using it to communicate. Infants first begin to communicate through crying, body movements, gestures, and facial expressions. As babies grow into toddlers and preschoolers, they attain a vocabulary of hundreds of words, and they learn how to use them to get what they need or want, to express their feelings, or to simply make conversation.

While children do have the predisposition to learn languages, this does not happen without external intervention and support. Adults play a vital and irreplaceable role in a young child's speech development and literacy knowledge. Frequent interactions with others, as well as providing opportunities to use (and witness the use of) written language in daily life, enable children to become competent readers, writers, speakers, and listeners.

Young children must have the opportunity to do more than simply "learn to read and write." They need adults who provide experiences that make literacy enjoyable. Children should develop skills, but should also have the disposition to become readers and writers. They must desire books. They must love words. Adults can help make this happen by making language pleasurable through reading aloud, singing songs, reciting playful poetry, and exposing language for what it is – an important and enjoyable part of our world.

Research has demonstrated that children that have foundational skills with print, books, the purposes of writing, listening, and speaking will be ready to benefit from reading instruction in school, learn to read sooner, and will be better readers than children with fewer of these skills (NELP, 2008; Whitehurst & Longman, 1998).

English/Language Arts Foundations

English/Language Arts Foundation 1: **Communication Process**

Early learners develop foundational skills to communicate effectively for a variety of purposes.

English/Language Arts Foundation 2: **Early Reading**

Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.

English/Language Arts Foundation 3: **Early Writing**

Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.

Guide to Using the Foundations

Each foundation has been broken down into topics. Each topic has particular concepts or skills that serve as indicators of a child's developmental progress through the age ranges. While the indicators articulate expectations for early learning, they are not exhaustive and do not prescribe a singular pathway of helping children arrive at developmental milestones.

To assist with the navigation of this document, a model of the format is outlined below.

Foundation: The essential concepts and skills early learners should know or demonstrate in a particular developmental area.

TOPIC: A subcategory of essential concepts and skills early learners should know and/or demonstrate under a particular foundation.

Age Range: Infant, Younger Toddler, Older Toddler, Younger Preschool, Older Preschool

While age ranges have been identified for organizational purposes, it is essential to remember every child develops at his/her own pace and may obtain a goal outside of the recommended time frame.

Indicators: Competencies, concepts, skills, and/or actions that show a child is progressing toward Kindergarten readiness.

Utilizing current research and knowledge of early learning and development, work groups across Indiana generated the indicators. The indicators are not an exhaustive list, but rather a guide to demonstrate the progression of essential competencies. Children will exhibit various skills that indicate their acquisition of a particular competency.

**Kindergarten
Standard**

Indiana Academic
Standard for
Kindergarten: Outlines
what a child should
know **at the end** of
Kindergarten.

English/Language Arts Foundation 1: Communication Process

Early learners develop foundational skills to communicate effectively for a variety of purposes.

ELA1.1: Demonstrate receptive communication					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Demonstrate continual growth in understanding increasingly complex and varied vocabulary					K.W.5: With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic. K.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
Respond to words or gestures Recognize familiar objects, people, and voices Orient to sounds in the environment	Respond to simple statements, requests, and/or gestures	Respond to simple sentences, phrases, gestures and/or actions Follow simple one-step directions	Respond to complex gestures and/or actions to communicate (such as comforting others who are crying) Listen to and follow multi-step directions with adult support	Listen to and follow multi-step directions	

ELA1.2: Demonstrate expressive communication					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Demonstrate continual growth in increasingly varied and complex vocabulary					K.SL.2.4: Ask questions to seek help, get information, or clarify something that is not understood. K.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
Use facial expressions to communicate Use simple vocalizations to communicate Express sounds and patterns of home language	Use gestures to clarify communication Use single words or simple phrases	Use gestures and actions to communicate Use simple phrases or simple sentences Talk about past, present, and future events	Use complex gestures and actions to communicate Use expanded sentences Describe activities and experiences with detail	Use complex sentences Describe activities, experiences, and stories with expanded detail Change word tense to indicate time	

English/Language Arts Foundation 1: **Communication Process**

Early learners develop foundational skills to communicate effectively for a variety of purposes.

ELA1.3: Demonstrate ability to engage in conversations					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Jointly attend to an object, event, or person	Demonstrate intent of communicating with others	Take turns in a conversation Respond to a request for clarification	Answer questions posed by adults or peers Ask questions for understanding and clarity Make on topic comments		K.SL.1: Listen actively and communicate effectively with a variety of audiences and for different purposes. K.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. K.SL.3.2: Ask appropriate questions about what a speaker says. K.SL.2.5: Continue a conversation through multiple exchanges. K.SL.2.3: Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.
			Stay on topic in two-way conversation with others	Stay on topic in two-way conversation that involves multiple turns Communicate actively in group activities	

English/Language Arts Foundation 2: Early Reading

Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.

ELA2.1: Demonstrate awareness of the alphabet					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
	Distinguish words from pictures	Recognize and identify <i>some</i> frequently occurring letters in context Recognize symbols have meaning	Recognize and identify <i>some</i> uppercase and a <i>few</i> lowercase letters	Recognize and identify <i>most</i> uppercase and <i>some</i> lowercase letters Recognize own name in print	K.RF.2.4: Identify and name all uppercase (capital) and lowercase letters of the alphabet.

ELA2.2: Demonstrate phonological awareness					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Orient to sounds in the environment	Begin to engage in word and sound play with adults Distinguish between words that contain similar-sounding phonemes (pig-jig, cat-mat)		Demonstrate basic knowledge of letter-sound correspondence		K.RF.3.1: Identify and produce rhyming words.
Discriminate sounds in the environment			Engage in rhyming games and songs; can complete a familiar rhyme		K.RF.3.2: Orally pronounce, blend, and segment words into syllables.
			Identify rhyming words in spoken language Orally blend and segment familiar compound words, with modeling and support Demonstrate awareness of sounds as separate units	Make rhymes to simple words Identify, blend, and segment syllables in spoken words with modeling and support Isolate the initial sound in some words	K.RF.3.3: Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words. K.RF.4.5: Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.

English/Language Arts Foundation 2: Early Reading

Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.

ELA2.3: Demonstrate awareness and understanding of concepts of print					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Look at books Respond to songs Listen to repetition of familiar words, songs, signs, rhymes, and stories	Bring a book to adult to read Look at a book independently Pretend to read familiar books Attend to pictures and text for several minutes	Recognize familiar books by cover Recite parts of well-known stories, rhymes, and songs Hold books with two hands and turns pages	Begin to understand that books are comprised of written words Respond to and interact with read alouds of literary and informational text Hold books right side up and turn pages left to right	Know features of books such as title, author, and illustrator Understand that print carries meaning Track words in a book from left to right, top to bottom, and page to page with adult support	K.RF.2.2: Recognize that written words are made up of sequences of letters. K.RF.5: Read emergent reader texts, maintaining an appropriate pace and using self-correcting strategies while reading. K.RF.2.1: Demonstrate understanding that print moves from left to right across the page and from top to bottom.

ELA2.4: Demonstrate comprehension					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Demonstrate interest in hearing a familiar story or book Attend to caregiver’s voice while being held and/or read to	Show preference for familiar stories With adult support, respond to simple questions about a story	Show preference for familiar stories and report phrases of the story	Respond and interact with stories (fictional and nonfictional)		K.RL.1: Actively engage in group reading activities with purpose and understanding. K.RL.2.1: With support, ask and answer questions about main topics, and key details in a text heard or read.
			Answer questions about a story		
		Tell a story from pictures in the book	With adult support, retell familiar stories	Retell familiar stories	K.RL.2.2: With support retell familiar stories, poems, and nursery rhymes, including key details.

English/Language Arts Foundation 3: Early Writing

Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.

ELA3.1: Demonstrate mechanics of writing					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Use objects such as a crayon to make marks	Explore drawing, painting, and writing as a way of communicating		Recognize that drawings, paintings, and writings are meaningful representations	Create letter like shapes, symbols, letters, and words with modeling and support	K.W.2.1: Write most uppercase and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words. K.W.2.2: Write by moving from left to right and top to bottom. K.W.3.3: Use words and pictures to narrate a single event or simple story, arranging ideas in order. K.W.4: With support, apply the writing process to revise writing by adding simple details; review (edit) writing for format and conventions.
	Imitate drawing marks or scribbling	Make scribbles or shapes to convey meaning	Copy simple lines and shapes	Copy more complex lines, shapes, and some letters	
		Imitate simple lines and shapes	Create a simple picture	Use writing tools	
		Experiment with a variety of writing tools, materials, and surfaces	Use writing tools with adult support		

ELA3.2: Demonstrate ability to communicate a story					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<i>See expressive communication skills</i>	<i>See expressive communication skills</i>	Draw pictures and scribble to generate and express ideas	Create writing with the intent of communicating		K.W.1: Write for specific purposes and audiences. K.W.3.3: Use words and pictures to narrate a single event or simple story, arranging ideas in order. K.W.4: With support, apply the writing process to revise writing by adding simple details; review (edit) writing for format and conventions.
		Dictate a story for an adult to write		Dictate a story that demonstrates simple details and narrative structure	
			Use pictures, letters, and symbols to communicate a story	Use letters, symbols, and words to share an idea with someone Use writing to label drawings	

Mathematics

Mathematics helps children survey their environment and start to form a sense of order. This beginning sense of order is of primary importance in constructing a solid foundation for future success. Children's mathematical development is nourished by everyday play activities and exploration of the world around them.

Adults can support the development of mathematics by incorporating math into everyday activities. Mathematics is more than counting and recognizing numbers. It involves learning about heavy and light, big and small, and long and short. Math also involves learning about shapes (circle, square, rectangle), recognizing patterns (blue-yellow-blue-yellow), and comparing quantities (which is more and which is less). Using math words around young children helps them begin to understand math concepts. Math must be connected to children's lives. Opportunities for "math talk" are readily available throughout a typical day. There is no need to drill children with flashcards or do worksheets to help them learn math. Learning math in contrived situations results in rote learning without understanding. This does not promote the "spirit of mathematics." Math should be integrated into routine activities that are connected to everyday life.

Providing daily opportunities for problem solving, reasoning, communication, connections, and representations make it possible for young children to learn the content of math. These processes develop over time with the help of adults who connect math to everyday activities. Connecting mathematics to other areas of learning such as music, art, and science also enhances both the mathematical concepts and the additional subject. When adults communicate and work with young children to enhance their knowledge of mathematics, the most important attribute they can bring with their solid foundation of skills is a positive disposition. A positive attitude toward mathematics and mathematical learning begins in early childhood.

Young children are curious, independent, energetic, and eager to learn new things. This makes them excellent candidates for acquiring math concepts that will form a working foundation for more formal math learning in Kindergarten and the primary grades. Nowhere is it more true to say children learn by experience and discovery than in acquiring math concepts.

Mathematics Foundations

Mathematics Foundation 1: Numeracy

Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.

Mathematics Foundation 2: Computation and Algebraic Thinking

Early learners develop foundational skills in learning and understanding mathematic structure and patterning.

Mathematics Foundation 3: Data Analysis

Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.

Mathematics Foundation 4: Geometry

Early learners develop foundational skills in learning and understanding spatial relationships and shape analysis.

Mathematics Foundation 5: Measurement

Early learners develop foundational skills in learning and understanding concepts of time and measurement comparisons.

Guide to Using the Foundations

Each foundation has been broken down into topics. Each topic has particular concepts or skills that serve as indicators of a child's developmental progress through the age ranges. While the indicators articulate expectations for early learning, they are not exhaustive and do not prescribe a singular pathway of helping children arrive at developmental milestones.

To assist with the navigation of this document, a model of the format is outlined below.

Foundation: The essential concepts and skills early learners should know or demonstrate in a particular developmental area.

TOPIC: A subcategory of essential concepts and skills early learners should know and/or demonstrate under a particular foundation.

Age Range: Infant, Younger Toddler, Older Toddler, Younger Preschool, Older Preschool

While age ranges have been identified for organizational purposes, it is essential to remember every child develops at his/her own pace and may obtain a goal outside of the recommended time frame.

Indicators: Competencies, concepts, skills, and/or actions that show a child is progressing toward Kindergarten readiness.

Utilizing current research and knowledge of early learning and development, work groups across Indiana generated the indicators. The indicators are not an exhaustive list, but rather a guide to demonstrate the progression of essential competencies. Children will exhibit various skills that indicate their acquisition of a particular competency.

Kindergarten Standard

Indiana Academic Standard for Kindergarten: Outlines what a child should know **at the end** of Kindergarten.

Mathematics Foundation 1: Numeracy

Early learners develop foundational skills in learning to understand counting, cardinality, written numerals, quantity, and comparison.

M1.1: Demonstrate strong sense of counting					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Repeat a movement like a clap	Imitate verbal counting sequence not necessarily in order Line up or organize objects	Count the number sequence 1-5 Begin to apply verbal counting sequence to objects in order to develop one-to-one correspondence	Count the number sequence 1-15 Count backward from 5 with adult support Recognize that the count remains the same regardless of the order or arrangement of the objects Apply one-to-one correspondence with objects and people Draw pictures, symbols, or use manipulatives to represent a spoken number 0-5 Identify, without counting, small quantities of items (1-3) presented in an irregular or unfamiliar pattern (subitize)	Count the number sequence 1-20 Count backward from 10 Recognize the last number name said tells the number of objects counted Draw pictures, symbols, or use manipulatives to represent spoken number 0-10 Identify, without counting, small quantities of items (1-4) presented in an irregular or unfamiliar pattern (subitize)	K. NS.1: Count to at least 100 by ones and tens and count one by one from any number. K.NS.4: Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.6: Recognize sets of 1 to 10 objects in a pattern arrangement and tell how many without counting.

M1.2: Demonstrate understanding of written numerals					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
	Identify numerals as different from letters or other symbols	Begin to recognize that number symbols indicate quantity Begin to recognize different number symbols indicate different quantities	Match number symbols with amounts 1-3	Match number symbols with amounts 1-10 Name written numerals from 0-10 Write numerals 1-10	K.NS.3: Find the number that is one more than or one less than any whole number up to 20. K.NS.2: Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Mathematics Foundation 1: Numeracy

Early learners develop foundational skills in learning to understand counting, cardinality, written numerals, quantity, and comparison.

M1.3: Recognition of number relations					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Explore objects one at a time	Identify which is more	Visually identify sets of quantities of large differences (using terms more and/or fewer)		Identify when 2 sets are equal using matching and counting strategies	K.NS.10: Separate sets of ten or fewer objects into equal groups.
Indicate a desire for more	Begin to develop the concepts of more and less	Begin to identify first and last	Readily identify first and last	Correctly use the words for position	K.NS.7: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).
Give <i>more</i> when asked	Give <i>all</i> objects when asked	Give <i>some</i> when asked	Correctly use the words for comparing quantities		K.NS.9: Use correctly the words for comparison including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.
	Separate a whole quantity of something into parts	Give <i>the rest</i> when asked			
		Communicate that something is split <i>in half</i>			
		Understand the basic concept of <i>none</i>	Separate sets of 6 or fewer objects into equal groups	Compare the values of two numbers from 1 to 10 presented as written numerals	K.NS.8: Compare the values of two numbers from 1 to 20 presented as written numerals.
			Demonstrate the understanding of the concept of <i>after</i>	Demonstrate the understanding of the concept of <i>before</i>	

Mathematics Foundation 2: Computation and Algebraic Thinking

Early learners develop foundational skills in learning to understand mathematic structure and patterning.

M2.1: Exhibit understanding of mathematic structure					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
	Take away objects or combine groups when asked Attend to a new object in a group of objects	Describe that something was taken away Identify that an object has been added to a group Begin to make reasonable estimates related to quantity	Begin to understand that numbers can be composed and decomposed to create new numbers	Use understanding that numbers can be composed and decomposed to create new numbers in solving problems with quantities under five	K.CA.3: Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5=2+3$ and $5=4+1$). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]

M2.2: Demonstrate awareness of patterning					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Show interest in visual, auditory, and tactile patterns	Follow along and imitate patterns of sounds and movement Clap or move to a beat	Recognize natural patterns in the environment Verbally or non-verbally predict what comes next when shown a simple ABAB pattern of concrete objects	Physically extend simple ABAB patterns of concrete objects to other concrete objects	Begin to create and extend a new simple pattern	K.CA.5: Create, extend, and give an appropriate rule for simple repeating and growing patterns and shapes.
Recognize daily routines		Show greater recognition of daily routines	Understand sequence of events when clearly explained		

Mathematics Foundation 3: Data Analysis

Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.

M3.1: Demonstrate understanding of classifying					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
	Identify attributes of objects with adult support	Identify similarities and differences in objects	Sort, classify, and compare objects	Explain simple sorting or classifying strategies Sort a group of objects in multiple ways Create and describe simple graphs	K.DA.1: Identify, sort and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.

Mathematics Foundation 4: Geometry

Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.

M4.1: Understanding of spatial relationships					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Explore how things fit and move	Begin to combine shapes to make new shapes	Complete basic shape interlocking puzzle with most pieces accurately in place with some assistance	Complete lined tangram or pattern block puzzles using basic shapes		K.G.1: Describe the positions of objects and geometric shapes in space using the terms, inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.
Put object in, out, on, and off of other things	Hide behind or between objects for play		Use position terms such as in, on, and under	Use position terms such as above, below, beside, and between	

M4.2: Exhibit ability to identify, describe, analyze, compare, and create shapes					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
	Match identical simple shapes	Match similar shapes that are different sizes, and different orientation with a variety of two-dimensional shapes	Match similar shapes when given a variety of three dimensional shapes Start to identify the attributes of shapes Use names of two-dimensional shapes (e.g., square; triangle; circle) when identifying objects Use informal language to describe three-dimensional shapes (e.g., "box" for cube; "ball" for sphere; "can" for cylinder)	Use the attributes of shapes to distinguish between shapes Differentiate two- and three-dimensional shapes (e.g., squares from cubes)	K.G.2: Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number sides and vertices/"corners") and other attributes (e.g., having sides of equal length). K.G.4: Compose simple geometric shapes to form larger shapes (e.g. create a rectangle composed of two triangles).

Mathematics Foundation 5: Measurement

Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.

M5.1: Understand concept of time					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Cooperate with a routine	Follow a daily schedule	Follow steps in a simple routine	Understand time limit cue Understand transition from one activity to the next Tell what activity comes before and after	Know daily concepts of earlier and later, morning and afternoon	K.M.2: Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.

M5.2: Understand measurement through description and comparison					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Explore objects with different shapes and sizes Begin to understand that different size containers hold more or less	Use any basic measurement word or gesture to express measureable attributes, such as big/little, hot/cold	Sort objects into two categories based on attributes Explore measurement using non-standard tools	Directly compare and describe two objects with a measurable attribute Measure length and volume (capacity) using non-standard measurement tools	Directly compare and describe two or more objects with a measurable attribute Measure length and volume (capacity) using a standard measurement tool	K.M.1: Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.

Social Emotional Skills

The importance of healthy social emotional development in the first five years cannot be overstated as this area emphasizes many skills that are essential for success in school and life.

Emotional well-being and early childhood mental health have two inter-related components: the attainment of emotional and behavioral regulation and the capacity for positive relationships. As these capacities develop, according to age appropriate expectations, children are also able to learn and function in other domains and content areas.

As may occur in any area of development, growth does not always go smoothly. Temperament, developmental issues, typical stressors, mental health concerns, and the environment in which a child lives impact his or her social emotional growth. Some children live in extremely adverse environments where experiences of toxic stress, abuse, and deprivation may have a detrimental impact on their social emotional development. It then becomes the role of the early childhood learning community to provide support and specialized help for these children.

A young child's social competence is a vital part of development. Social competence is related to learning about others and their cultures and having the inclination to seek out or enjoy the company of others. The quality of a young child's social competence can be a predictor of later social and academic competence (Pellegrini & Glickman, 1990).

Success in the core social emotional skills of self-regulation and pro-social behaviors, along with nurturing and satisfying relationships, leads children to a positive sense of self. This is vital for future success in school and in life.

Social Emotional Foundations

Social Emotional Foundation 1: **Sense of Self**

Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.

Social Emotional Foundation 2: **Self-Regulation**

Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.

Social Emotional Foundation 3: **Conflict Resolution**

Early learners develop foundational skills that support conflict resolution.

Social Emotional Foundation 4: **Building Relationships**

Early learners develop foundational skills that support social development and engagement with others.

Guide to Using the Foundations

Each foundation has been broken down into topics. Each topic has particular concepts or skills that serve as indicators of a child's developmental progress through the age ranges. While the indicators articulate expectations for early learning, they are not exhaustive and do not prescribe a singular pathway of helping children arrive at developmental milestones.

To assist with the navigation of this document, a model of the format is outlined below.

Foundation: The essential concepts and skills early learners should know or demonstrate in a particular developmental area.

TOPIC: A subcategory of essential concepts and skills early learners should know and/or demonstrate under a particular foundation.

Age Range: Infant, Younger Toddler, Older Toddler, Younger Preschool, Older Preschool

While age ranges have been identified for organizational purposes, it is essential to remember every child develops at his/her own pace and may obtain a goal outside of the recommended time frame.

Indicators: Competencies, concepts, skills, and/or actions that show a child is progressing toward Kindergarten readiness.

Utilizing current research and knowledge of early learning and development, work groups across Indiana generated the indicators. The indicators are not an exhaustive list, but rather a guide to demonstrate the progression of essential competencies. Children will exhibit various skills that indicate their acquisition of a particular competency.

**Kindergarten
Standard**

Indiana Academic Standard for Kindergarten: Outlines what a child should know **at the end** of Kindergarten.

Social Emotional Foundation 1: **Sense of Self**

Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.

SE1.1: Demonstrate self awareness and confidence					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Respond to own name	Identify image of self Say own name	Use gestures and actions to reference self in conversation Demonstrate use of personal pronouns	Recognize self as a unique individual Describe personal characteristics	Identify self as a unique member of a group that fits into a larger world picture	
Show interest in environmental choices	Show knowledge of own abilities	Show sense of self satisfaction with own abilities and preferences	Show sense of self satisfaction with own abilities, preferences, and accomplishments	Show confidence in a range of abilities and the capacity to take on and accomplish new tasks	
Communicate to indicate physical and emotional needs		Begin to show independence by occasionally resisting adult control		Show independence in own choices	

SE1.2: Demonstrate identification and expression of emotions					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Communicate to express pleasure or displeasure	Communicate feelings and emotions	Express both positive and negative feelings about participating in activities	Recognize own emotions and the emotions of others	Identify own emotions and the emotions of others	
Use cues to signal overstimulation	Express emotion toward a familiar person	Observe a peer's emotion and approach a familiar adult to communicate concern	Look to adults for emotional support and guidance	Express and accurately respond to emotions of self and others Predict reactions from others	
Respond positively to adults who provide comfort	Imitate comforting behaviors of caregivers	Demonstrate empathy to another child			
Use sounds and body to express feelings	Use sounds, gestures, and actions to express feelings	Begin to use words to express feelings	Use a combination of words, phrases, and actions to express feelings	Effectively use sentences and actions to express feelings	

Social Emotional Foundation 2: Self-Regulation

Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.

SE2.1: Demonstrate self control					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Develop an awareness of transitions, schedules, and routines with adult prompts	Follow simple routines with adult support		Manage transitions and adapt to changes in schedules, routines, and situations with adult support	Manage transitions and adapt to changes in schedules, routines, and situations independently	
Develop self-soothing when an adult provides comfort techniques	Self-soothe with minimal adult support	Self-soothe independently	Regulate own emotions and behaviors with others with adult support when needed		
Express desires and feelings by using gestures and actions	Demonstrate the beginnings of impulse control with adult support	Regulate some impulses with adult support	Regulate a range of impulses with adult support	Regulate a range of impulses	

Social Emotional Foundation 3: Conflict Resolution

Early learners develop foundational skills that support conflict resolution.

SE3.1: Demonstrate conflict resolution					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Show awareness of possible conflict by demonstrating distress	Engage in conflict with peers regarding possession of items Imitate how others solve conflicts Experiment with trial and error approaches to solve simple problems and conflicts	Engage in simple conflict resolution strategies with adult support Begin to use language skills instead of physical force to resolve conflicts	Negotiate to resolve social conflicts with peers with modeling and support Use words during a conflict instead of physical force	Independently initiate conflict resolution strategies with peers and seek adult support when necessary	

Social Emotional Foundation 4: **Building Relationships**

Early learners develop foundational skills that support social development and engagement with others.

SE4.1: Demonstrate relationship skills					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Engage in simple social interactions with adults	Engage in social interactions with familiar adults	Stay connected with familiar adults	Request and accept guidance from familiar adults	Show affection to familiar adults and peers using more complex words and actions	
Exhibit caution of unfamiliar adults	Show feelings of security with familiar adults	Separate from familiar adults in a familiar setting with minimal distress			
Use key adults as a secure base when exploring the environment	Seek adult assistance with challenges, but may refuse help and may say no	Ask for adult assistance when having difficulty in a social situation	Accept compromises when suggested by a peer or adult		
	Use social referencing when encountering new experiences		Gauge response based on the facial expressions of others		
Notice other children in their environment	Observe friendship skills in the environments	Imitate and model friendship skills	Exhibit age appropriate friendship skills to engage in effective play and learning experiences	Maintain consistent friendships	
Engage in onlooker play	Engage in solitary play	Engage in parallel play	Engage in associative play	Engage in cooperative play experiences for sustained periods of time	
Begin to exhibit skills in solitary play	Begin to exhibit skills in parallel play	Begin to exhibit skills in associative play	Participate in cooperative play experiences with some adult guidance		

Approaches to Play and Learning

“Play is the work of the child.” Maria Montessori

Approaches to play and learning address the development of executive functions, such as initiative, persistence, and flexible thinking. These attitudes toward learning show how children learn, not just what they learn (New Jersey, 2014). Research indicates children with higher levels of attentiveness, persistence to a task, eagerness to learn, and flexible thinking skills are more successful in literacy and math (Conn-Powers, 2006; McCelland, Acock, & Morrison, 2006).

The healthy development of executive functions is directly related to a child’s social emotional development. The development of executive functions, including impulse control, planning, and the ability to focus, is predictive of future academic and life success. Executive function skills are closely impacted by a secure attachment with one’s family and caregivers. Positive relationships with caring adults and peers provide children with a safe base from which to learn and grow.

With a strong cultural focus on academic achievement, it is essential that early childhood environments respect that young children learn through play. Play is not the opposite of academic development, but rather an appropriate way for a child to arrive at desired learning outcomes. For children, play is at the heart of early understandings about the world around them (Neil, Drew, & Bush, 2014). When children are given time and support to deeply engage in learning experiences, they more easily master new skills, making rewards and other incentives to learn and behave unnecessary (New Jersey, 2014).

Adults foster the development of executive function skills through providing opportunities for engaging play experiences. Carefully planned environments with purposefully selected materials help children become motivated, self-directed learners. In-depth play experiences develop and strengthen the child’s ability to make choices ultimately leading to independent decision making in other areas of life.

Approaches to Play and Learning Foundations

Approaches to Play and Learning Foundation 1:

Initiative and Exploration

Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.

Approaches to Play and Learning Foundation 2: Flexible Thinking

Early learners develop foundational skills that support flexible thinking and social interactions during play.

Approaches to Play and Learning Foundation 3:

Attentiveness and Persistence

Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.

Approaches to Play and Learning Foundation 4: Social Interactions

Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.

Guide to Using the Foundations

Each foundation has been broken down into topics. Each topic has particular concepts or skills that serve as indicators of a child's developmental progress through the age ranges. While the indicators articulate expectations for early learning, they are not exhaustive and do not prescribe a singular pathway of helping children arrive at developmental milestones.

To assist with the navigation of this document, a model of the format is outlined below.

Foundation: The essential concepts and skills early learners should know or demonstrate in a particular developmental area.

TOPIC: A subcategory of essential concepts and skills early learners should know and/or demonstrate under a particular foundation.

Age Range: Infant, Younger Toddler, Older Toddler, Younger Preschool, Older Preschool

While age ranges have been identified for organizational purposes, it is essential to remember every child develops at his/her own pace and may obtain a goal outside of the recommended time frame.

Indicators: Competencies, concepts, skills, and/or actions that show a child is progressing toward Kindergarten readiness.

Utilizing current research and knowledge of early learning and development, work groups across Indiana generated the indicators. The indicators are not an exhaustive list, but rather a guide to demonstrate the progression of essential competencies. Children will exhibit various skills that indicate their acquisition of a particular competency.

Kindergarten Standard

Indiana Academic Standard for Kindergarten: Outlines what a child should know **at the end** of Kindergarten.

Approaches to Play and Learning Foundation 1: Initiative and Exploration

Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.

APL1.1: Demonstrate initiative and self-direction					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Respond to a stimulating environment	Show interest in what others are doing	At times, initiate a new task	Initiate new tasks by self	Take initiative to learn new concepts and try new experiences	
Show curiosity/interest in surroundings		Verbally express a desire to complete task by self			
Show eagerness and delight in self, others, and surroundings	Select desired object from several options	Independently select and use materials	With support, use a variety of resources to explore materials and ideas	Seek and gather new information to plan for projects and activities	
	Begin to show curiosity/interest in new objects, experiences, and people		Explore and manipulate familiar objects in new and imaginative ways		

APL1.2: Demonstrate interest and curiosity as a learner					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Show budding interest in how objects work	Ask questions about familiar objects, people, and experiences	Ask questions about novel objects, people, and experiences	Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks		
Try a variety of approaches to get desired outcomes	Begin to show curiosity and interest in new objects, experiences, and people	Demonstrate enthusiasm for new learning (may be within familiar contexts)	Communicate a desire to learn new concepts or ideas		
Physically explore new ways to use objects and observe results	Explore and manipulate familiar objects in the environment	Use active exploration to solve a problem	Exhibit willingness to try new experiences		
			Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration		

Approaches to Play and Learning Foundation 2: **Flexible Thinking**

Early learners develop foundational skills that support flexible thinking and social interactions during play.

APL2.1: Demonstrate development of flexible thinking skills during play					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Manipulate objects Imitate actions	Use objects for real or imagined purposes	Substitute one object for another in pretend play or pretend with objects that may or may not be present Show creativity, inventiveness, and flexibility in approach to play with adult guidance	Find a creative or inventive way of doing a familiar task or solving a problem with adult guidance Begin to demonstrate flexibility in approach to play and learning Adjust approach to task to resolve difficulties with adult support	Demonstrate inventiveness, imagination, and creativity to solve a problem Develop recovery skills from setbacks and differences in opinion in a group setting	

Approaches to Play and Learning Foundation 3: **Attentiveness and Persistence**

Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.

APL3.1: Demonstrate development of sustained attention and persistence					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Examine objects for brief periods of time Express discomfort when needs are not met Repeat actions to make something happen again	Jointly attend to books for several minutes Engage and persist with an activity, toy, or object, but is easily distracted Engage for longer periods of time when trying to work through tasks	Attend to a book for longer periods of time (jointly or independently) Focus on an activity for short periods of time despite distractions Repeat an activity many times in order to master it, even if setbacks occur	Independently attend to a book from beginning to end Demonstrate ability to delay gratification for short periods of time See an activity through to completion	Focus on an activity with deliberate concentration despite distractions and/or temptations Carry out tasks, activity, project, or transition, even when frustrated or challenged, with minimal distress Persist in trying to complete a task after previous attempts have failed	

Approaches to Play and Learning Foundation 4: **Social Interactions**

Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.

APL4.1: Demonstrate development of social interactions during play					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Engage in onlooker play	Engage in solitary play	Engage in parallel play	Engage in associative play	Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation	
Begin to exhibit skills in solitary play	Begin to exhibit skills in parallel play	Begin to exhibit skills in associative play	Participate in cooperative play activities with some adult guidance		
Show interest in children who are playing nearby	Show preference for certain peers over time although these preferences may shift	Participate in play activities with a small group of children for short periods of time	Participate in play activities with a small group of children	Demonstrate cooperative behavior in interactions with others Begin to accept and share leadership	

Science

“The exploration of the natural world is the stuff of childhood. Science, when viewed as a process of constructing understanding and developing ideas, is a natural focus of an early childhood program. As children are given opportunities to engage in inquiry of phenomena, they develop many cognitive skills. It is also the context in which children can develop and practice many basic skills of literacy and mathematics. Finally, science is a collaborative endeavor in which working together and discussing ideas are central to the practice.” Worth, 2010

Infants and young children are natural scientists. Guidance and structure expands their curiosity and activities into something more scientific –to practice science. The goal of science curricula should be to help children understand the natural world through a process known as scientific inquiry. As children investigate, they acquire knowledge that explains the world around them, for instance, why snow or ice melts. Scientific knowledge helps us predict what might happen, helps us solve problems, and creates expanded technologies to serve our needs.

Worth and Grollman (2003) introduced a simple inquiry learning cycle to guide early childhood educators as they facilitate children’s investigations. This cycle begins with providing extended periods of time for children to engage and explore selected phenomena and materials. Through discovery and wonder, children share ideas and raise questions. This process leads children to describe characteristics, identify patterns, and record observations using words, pictures, charts, and graphs. The cycle then extends to a more facilitated state as questions are identified that might be investigated further.

Beginning at birth, children use all of their senses in their efforts to understand and organize their environment and experiences. Through firsthand, spontaneous interactions with materials, processes, and other people, babies gradually begin to formulate an understanding of what the world is and how it works. This understanding will change over and over as the young child uses evidence gained from experiences much like the scientist supports or disproves a theory.

Science Foundations

Science Foundation 1: Physical Science

Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.

Science Foundation 2: Earth and Space Science

Early learners develop foundational skills in learning and understanding the natural world through exploration of Earth, sky, weather, and seasons.

Science Foundation 3: Life Science

Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants.

Science Foundation 4: Engineering

Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.

Science Foundation 5: Scientific Inquiry and Methods

Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.

Guide to Using the Foundations

Each foundation has been broken down into topics. Each topic has particular concepts or skills that serve as indicators of a child's developmental progress through the age ranges. While the indicators articulate expectations for early learning, they are not exhaustive and do not prescribe a singular pathway of helping children arrive at developmental milestones.

To assist with the navigation of this document, a model of the format is outlined below.

Foundation: The essential concepts and skills early learners should know or demonstrate in a particular developmental area.

TOPIC: A subcategory of essential concepts and skills early learners should know and/or demonstrate under a particular foundation.

Age Range: Infant, Younger Toddler, Older Toddler, Younger Preschool, Older Preschool

While age ranges have been identified for organizational purposes, it is essential to remember every child develops at his/her own pace and may obtain a goal outside of the recommended time frame.

Indicators: Competencies, concepts, skills, and/or actions that show a child is progressing toward Kindergarten readiness.

Utilizing current research and knowledge of early learning and development, work groups across Indiana generated the indicators. The indicators are not an exhaustive list, but rather a guide to demonstrate the progression of essential competencies. Children will exhibit various skills that indicate their acquisition of a particular competency.

Kindergarten Standard

Indiana Academic Standard for Kindergarten: Outlines what a child should know **at the end** of Kindergarten.

Science Foundation 1: Physical Science

Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.

SC1.1: Demonstrate ability to explore objects in the physical world					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Observe and experience the environment using all five senses React to changes in light Focus attention on sounds, movement, and objects	Notice and react to cause and effect within the physical environment Use tools to explore the physical environment	Use simple words to describe sensory experiences, objects, and how objects move Identify and solve problems in the environment through active exploration	Use senses to learn about concepts of weight, motion, and force Ask questions about physical properties and changes in the physical world	Use senses to describe concepts of weight, motion, and force Ask questions and draw conclusions about physical properties and the physical world	K.1.1: Use all senses as appropriate to observe, sort and describe objects according to their composition and physical properties, such as size, color and shape. Explain these choices to others and generate questions about the objects.

SC1.2: Demonstrate awareness of the physical properties of objects					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Notice cause and effect within the physical environment Perform actions with objects and observe results	Begin to identify physical attributes of objects	Describe physical properties using simple words	Identify materials that make up objects		K.1.2: Identify and explain possible uses for an object based on its properties and compare these uses with other students' ideas.
	Imitate the actions of others as they explore objects Copy patterns and rhythms with objects		Investigate and describe observable properties of objects Match objects by physical attributes	Use evidence from investigations to describe observable properties of objects Sort objects into categories based on physical attributes and explain reasoning	

Science Foundation 2: Earth and Space Science

Early learners develop foundational skills in learning and understanding the natural world through exploration of Earth, sky, weather, and seasons.

SC2.1: Recognize the characteristics of Earth and sky					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Establish activity patterns based on day and night	Notice and gesture to different objects in the sky	Notice own shadow Name objects in the sky	Notice the shadows of others and objects Describe different objects in the sky	Describe how shadows change through the day Describe typical day and night activities	K.2.1: Observe and record during sunny days when the sun shines on different parts of the school building. K.2.2: Describe and compare objects seen in the night and day sky.
Explore and react to different indoor and outdoor surfaces	Explore the natural environment	Use tools to explore various earth materials	Describe various earth materials	Classify various earth materials Describe how the Earth's surface is made up of different materials	

SC2.2: Recognize seasonal and weather related changes					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Observe and experience the difference in climate/weather	Observe and investigate environment, nature, and climate/weather	Communicate awareness that the environment, weather, and seasons change	Communicate awareness of seasonal changes		K.2.3: Describe in words and pictures the changes in weather from month to month and season to season.
		Name different kinds of weather	Describe weather conditions using correct terminology	Describe how weather changes	

Science Foundation 3: Life Science

Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants.

SC3.1: Demonstrate awareness of life					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Demonstrate interest in and interact with plants, animals, and people	Identify living organisms by name	Name characteristics of living organisms	Identify the correct names for adult and baby animals Compare attributes of living organisms	Differentiate animals from plants Discriminate between living organisms and non-living objects Ask questions and conduct investigations to understand life science	K.3.1: Observe and draw physical features of common plants and animals. K.3.2: Describe and compare living animals in terms of shape, texture of body covering, size, weight, color and the way they move. K.3.3: Describe and compare living plants in terms of growth, parts, shape, size, color and texture.
Discover body parts	Name basic body parts	Name more complex body parts	Identify and describe the function of body parts		

Science Foundation 4: Engineering

Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.

SC4.1: Demonstrate engineering design skills					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Demonstrate an interest in human made objects	Test limits of the environment	Use tools to serve a purpose or solve a problem Notice whether the solution was successful	Identify a problem or need and create a plan to solve	Select materials and implement a designated plan Evaluate and communicate solution outcomes	
Explore and manipulate human made objects	Begin to construct and deconstruct using readily available materials	Use complex motions to play with simple machines	Use classroom objects that function as simple machines to enhance play	Use classroom objects to create simple machines to enhance play	

Science Foundation 5: Scientific Inquiry and Method

Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.

SC5.1: Demonstrate scientific curiosity					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Observe and show interest in objects, organisms, and events in the environment	Demonstrate curiosity	Demonstrate curiosity and ask for more information	Observe with a focus on details	Discuss ways that people can affect the environment in positive and negative ways	
Actively explore the environment		Use tools to explore the environment	Use simple tools to extend investigations	Independently use simple tools to conduct an investigation to increase understanding	
Repeat actions that causes an interesting effect	Solve problems using trial and error		Identify self and/or own actions as scientific	Engage in a scientific experiment with peers Communicate results of an investigation	

Social Studies

The study of people, relationships, and cultures is called social studies. The primary purpose of social studies is to help people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. It includes learning about the environment, how people lived in the past, live today, work, get along with others, and becoming a good citizen.

Early childhood social studies curricula assist young children in acquiring the foundations of knowledge, attitudes, and skills in social studies. The subject matter for social studies includes history, geography, and civics. These subject matters help children understand their heritage and to increase their participation in our democratic society (Maxim, 2006).

Social studies for infants and toddlers helps young children learn through their senses and experiences about physical location (body awareness), physical time, social emotional competence, and personal responsibility. For young children, social studies is a combination of curriculum and instruction that takes into account self-development, appropriate practices, citizenship, democratic principles, and key understandings of the social sciences: history, geography, government, and economics. These concepts are built around the child's personal experiences and understanding of the relationship between self and others.

Young children are beginning to understand how people relate to the Earth, how people change the environment, how weather changes the character of a place, and how one place relates to another through the movement of people, things, and ideas. Through discussion and experiences with stories and older people, young children begin to gain an understanding of the past. Young children must become aware of personal time (usually between 4 and 7 years of age) before understanding historical time. Time understandings should be a major consideration in how historical topics are introduced to young children.

Social Studies Foundations

Social Studies Foundation 1: **Self**

Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.

Social Studies Foundation 2: **History and Events**

Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.

Social Studies Foundation 3: **Geography**

Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.

Social Studies Foundation 4: **Economics**

Early learners develop foundational skills in learning and understanding the functions of an economy.

Social Studies Foundation 5: **Citizenship**

Early learners develop foundational skills in understanding the expected behavior as a citizen in a democratic society.

Guide to Using the Foundations

Each foundation has been broken down into topics. Each topic has particular concepts or skills that serve as indicators of a child's developmental progress through the age ranges. While the indicators articulate expectations for early learning, they are not exhaustive and do not prescribe a singular pathway of helping children arrive at developmental milestones.

To assist with the navigation of this document, a model of the format is outlined below.

Foundation: The essential concepts and skills early learners should know or demonstrate in a particular developmental area.

TOPIC: A subcategory of essential concepts and skills early learners should know and/or demonstrate under a particular foundation.

Age Range: Infant, Younger Toddler, Older Toddler, Younger Preschool, Older Preschool

While age ranges have been identified for organizational purposes, it is essential to remember every child develops at his/her own pace and may obtain a goal outside of the recommended time frame.

Indicators: Competencies, concepts, skills, and/or actions that show a child is progressing toward Kindergarten readiness.

Utilizing current research and knowledge of early learning and development, work groups across Indiana generated the indicators. The indicators are not an exhaustive list, but rather a guide to demonstrate the progression of essential competencies. Children will exhibit various skills that indicate their acquisition of a particular competency.

Kindergarten Standard

Indiana Academic Standard for Kindergarten: Outlines what a child should know **at the end** of Kindergarten.

Social Studies Foundation 1: Self

Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.

SS1.1: Demonstrate development of self					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Respond to celebrations and other cultural events if observed	Participate in celebrations and other cultural events if observed	Participate in and imitate celebrations and other cultural events for family, peers, and community if observed	Participate in and describe own family, community, and cultural celebrations if observed	Participate in and describe local, state, and national events and celebrations if observed Identify/honor key people in history	K.1.2: Identify people, celebrations, commemorations, and holidays as a way of honoring people, heritage, and events.
Engage in onlooker play	Begin to demonstrate a sense of belonging to a group by engaging in parallel play	Begin to demonstrate a sense of belonging to a group by engaging in associative play	Begin to assimilate family, community, and cultural events in cooperative play	Assimilate family, community, and cultural cooperative play	K.2.4: Give examples of how to be a responsible family member and member of a group.
Begin to separate self from others	Begin to notice differences in others	Begin to gesture and ask simple questions regarding differences and/or similarities between self and others	Use simple phrases to demonstrate an awareness of differences and/or similarities between self and others	Build awareness, respect, and acceptance for differences in people and acknowledge connections	K.3.6: Identify and compare similarities and differences in families, classmates, neighbors and neighborhood, and ethnic and cultural groups.
Show affection and bonds with familiar adults	Use simple words to show recognition of family members and familiar adults				

Social Studies Foundation 2: History and Events

Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.

SS2.1: Demonstrate awareness of chronological thinking					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
	Adapt to changes in routine and/or schedule Anticipate events	Begin to recognize the sequence of events as part of a daily routine	Recognize the sequence of events as part of a daily routine and as it relates to the passage of time	Demonstrate an understanding of time in the context of daily experiences and understand that the passage of time can be measured Begin to understand how time is measured	K.1.4: Explain that calendars are used to represent the days of the week and months of the year.

Social Studies Foundation 2: History and Events

Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.

SS2.2: Demonstrate awareness of historical knowledge					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
	Respond to stories about time and age	Begin to recall information from recent experiences	Begin to communicate concepts of time	Demonstrate the awareness of change over time	K.1.1: Compare children and families of today with those from the past.

SS2.3: Demonstrate awareness of the foundations of government					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
			Identify leaders and helpers in the home or classroom environment	Identify leaders and community helpers at home, school, and in environments	K.2.1: Give examples of people who are community helpers and leaders and describe how they help us.
		Begin to recognize familiar aspects of community or cultural symbols	Recognize familiar aspects of community or cultural symbols	Identify symbolic objects and pictures of local, state, and/or national symbols	K.2.2: Identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States.

SS2.4: Demonstrate awareness of the functions of government					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Demonstrate comfort in familiar routines, objects, and materials Respond to adult guidance about behavior	Begin to understand and follow basic guidance	Begin to demonstrate an understanding of rules	Begin to demonstrate an understanding of rules in the home, school environment, and the purposes they serve	Demonstrate an understanding of rules in the home, school environment, and the purposes they serve	K.2.3: Give examples of classroom and school rules and explain the importance of following these rules to ensure order and safety.

Social Studies Foundation 3: Geography

Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.

SS3.1: Demonstrate awareness of the world in spatial terms					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Begin to discover use of body and objects in the environment	Begin to respond to simple location terms Use a variety of materials to represent familiar objects	Begin to use simple location terms Experiment with materials to represent objects in play	Identify location, directionality, and spatial relationships Begin to create simple representations of a familiar physical environment	Develop concepts and describe location, directionality, and spatial relationships Engage in play where one item represents another	K.3.1: Use words related to location, direction and distance, including here/there over/under, left/right, above/below, forward/backward and between. K.3.2: Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe.

SS3.2: Demonstrate awareness of places and regions					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Explore the immediate environment	Recognize parts of surroundings Look toward location where familiar objects are stored with the expectation of finding them	Describe the characteristics of home and surroundings Know the location of objects and places in familiar environments	Identify and describe prominent features of the classroom, school, neighborhood, and community Begin to learn knowledge of personal and geographic information	Use words to describe natural and man-made features of locations Become familiar with information about where they live and understand what an address is	K.3.3: Locate and describe places in the school and community. K.3.4: Identify and describe the address and location of school; understand the importance of an address.

SS3.3: Demonstrate awareness of environment and society					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
	Show interest in various aspects of the environment	Explore characteristics and ask questions about aspects of the environment	Begin to understand the relationship between humans and the environment	Begin to describe the reciprocal relationship between humans and the environment	K.3.7: Recommend ways that people can improve their environment at home, in school, and in the neighborhood.

Social Studies Foundation 4: Economics

Early learners develop foundational skills in learning and understanding the functions of an economy.

SS4.1: Demonstrate awareness of economics					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Demonstrate preference for specific objects and people	Communicate desire for objects and/or persons that are in the classroom or home	Use props related to buying and selling items during play Communicate wants and needs	Begin to understand the purpose of money and concepts of buying and selling through play Develop an awareness that people work for money in order to provide for basic needs		K.4.1: Explain that people work to earn money to buy the things they want and need. K.4.2: Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs. K.4.4: Give examples of work activities that people do at home and at jobs.
	Imitate familiar roles and routines	Recognize various familiar workers in the community Begin to role play different jobs	Develop an awareness of the roles of various familiar community helpers/workers	Describe community helpers/workers in terms of tools/equipment they use and services/products they provide	
			Act out adult social roles and occupations		

Social Studies Foundation 5: Citizenship

Early learners develop foundational skills in understanding the expected behavior as a citizen in a democratic society.

SS5.1: Demonstrate awareness of citizenship					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Interact with the environment to make needs known	Observe others carrying out routines and responsibilities and begin to imitate	Participate in simple routines with adult support	Assist adults with daily routines and responsibilities Choose simple daily tasks from a list of classroom jobs Begin to initiate helping tasks	Demonstrate willingness to work together to accomplish tasks Identify simple tasks within the home, early childhood setting, or community Provide leadership in completing daily tasks	
	Make choices known	Identify preferences	Demonstrate an understanding of how voting works	Demonstrate an understanding of the outcome of a vote	

Creative Arts

**“Studies have shown that arts teaching and learning can increase student’s cognitive and social development. The arts can be a critical link for students in developing the crucial thinking skills and motivations to achieve at higher levels.”
Deasy & Stevenson, 2002**

The purpose of including creative arts in early childhood education is to provide a range of activities for children to creatively express themselves. These activities can include, but are not limited to, music, art, creative movement, and drama. Creative arts engage children’s minds, bodies, and senses. The arts invite children to listen, observe, discuss, move, solve problems, and imagine using multiple modes of thought and self-expression. Fine arts curricula provide ways for young children to represent their acquisition and use of skills in other content areas, such as literacy, math, social studies, science, social skills, and creative thinking.

Music is natural, spontaneous, and fun for young children. Music moves children emotionally and physically, just as it does with adults. Music helps set a mood. When an adult coos, sings, and plays rhythm games with the child, the adult becomes more sensitive to the child and affection is strengthened. Whether trying to capture the attention of the child or soothing the child’s upset state, music can be rewarding for the child and the adult. Because music involves seeing, hearing, moving, and feeling, it helps the child prepare for more challenging tasks like learning language.

Art should be integrated into all preschool curricula. Art materials that are appropriate to the developmental level of the child promote curiosity, verbal and nonverbal expression, reading, math, physical development, social emotional skills, and self-help skills.

It is recommended that adults provide art experiences that are open-ended, process-oriented, and allow children to be creative and individualized in their artwork. The adult needs a wholesome, accepting attitude toward the use of creative and artistic materials rather than thinking of art materials as a waste of time or messy. Adults sometimes wonder if coloring books, patterns, and pre-cut models are appropriate art experiences for young children. These materials are not recommended as a means for providing art experiences. They are often frustrating to toddler and preschool aged children who do not have the manual dexterity or eye-hand coordination to stay within the lines, to cut along the lines, or to reproduce a picture made by an adult. Children like to draw or make things as they see them. Adults should rely on experiences that allow children to be creative and individualized in their artwork.

Creative Arts Foundations

Creative Arts Foundation 1: **Music**

Early learners develop foundational skills that support creative expression through voice, instruments, and objects.

Creative Arts Foundation 2: **Dance**

Early learners develop foundational skills that support creative expression through movement.

Creative Arts Foundation 3: **Visual Arts**

Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.

Creative Arts Foundation 4: **Dramatic Play**

Early learners develop foundational skills that support creative expression through dramatic play.

Guide to Using the Foundations

Each foundation has been broken down into topics. Each topic has particular concepts or skills that serve as indicators of a child's developmental progress through the age ranges. While the indicators articulate expectations for early learning, they are not exhaustive and do not prescribe a singular pathway of helping children arrive at developmental milestones.

To assist with the navigation of this document, a model of the format is outlined below.

Foundation: The essential concepts and skills early learners should know or demonstrate in a particular developmental area.

TOPIC: A subcategory of essential concepts and skills early learners should know and/or demonstrate under a particular foundation.

Age Range: Infant, Younger Toddler, Older Toddler, Younger Preschool, Older Preschool

While age ranges have been identified for organizational purposes, it is essential to remember every child develops at his/her own pace and may obtain a goal outside of the recommended time frame.

Indicators: Competencies, concepts, skills, and/or actions that show a child is progressing toward Kindergarten readiness.

Utilizing current research and knowledge of early learning and development, work groups across Indiana generated the indicators. The indicators are not an exhaustive list, but rather a guide to demonstrate the progression of essential competencies. Children will exhibit various skills that indicate their acquisition of a particular competency.

**Kindergarten
Standard**

Indiana Academic
Standard for
Kindergarten: Outlines
what a child should
know **at the end** of
Kindergarten.

Creative Arts Foundation 1: Music

Early learners develop foundational skills that support creative expression through voice, instruments, and objects.

CA1.1: Demonstrate creative music expression					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Respond to music by moving own body			Listen and respond to music	Respond to changes heard in music	K.6.1: Identify differences in musical sounds that are high or low, fast or slow, loud or soft, and demonstrate them through movement, verbal description, or pictures. K.1.4: Sing short memorized songs, maintaining a steady beat. K.4.1: Create and play simple, rhythmic patterns with teacher guidance using body percussion or classroom instruments. K.9.2: Experience music from various historical eras and cultures through singing, listening, or moving.
Experiment with vocalizations and sounds	Imitate sounds using voice or objects	Experiment with vocalizations, sounds, and musical instruments	Participate in classroom experiences with musical instruments and singing to express creativity	Use familiar rhymes, songs, chants, and musical instruments to express creativity	
React to familiar songs or music	Sing along to familiar songs	Initiate singing a song repeatedly	Sing songs that use the voice in a variety of ways		
	Make rhythmic patterns with objects	Produce rhythmic patterns to familiar songs	Respond to rhythmic patterns in music		
Participate in diverse musical genres and styles			Describe feelings and reactions in response to diverse musical genres and styles		

Creative Arts Foundation 2: Dance

Early learners develop foundational skills that support creative expression through movement.

CA2.1: Demonstrate creative movement expression					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Respond to music with body movements	Use whole body to respond to music	Use dance for self-expression	Convey ideas and emotions through creative movement expression (with or without music)		K.1.1: Isolate various body parts through movement.
				Purposefully select movements that communicate ideas, thoughts, and feelings	K.1.2: Explore the element of space through spatial components: shape, personal and shared space, locomotor and nonlocomotor/axial movement.

Creative Arts Foundation 3: Visual Arts

Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.

CA3.1: Demonstrate creative expression through the visual art process					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Explore simple art materials	Use simple art materials Express preferences for certain art materials	Enjoy repetition of materials and experiences	Use colors, lines, and shapes to communicate meaning	Identify and use colors, lines, and shapes found in the environment and in works of art	K.7.1: Begin to recognize and use elements (such as line, shape, texture, and color) and principles (such as repetition) in artwork. K.7.2: Discriminate between types of lines (characteristics), shapes (geometric), textures (tactile), and colors (primary/secondary hues) in own work and the work of others.

CA3.2: Demonstrate creative expression through visual art production					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Respond to various textures and sensory materials	Explore a variety of media	Use a variety of media	Progress in ability to create drawings, models, and other art using a variety of materials		K.6.1: Use objects or animals from the real world as subject matter for artwork. K.6.2: Create art that expresses personal ideas, interests, and feelings.
			Develop growing ability to plan, work independently, and demonstrate care in a variety of art	Develop growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art	
Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)					

CA3.3: Demonstrate creative expression through art appreciation					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Show preference for particular visual stimuli	Express likes or dislikes of certain colors or patterns Look at pictures, photographs, and illustrations	Communicate preferences while looking at pictures, photographs, and illustrations Compare and contrast own creations and those of others	Observe and discuss art forms Reflect on differences and preferences when encounters artwork Share ideas about personal creative work		K3.2: Construct possible meaning in works of art based on personal response and properties in the works. K.5.1: Demonstrate curiosity and personal insight through observing and discussing works of art.

Creative Arts Foundation 4: **Dramatic Play**

Early learners develop foundational skills that support creative expression through dramatic play.

CA4.1: Demonstrate creative expression through dramatic play					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Engage in onlooker play	Engage in solitary play	Engage in parallel play	Engage in associative and cooperative play		K.3.1: Identify and describe the character, plot, and setting in stories. K.1.1: Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting). K.8.2: Imitate or create people, creatures, or things based on observation.
Begin to exhibit skills in solitary play	Begin to exhibit skills in parallel play	Begin to exhibit skills in associative play			
Begin to imitate the actions and expressions of caregivers	Use objects as symbols for other things Demonstrate simple character/animal sounds with motions	Spontaneously pretend to take on the characteristics of a person, character, or animal	Use a variety of props to demonstrate themes about life experiences, ideas, and feelings	Role-play imaginary events and characters	
Begin to recognize that certain actions will draw responses		Express self through dramatic play	Participate freely in dramatic play experiences that become of increased duration and complexity		

Physical Health and Growth

Early childhood is the time for a child to begin the development of an active, healthy lifestyle. Children learn through active movement. The development of skills, knowledge, and attitudes that leads to such a lifestyle must be taught and should begin early in order to ensure a lifetime of good health. Young children need space, common materials, and opportunities for practice. Children practice movement of their large muscles (arms and legs) through pulling up, walking, balancing, running, jumping, climbing, throwing, and even dancing. Physical fitness is important to their health, now and later. Through large motor activities, children practice fundamental movement skills that help them develop positive self-esteem and physical competence.

Children move their small muscles when they grab or hold a rattle, stack blocks, string beads, pinch, pull, stuff, and scribble. These hands-on interactions with their environment allow children to make discoveries, e.g. how big is the ball, how tall is the tower, what does this new food taste or feel like, how deep can I dig in the sand? Young children are continually refining their senses and motor skills. It is through physical activity and movement of one's own body that the human brain internalizes the conceptual foundations of laterality (left and right), directionality (up, down, in, out) and position in space (over, under, behind). All of these concepts are critical to mathematical thinking related to patterns and relationships, as well as to the foundations of reading and writing. They are necessary to later development as the child learns to "see" how letters are formed and put together in patterns to create words and to translate this understanding into physical movements to recreate these symbols on paper in writing form, to express self through physical movements, and to maintain a healthy body through active movements.

As young children move their bodies, they learn many concepts through their senses (sensory motor integration). Children should be provided with many experiences that integrate their body movements with their senses, including: tactile/touch, smell, hearing, taste, sight, kinesthesia (movement), and the vestibular sense (found in the inner ear, this helps maintain balance and judge a person's position in space). Young children need experiences that stimulate the inner ear's vestibular area (e.g. as rocking, swinging, rolling, turning upside down, and spinning).

In 2015, the Early Learning Advisory Committee adopted the World Health Organization's definition of health: "Child health is a state of physical, mental, intellectual, social and emotional well-being and not merely the absence of disease or infirmity. Healthy children live in families, environments, and communities that provide them with the opportunity to reach their fullest developmental potential."

Physical Health and Growth Foundations

Physical Health and Growth Foundation 1: **Health and Well-Being**

Early learners develop foundational skills that support healthy, safe, and nutritious practices.

Physical Health and Growth Foundation 2: **Senses**

Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.

Physical Health and Growth Foundation 3: **Motor Skills**

Early learners develop foundational skills that support the development of fine and gross motor coordination.

Physical Health and Growth Foundation 4: **Personal Care**

Early learners develop foundational skills that support the independent care of one's self.

Guide to Using the Foundations

Each foundation has been broken down into topics. Each topic has particular concepts or skills that serve as indicators of a child's developmental progress through the age ranges. While the indicators articulate expectations for early learning, they are not exhaustive and do not prescribe a singular pathway of helping children arrive at developmental milestones.

To assist with the navigation of this document, a model of the format is outlined below.

Foundation: The essential concepts and skills early learners should know or demonstrate in a particular developmental area.

TOPIC: A subcategory of essential concepts and skills early learners should know and/or demonstrate under a particular foundation.

Age Range: Infant, Younger Toddler, Older Toddler, Younger Preschool, Older Preschool

While age ranges have been identified for organizational purposes, it is essential to remember every child develops at his/her own pace and may obtain a goal outside of the recommended time frame.

Indicators: Competencies, concepts, skills, and/or actions that show a child is progressing toward Kindergarten readiness.

Utilizing current research and knowledge of early learning and development, work groups across Indiana generated the indicators. The indicators are not an exhaustive list, but rather a guide to demonstrate the progression of essential competencies. Children will exhibit various skills that indicate their acquisition of a particular competency.

**Kindergarten
Standard**

Indiana Academic Standard for Kindergarten: Outlines what a child should know **at the end** of Kindergarten.

Physical Health and Growth Foundation 1: Health and Well-Being

Early learners develop foundational skills that support healthy, safe, and nutritious practices.

PHG1.1: Demonstrate development of healthy practices					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Passively participate in health and hygiene-related behaviors initiated by an adult	Participate with adult support in health and hygiene-related behaviors	Practice health and hygiene-related behaviors with reminders	Demonstrate health and hygiene-related behaviors with reminders	Demonstrate health and hygiene-related behaviors with minimal prompting	K.1.1: Name healthy behaviors. K.1.2: Identify that physical health is one dimension of health and wellness. K.1.3: Tell ways to prevent the spread of germs. K.2.1: Identify how family influences personal health practices.
	Imitate personal health practices	Imitate an experience of participating in a doctor or dentist visit	Identify the difference between sick and well	Communicate practices that promote healthy living and prevent illness for self and family members	
			Engage in sociodramatic play to demonstrate the roles of medical professionals		

PHG1.2: Demonstrate development of safety practices					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Use key adults as a secure base when exploring the environment	Demonstrate awareness of danger		Identify ways to play safely	Demonstrate basic safety knowledge	K.1.4: State behaviors to prevent or reduce childhood injuries. K.5.1: Identify and demonstrate an understanding of rules and safety practices for games and other physical activities. K.5.2: Exhibit a willingness to follow basic directions for an active class. K.7.2: Name behaviors that prevent injuries.
Seek reassurance from a trusted caregiver when encountering an unfamiliar person or object	Respond to adult direction to change behavior in order to avoid danger or prevent injuries	Recall behaviors that prevent injuries			
		Respond to adult guidance and direction regarding safety	Follow simple safety rules while participating in activities	Participate, with adult support, to develop safety rules for an activity	

Physical Health and Growth Foundation 1: Health and Well-Being

Early learners develop foundational skills that support healthy, safe, and nutritious practices.

PHG1.3: Demonstrate development of nutrition awareness					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Express when hungry or full			Respond to physical cues when hungry, full or thirsty		
Show food preferences	Try new foods	Make simple food choices depending on personal and cultural preference	Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy	Communicate about variety and amount of foods needed to be healthy	
Begin following a regular eating routine	Follow a regular eating routine	Communicate about various characteristics of food	Distinguish between nutritious and less nutritious foods	Name food and beverages that help to build healthy bodies	
Demonstrate awareness of different textures of food					
Help with self-feeding	Feed self with some assistance	Feed self with minimal assistance	Independently feeds self	Independently feeds self using utensils	

Physical Health and Growth Foundation 2: Senses

Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.

PHG2.1: Demonstrate how the five senses support processing information					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Manipulate objects to see what will happen	Try a new action with a familiar object	Test objects to determine their purpose	Take things apart and attempt to put them back together	Take things apart and invent new structures using the parts	

PHG2.2: Demonstrate development of body awareness					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Show awareness of own body and start to move intentionally	Identify basic body parts		Identify and describe function of body parts		K.2.2: Demonstrate variations in moving with spatial, directional, and temporal awareness.
	Use trial and error to discover how the body and objects move through space	Demonstrate awareness of own body in space and in relationship to objects	Demonstrate awareness of own body in relation to other people and objects through play activities		
Interact with adults in physical activities	Use simple movement skills to participate in active physical play	Participate in active physical play and structured activities requiring spontaneous and instructed body movements	Participate in structured and unstructured active physical play exhibiting strength and stamina		
			Demonstrate basic understanding that physical activity helps the body grow and be healthy		

Physical Health and Growth Foundation 3: **Motor Skills**

Early learners develop foundational skills that support the development of fine and gross motor coordination.

PHG3.1: Demonstrate development of fine and gross motor coordination					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Demonstrate hand-eye coordination and participate in a variety of activities to enhance coordination	Gain control of hands and fingers	Use hand-eye coordination to manipulate smaller objects with increasing control	Refine grasp to manipulate tools and objects	Perform fine-motor tasks that require small-muscle strength and control	K.1.3: Perform basic manipulative skills.
Begin to develop coordination and balance, often with support	Begin to develop coordination and balance, requiring less support	Develop coordination and balance	Demonstrate coordination and balance	Demonstrate coordination and balance in a variety of activities	
Develop control of head and back, progressing to arms and legs		Develop gross motor control for a range of physical activities	Coordinate movements to perform a task	Coordinate movements to perform a complex task	
Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)					

PHG3.2: Demonstrate development of oral motor skills					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control					

Physical Health and Growth Foundation 4: **Personal Care**

Early learners develop foundational skills that support the independent care of one's self.

PHG4.1: Demonstrate increased independence in personal care routines					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Participate passively in dressing and undressing self	Show interest in assisting with personal body care practices	Participate with adult support in personal body care practices	Attend to personal body care practices with reminders	Attend to personal body care practices with minimal adult support	
	Show interest in assisting with dressing and undressing self	Participate with adult support in dressing and undressing self	Independently dress and undress self		
	Exhibit beginning awareness of toileting needs	Communicate toileting needs	Independently attend to toileting needs		

Dual Language Learners

Who are Dual Language Learners?

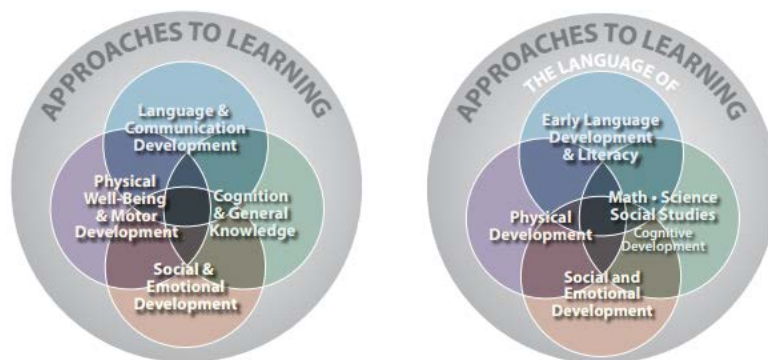
Dual Language Learners (DLL) are children, birth to five years old, who are developing their home language(s) while also developing English. Indiana has a formal process to identify children once they enter Kindergarten, which includes the use of a Home Language Survey (HLS) and an English language proficiency assessment. In order to meet the learning needs of DLLs, early learning providers should learn about the language(s) the children speak by conducting interviews with the family and focus on providing rich language activities for children to build their skills in all languages.

How can I support Dual Language Learners' language development?

All children, birth to five years, are language learners; some children just happen to be learning more than one language. Children who are learning English as an additional language are the fastest growing population in the country, making it essential that early learning providers know how to meet their unique language needs as well. Much of the language used in preschool is new for all children, both native English speakers and DLLs alike. Many of the same supports that are effective for developing skills in the first language will transfer to children acquiring multiple languages, such as visuals, modeling, manipulatives, and peer-support. However, educators of DLLs must focus on providing varied and supported opportunities for children to process and produce language across all content and developmental areas to ensure learning is meaningful while the children are developing English. DLLs may follow an altered trajectory on the developmental continuum. "Specific consideration should be given to the nature of early language and cognitive development, family and community-based sociocultural contexts for language learning, and the psycholinguistic nature of second language development in preschoolers who are still developing the foundational structures and rules of language" (WIDA, 2014).

What resources are available to help teachers of Dual Language Learners?

Indiana has adopted the [WIDA Early English Language Development Standards](#) (E-ELD). These standards are to be used in conjunction with the Foundations. As a result, DLLs develop the social and academic language needed to access and be successful in early childhood environments. The WIDA E-ELD Standards require educators to focus on the language DLLs need to process and produce to meet the Foundations. As shown in the graphics below, educators must ensure children learn the *language of* each developmental area in order to learn the core concepts.



© WIDA

Using the WIDA Early English Language Development Standards

The WIDA E-ELD Standards represent the language of overarching developmental domains that Dual Language Learners need to use with peers, educators, and curricula within the preschool setting. The E-ELD Standards are designed to be used in conjunction with the Foundations to ensure Dual Language Learners are provided necessary language support to make learning meaningful while developing English. The chart below highlights the connection between selected Foundations and the E-ELD Standards.

A sample of Indiana Early Learning Foundations	WIDA Early English Language Development Standards (E-ELD)	
SE1: Sense of Self SE2: Self-Regulation SE3: Conflict Resolution SE4: Building Relationships	E-ELD Standard 1: the language of Social and Emotional Development	English language learners communicate information, ideas, and concepts necessary for success in the area of Social and Emotional Development
ELA1: Communication Process ELA2: Early Reading ELA3: Early Writing	E-ELD Standard 2: the language of Early Language Development and Literacy	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Early Language Development and Literacy
M1: Numeracy M2: Computation and Algebraic Thinking M3: Data Analysis M4: Geometry M5: Measurement	E-ELD Standard 3: the language of Mathematics	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics
SC1: Physical Science SC2: Earth and Space Science SC3: Life Science SC4: Engineering SC5: Scientific Inquiry and Methods	E-ELD Standard 4: the language of Science	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science
SS1: Self SS2: History and Events SS3: Geography SS4: Economics SS5: Citizenship	E-ELD Standard 5: the language of Social Studies	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies
PHG1: Health and Well-Being PHG2: Senses PHG3: Motor Skills PHG4: Personal Care	E-ELD Standard 6: the language of Physical Development	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Physical Development

Additional resources can be found by clicking on the “Download Library” at www.wida.us.

[E-ELD Standards Resource Guide, 2014 Edition](#) Webinars: [Introduction to E-ELD](#), [Understanding Language Growth PreK-KDG Can Do Descriptors](#), [Playing with Language](#)

Supporting Exceptional Learners

Preschool children enter the classroom with diverse learning and developmental needs. Each child has unique characteristics that may help or hinder the ability to learn. It is the role of the program and classroom teacher to provide a learning environment where every child can be successful.

Early childhood classrooms should be inclusive ones where children with disabilities and developmental delays enjoy learning experiences alongside their typically developing peers. In 2015, the United States Department of Education along with the United States Department of Health and Human Services issued a draft policy statement on the inclusion of children with disabilities in early childhood programs.

“The Departments define ***inclusion in early childhood programs*** as including children with disabilities in early childhood programs, together with their peers, without disabilities, holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations and using evidence-based services and supports to foster their cognitive, communication, physical, behavioral, and social-emotional development; friendship with peers; and sense of belonging. This applies to all young children with disabilities from those with the mildest disabilities, to those with the most significant disabilities.”

The Foundations were designed for all children. The content within this developmental framework provides the breadth of information from which to create goals and experiences that will help children reach their highest potential while capturing their interests and building on what they already know. Teachers must emphasize and celebrate all children’s accomplishments and focus on what children can do.

To differentiate instruction is to recognize children’s varying background knowledge, readiness, language, preferences in learning and interest, and to react responsively. Differentiated instruction is a process of teaching and learning for students of differing abilities in the same group. The intent of differentiating instruction is to maximize each child’s growth and individual success by meeting the individual needs of each child in the learning process. Differentiation should be used to engage all learners. In order for early educators to differentiate instruction they must first understand the developmental goals a child needs to obtain. This understanding should be used to develop lesson plans and learning experiences that help the child meet the goals.

Teachers may need to adapt or modify classroom environments, interactions, and/or materials and equipment to help children with disabilities fully participate.

Universal Design for Learning

When using the Foundations in developing curriculum, Universal Design for Learning (UDL) can be utilized to give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone. It is not a single, one-size-fits-all solution, but rather flexible approaches that can be customized and adjusted for individual needs.

UDL is a theoretical framework developed by the Center for Applied Special Technology (CAST) to guide the development of curricula that are flexible and supportive of all students. The concept of UDL was inspired by the universal design movement in building architecture. This movement calls for the design of structures that anticipate the needs of individuals with disabilities and how to accommodate these needs from the outset. Although universally designed structures are more usable by individuals with disabilities, they offer unforeseen benefits for all users. Curb cuts, for example, serve their intended use of facilitating the travel of those in wheelchairs, but they are also beneficial to people using strollers, young children, and even the average walker. The process of designing for individuals with disabilities has led to improved usability for everyone.

UDL calls for the design of curricula with the needs of all children in mind, so that methods, materials, and assessments are usable by all. Traditional curricula present a host of barriers that limit children's access to information and learning. A UDL curriculum is designed to be innately flexible, enriched with multiple media so that alternatives can be accessed whenever appropriate. A UDL curriculum takes on the burden of adaptation rather than leaving it up to the child to adapt. It minimizes barriers and maximizes access to both information and learning.

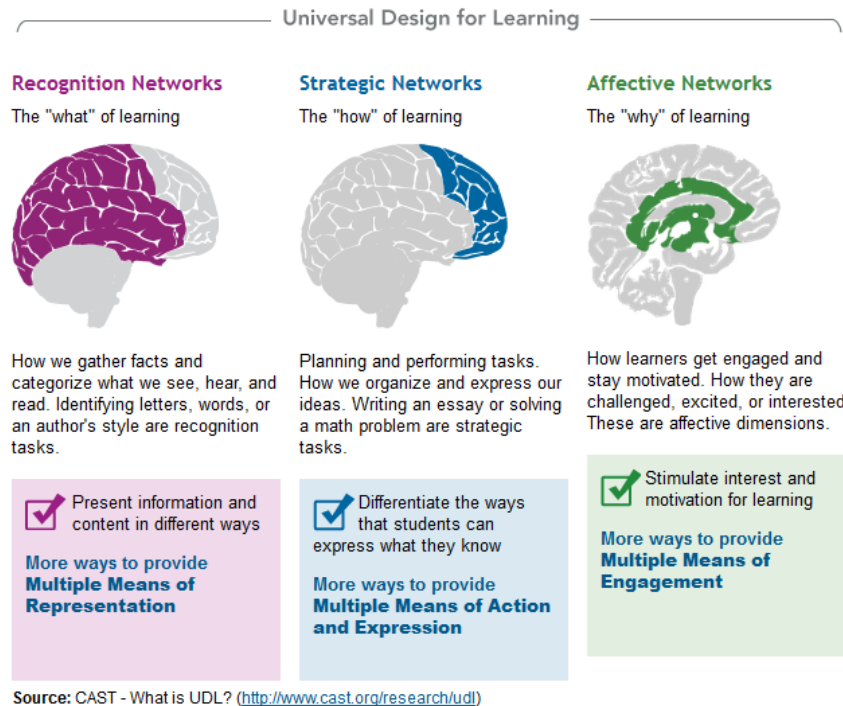


Figure 1

The UDL framework guides the development of adaptable curricula by means of three principles (Figure 1 and 2). The three UDL principles call for flexibility in relation to three essential facets of learning, each one orchestrated by a distinct set of networks in the brain. UDL recognizes four essential teaching methods for each facet of learning (Figure 1 and 2).

Universal Design for Learning	
Principle 1: to support recognition learning, provide multiple, flexible methods of presentation	
To support diverse recognition networks:	
• Provide multiple examples • Highlight critical features • Provide multiple media and formats • Support background context	
Principle 2: to support strategic learning, provide multiple, flexible methods of expression and apprenticeship	
To support diverse strategic networks:	
• Provide flexible models of skilled performance • Provide opportunities to practice with supports • Provide ongoing, relevant feedback • Offer flexible opportunities for demonstrating skill	
Principle 3: to support affective learning, provide multiple, flexible options for engagement	
To support diverse affective networks:	
• Offer choices of content and tools • Offer adjustable levels of challenge • Offer choices of rewards • Offer choices of learning context	

Figure 2

Sources: <http://www.udlcenter.org>

Hall, T., Strangman, N., & Meyer, A. (2011). Differentiated Instruction and Implications for UDL Implementations.

Glossary of Terms

Age Range (for Foundations): Groupings based on developmental progression. The following age ranges were developed for organizational purposes: Infant, Younger Toddler, Older Toddler, Younger Preschool, and Older Preschool.

Alphabet Awareness: Letters represent sounds.

Alphabetic Principle: Words are composed of letters that represent sounds.

Assessment: The process of observation and recording initiated by teachers or an external evaluator to provide information about the children's development (social, emotional, cognitive, fine and gross motor abilities, speech and language), and to identify children's specific strengths and needs. In early childhood, assessment serves different purposes: to plan instruction; to communicate with parents; to identify children who may be in need of specialized services or intervention; and to evaluate how well the instruction and curriculum are meeting goals.

Associative Play: Two or more children interact, possibly sharing and talking, but each engaged in a separate play activity.

Blend: Group of two or more letters that when said together make a distinct sound (examples: bl, sh, ch, wh).

Cardinality: Rule of understanding the last number you count describes the number of objects counted and to count out a specific quantity from a larger set.

Children with Disabilities: Children who require special education and related services for conditions that may include: intellectual disability; hearing impairments; speech or language impairments; visual impairments; serious emotional disturbances; orthopedic impairments; autism; traumatic brain injury; or specific learning disabilities.

Cognitive Development: Domain refers to the process of growth and change in children's intellectual/mental abilities such as thinking, learning, reasoning, and understanding.

Comprehension: To perceive and understand meaning.

Concepts of Print: To know and recognize the ways in which print *works*.

Cooperative Play: Playing in collaboration with another or a group with a common goal or problem to solve, sharing ideas, materials, and roles.

Core Knowledge and Competencies (CKCs): Refers to the expectations for what the early childhood education workforce should know (content) and be able to do (skills) in their role with/or on behalf of children and their families.

Counting: Verbal expression and applied to number sense.

Curriculum: A written plan that includes goals for children's development and learning, the experiences through which they will achieve the goals, what staff and parents should do to help children achieve the goals, and the materials needed to support the implementation of the curriculum.

Developmental Stages: Natural or common divisions of the process of human growth characterized by types of behavior, biological properties or manifestations, and mental processes.

Developmentally Appropriate: Any behavior or experience that is matched to the maturity of the individual child with respect to age, needs, interests, developmental levels, and cultural background.

Domain: A category of learning and development in which goals and strategies are grouped. There are five domains of early childhood development: motor, language, cognitive, social emotional, and self-help/adaptive. Each of these domains are also interrelated.

Dual Language Learner (DLL): Children between the ages of 2.5-5.5 years who are in the process of developing two or more languages prior to entering Kindergarten.

Early Childhood: Birth to eight (8) years of age.

Early Childhood Development: The process by which children, from birth to age eight, gradually gain the skills and confidence needed to succeed in their present environment and the cognitive skills needed to form a foundation for school readiness and later school success.

Early Childhood Education (ECE): Activities and experiences that are intended to effect developmental changes in children from birth through the primary units of elementary school (grades K-3).

Early Intervention: Efforts to support children at risk for, or in the early stages of, an identified disability and/or developmental delay; usually targeted at early childhood, sometimes including prenatal care.

Early Language Standards: Language expectations for Dual Language Learners, ages 2.5-5.5 years, represented within progressive levels of language development.

Evidence-Based Practice: An informed decision-making process that integrates the best available research evidence and professional expertise. (For example, the decision to use a certain method of teaching because evidence has repeatedly shown that the method has demonstrated positive results.)

Experiential Learning: Acquisition of knowledge and skills through work, play and other life experiences outside of the traditional classroom environment; learning by doing.

Expressive Language: The output of language; how one expresses his/her wants and needs.

Family: A basic social unit typically consisting of one or more adults together with the children under their care. The definition of “family” varies across cultures and according to social norms.

Fiction: A category of literature, drama, film, or other creative work whose content is imagined and is not necessarily based on fact.

Fine Motor: The manipulative movement of fingers, such as writing, coloring, and cutting with scissors.

Fluency: Demonstrates language skills comparable to a native English speaker.

Foundation: Essential concepts and skills that early learners should know or demonstrate in a particular developmental area in order to achieve Kindergarten readiness. Core foundations have been developed in English/language arts, mathematics, social emotional skills, approaches to play and learning, science, social studies, creative arts, and physical health and growth.

Gesture: Movement or motion that is employed to communicate meaning; can include head nodding, moving hands, and walking toward a door.

Gross Motor: Large movement of limbs, such as crawling, climbing, and walking.

Home Language: The language that is most commonly spoken by the members of a family for everyday interactions at home.

High-Frequency Letters: Most often used letters of the alphabet.

High-Quality Preschool Program: An early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality. In Indiana, High-Quality Preschool is defined as a program that is Level 3 or Level 4 in Paths to QUALITY™ or nationally accredited by a state approved accrediting body.

Indicators: Competencies, concepts, skills, and/or actions that show a child is progressing toward Kindergarten readiness.

Individualized Education Program (IEP): An annually revised plan for an exceptional student, detailing present achievement levels, goals, and strategies. It is drawn up by teachers, parents, specialists, and when appropriate, the student. It serves as a plan for students receiving services under Part B or Part C of the Individuals with Disabilities Education Act.

Individualized Family Service Plan (IFSP): A written plan for providing first steps early intervention to an eligible child and family from the child's birth up to three (3) years of age, under Part C of the Individuals with Disabilities Education Act.

Informal Assessment: A non-standardized measurement by which an adult gauges what a child is able to do in various content areas. Informal assessment helps the adult tailor instruction and curriculum to meet each child's needs and interests.

Kindergarten: A program or class for four to six year old children that serves as an introduction to school.

Kindergarten Entry Assessment: An assessment that is administered to children during the first few months of Kindergarten.

Kindergarten Readiness: This definition was developed and approved by the Early Learning Advisory Committee (ELAC) for the state of Indiana in the summer of 2014:

“In Indiana, we work together so that every child can develop to his or her fullest potential socially, emotionally, physically, cognitively and academically. Through growth in all of these domains, the child will become a healthy, capable, competent, and powerful learner.”

Kindergarten Standard: Standard for Kindergarten aged students as adopted by the State Board of Education.

Language: This includes verbal, non-verbal, body language, and gestures.

Language Development: The developmental domain that illustrates a child's level of competence in processing (receptive) and producing (expressive) language.

Language Supports: Sensory, graphic, and interactive resources embedded in routines, learning activities, and assessment that assist children in constructing meaning from language and content.

Lesson Plan: A detailed plan of the lessons, activities, and/or objectives the classroom teacher intends to deliver.

Motor Development: Physical developmental domain that involves gross and fine motor learning.

Non-Fiction: A category of literature, drama, film, or other creative work whose content is based upon factual information and reality.

Onlooker Play: Child is interested in the activities of those nearby but does not join them in play.

Parallel Play: Playing side by side, sometime mirroring each other, sometimes, doing very different activities with the same materials.

Paths to QUALITY™: A free, voluntary Tiered Quality Rating and Improvement System (TQRIS) designed to raise the standard of quality in early childhood education in Indiana. Paths to QUALITY™ includes four levels of standards, with each level having progressively higher levels of standards.

Phonemic Awareness: The ability to identify, hear, and work with the smallest units of sound called phonemes.

Phonological Awareness: The awareness that language is composed of sounds and the understanding of the relationship of those sounds.

Pre-Kindergarten (Pre-K): Early childhood education for children four (4) years of age, or for the year immediately prior to their enrollment in Kindergarten.

Preschool: Early childhood education for children three (3) to four (4) years of age.

Receptive Language: Understanding the *input* of language, words, and gestures; the processing of language through listening and reading.

Rhymes: Correspondence or repetition of sound, especially at the end of words or lines.

Segment: One of the parts into which something naturally separates or is divided.

Self-Help/ Adaptive Development: This domain refers to the skills used for daily living, such as dressing, eating, toileting, and washing.

Social/Emotional Development: A young child's growing capacity to experience, express, and regulate emotions, engage in positive relationships with others, and as a result, learn and develop in the context of family, culture, and community.

Social Referencing: The tendency of a person to analyze the facial expressions of a significant other in order to be able to determine what to do. Social referencing often refers to children assessing the reactions of family members to obtain clarifying information about a particular situation.

Solitary Play: Playing alone with materials and ideas.

Standardized Assessment: Measures that can be quantified with proven validity and reliability from which scores are interpreted against a set of norms, such as state, national, or international norms.

Subitize: Identify quickly, without counting, small quantities of items.

Syllable: An uninterrupted segment of speech.

Topic: A subcategory of a foundation.

WIDA: An organization that advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators. More information can be found at www.wida.us.

Many terms/definitions were taken from the Glossary of Early Learning in Indiana which was developed by the Indiana Early Learning Advisory Committee (ELAC). The full glossary can be found at: <http://doe.in.gov/earlylearning>.

References

Conn-Powers, M. (2006). *All children ready for school: Approaches to learning*. The Early Childhood Briefing Paper Series. Bloomington, IN: Indiana University.

Connecticut's Early Learning and Development Standards. (2014). Connecticut State Department of Education. Hartford, CT. Available from: <http://www.ct.gov/oec/lib/oec/earlycare/elds/ctelds.pdf>.

Deasy, R. & Stevenson, L., (2002). *The art: Critical links to student success*. The Arts Education Partnership. Council of Chief State School Officers: Washington, DC.

Foundations to the Indiana Academic Standards for Young Children Birth to Age 5. (2012). Indiana Department of Education. Indianapolis, IN.

Georgia Early Learning and Development Standards. (2015). Bright from the Start: Georgia Department of Early Care and Learning. Atlanta, GA. Available from: <http://www.gelds.dec.state.ga.us/Search.aspx>.

Illinois Early Learning and Development Standards. (2013). Illinois State Board of Education. Springfield, Illinois. Available from: http://www.isbe.state.il.us/earlychi/pdf/early_learning_standards.pdf.

Indiana Academic Standards. (2014). Indiana Department of Education. Available from: <http://www.doe.in.gov/standards>.

Jacobson, D., (2014). The primary years agenda: Strategies to guide district action. *Phi Delta Kappan*. November 96: 63-69.

McClelland, M. M., Acock, A. C., & Morrison F. J. (2006). The impact of kindergarten learning-related skills on academic trajectories at the end of elementary school. *Early Childhood Research Quarterly*, 21(4), 471-490.

Massachusetts DRAFT Standards for Preschool and Kindergarten Social Emotional Learning, and Approaches to Play and Learning. (2015). Massachusetts Department of Early Education and Care. Boston, MA. Available from: <http://learningstandards.wikispaces.com/PublicHearing>.

Maxim, G. W., (2006). *Dynamic social studies for constructivist classrooms: Inspiring tomorrow's social scientists*. Upper Saddle River, NJ: Merrill.

National Reading Panel. (2008). *Report of the National Early Literacy Panel*. National Institute for Literacy: Washington, DC. Available from: <http://lincs.ed.gov/publications/pdf/NELPReport09.pdf>.

Neil, M. L., Drew, W. F., & Bush, D. E. (2013). *From play to practice: Connecting teachers' play to children's learning*. National Association for the Education of Young Children: Washington, DC.

Next Generation Science Standards. (2013). Available from: <http://www.nextgenscience.org/>.

Pellegrini, A.D. & Glickman, C. D. (1990). Measuring kindergartners' social competence. *Young Children*. P. 40-44.

Play activities are essential to healthy development. (2015, May, 15). Retrieved from: <http://childdevelopmentinfo.com/child-development/play-work-of-children/>.

- Pre-K Coalition. (2011). Policy brief: The importance of aligning pre-k through 3rd grade. Center for Public Education.
- Preschool Teaching and Learning Standards. (2014). New Jersey State Department of Education. Trenton, NJ. Available from: <http://www.nj.gov/education/ece/guide/>.
- Schilder, D. & Dahlin, M. (2013). *Considerations for aligning early grades curriculum with the common core*. Center on Enhancing Early Learning Outcomes Fast Fact. Available from: <http://ceelo.org/wp-content/uploads/2013/08/Considerations-for-Aligning-Early-Grades-Curriculum-with-Common-Core.pdf>.
- Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy Birth to Age 8. (2015). Maryland State Department of Education. Baltimore, MD.
- Whitehurst, G. J., & Lonigan, C.J., (1998). Child development and emergent literacy. *Child Development* 69. p. 848-872.
- WIDA: A Theoretical Framework for Early English Language Development (E-ELD). (2014). Available from: [E-ELD Standards Resource Guide, 2014 Edition](#).
- Worth, K. (2010). Science in early childhood classrooms: Content and process. Paper presented at STEM in Early Educations and Development Conference, Cedar Fall, IA.
- Worth, K. & Grollman, S. (2003). *Worms, shadows, and whirlpools: Science in the early childhood classroom*. Boston, MA: Wheelock College.

APPENDIX A

ISTAR-KR is an early childhood assessment tool provided by the Indiana Department of Education to public and private preschool and childcare programs. The tool measures development in English/language arts, mathematics, social emotional, physical development, and personal care. The measurements can be examined in terms of the three US Department of Education Office of Special Education Programs (OSEP) outcomes or in terms of the areas of pre-academics, and can be used in the planning of effective instruction.

This table was designed to support the understanding of the relationship between the Foundations and the ISTAR-KR assessment tool. The table indicates the Foundation and topic area that address each ISTAR-KR measurement. For additional information regarding ISTAR-KR, please visit:

<http://www.doe.in.gov/assessment/istar-kr> or <http://doe.in.gov/earlylearning>.

ISTAR-KR Measurement	2015 Foundations Alignment	2015 Topic Alignment		
ELA				
Demonstrates awareness of sounds	ELA2: Early Reading	ELA2.2	ELA2.3	
Demonstrates awareness of symbols	ELA2: Early Reading	ELA2.1	ELA2.2	
Uses print for pleasure and information	ELA2: Early Reading	ELA2.4		
Comprehends details, events, and main ideas	ELA2: Early Reading	ELA2.5		
Writing for a specific purpose and audience	ELA3: Early Writing	ELA3.2		
Using writing implements	ELA3: Early Writing, PHG3: Motor Skills	ELA3.1	PHG3.1	
Demonstrates receptive language	ELA1: Communication Process	ELA1.1	ELA1.3	
Demonstrates expressive language	ELA1: Communication Process	ELA1.2	ELA1.3	
Mathematics				
Counting and Quantity	M1: Numeracy	M1.1	M1.2	M1.3
Computation	M1: Numeracy, M2: Computation and Algebraic Thinking	M1.3	M2.1	
Time	M1: Numeracy, M2: Computation and Algebraic Thinking, M5: Measurement	M1.3	M2.2	M5.1
Location	M4: Geometry, PHG2: Senses, SS3: Geography	M4.1	PHG2.2	SS3.1
Length, Capacity, Weight, Temperature	M4: Geometry, M5: Measurement	M4.1	M5.2	
Sorting and Classifying Objects	M2: Computation and Algebraic Thinking, M3: Data Analysis, M4: Geometry	M2.2	M3.1	M4.2
Social Emotional				
Sense of self and others	SE1: Sense of Self	SE1.1	SE1.2	
Manages emotions	SE2: Self-Regulation, SE3: Conflict Resolution	SE2.1	SE3.1	
Interpersonal skills	SE4: Building Relationships, APL4: Social Interactions	SE4.1	APL4.1	
Responsibility	APL3: Attentiveness and Persistence, PHG1: Health and Well-Being	APL3.1	PHG1.2	
Problem Solving	APL2: Flexible Thinking	APL2.1		
Approaches to learning	APL2: Flexible Thinking, APL3: Attentiveness and Persistence	APL2.1	APL3.1	
Physical				
Sensory Integration	PHG2: Senses	PHG2.1		
Physical stability	PHG3: Motor Skills	PHG3.1		
Gross motor skills	PHG3: Motor Skills	PHG3.1		
Object control	PHG3: Motor Skills	PHG3.1		
Precision hand skills	PHG3: Motor Skills	PHG3.1		
Personal Care				
Oral motor	PHG3: Motor Skills	PHG3.2		
Self-feeding	PHG1: Health and Well-Being, PHG4: Personal Care	PHG1.3	PHG4.1	
Dressing/Undressing	PHG3: Motor Skills, PHG4: Personal Care	PHG3.1	PHG4.1	
Care of hand, face, and nose	PHG1: Health and Well-Being, PHG4: Personal Care	PHG1.1	PHG4.1	
Toileting	PHG4: Personal Care	PHG4.1		

Indiana Early Learning Foundations Classroom Planning Matrix

Indiana's early learning development framework was created to guide early childhood educators in understanding developmental progression for young children. Practitioners must implement practices that facilitate learning of essential concepts and skills young children require to be prepared for Kindergarten.

Intentionality in planning leads to positive child outcomes. The planning matrix helps the classroom teacher consider the core area of learning (the foundation) being addressed and to structure purposeful activities and language development while monitoring student outcomes (the indicators). Utilizing a program's curriculum along with developmentally appropriate practices, classroom activities can be aligned with the Indiana Early Learning Foundations.

Completing the Matrix:

* A completed example can be found on the next page.

Foundation(s): List the foundation(s) the lesson plan will cover. Indiana has identified 34 core foundations for early learners.

Topic(s): List the topics (as stated in the related foundations) the lesson plan will cover.

Indicators: List the learning outcomes expected after the plan has been executed. The foundations contain a list of indicators for each topic, or the teacher may choose evidenced-based indicators that address the topic.

Activities: Describe how learning will be facilitated. Activities should align with the program's curriculum and vision.

Resources and Materials: Identify what additional resources or materials will be needed in order to fulfill the lesson plan.

Topic-Related Language / Key vocabulary: Developmentally appropriate words and expressions that are associated with the topics.

Language Supports: Sensory, graphic, and interactive resources embedded in routines, learning activities, and assessment that assist children in constructing meaning from language and content.

Sensory Supports: Real-life objects, manipulatives, pictures, gestures, and demonstrations

Graphic Supports: Charts, graphs, visual schedule, icons/symbols

Interactive Supports: With partners, small groups, large groups, using home language, adult modeling

Indiana Early Learning Foundations Classroom Planning Matrix

Multi-Age Classroom

Foundation(s): ELA 2: Early Reading

Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.

ELA 3: Early Writing

Early learners develop foundational skills in mechanics of writing and ability to tell a story and write for a variety of purposes.

M3: Data Analysis

Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.

Topic(s)		
ELA2.1 Demonstrates an awareness of the alphabet ELA3.1 Demonstrates mechanics of writing M3.1: Demonstrates understanding of classifying		
Age Range: Older Toddler		Age Range: Younger Preschool
Indicators	ELA2: Can recognize the first letter of his/her name	ELA2: Can recognize the first letter in his/her name and at least one additional letter in his/her name
	ELA3: Attempts to form the first letter of his/her name	ELA3: Writes the first letter of his/her name
	M3: Identify similarities and differences	M3: Sort objects into like categories (matching letters)
Activities		
Building block name towers: use tape to make letters on wooden blocks in block center, have pictures in center of each child's name tower Font collage: sort letters from font basket to find 1 st letter of name and glue letters onto large letter shape Writing Center Prompt: Add name cards and wax pencils for name writing practice Letter matching: create large letters with painters tape around the room, children locate letters and match a letter card to tape letter Read: <i>ABC Book</i> , Dr. Suess, – help children identify first letters of their name throughout the reading		
Resources and Materials		
Gather: tape, letters from magazines or printed fonts, wax pencils, ABC Book Create: picture of each child's name, laminated name cards, large tape letters		
Topic Related Language / Key Vocabulary		Language Supports
Letters, Name, Sort, Same/Different		Sensory support: pictures, models of letters Graphic support: visual of classified groups Interactive support: adult prompting/modeling, working with partner to complete letter matching activity

Indiana Early Learning Foundations Classroom Planning Matrix

Multi-Age Classroom

Foundation(s):

Topic(s)		
Age Range:		Age Range:
Indicators		
Activities		
Resources and Materials		
Topic Related Language / Key Vocabulary		Language Supports

Indiana Early Learning Foundations Classroom Planning Matrix

Foundation(s):

	Topic(s)			
	Age Range:			
Indicators				
Activities				
Resources and Materials				
Topic Related Language / Key Vocabulary		Language Supports		

