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## Early Learning and Development Standards Review

September 21, 2021

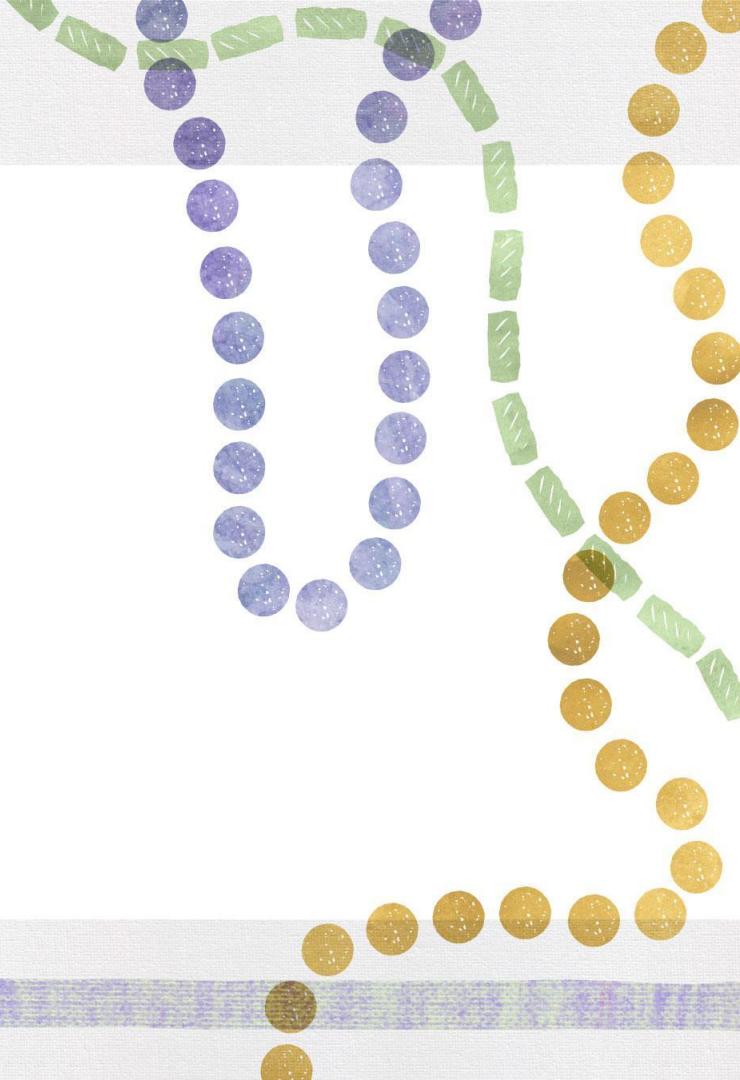
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# Agenda

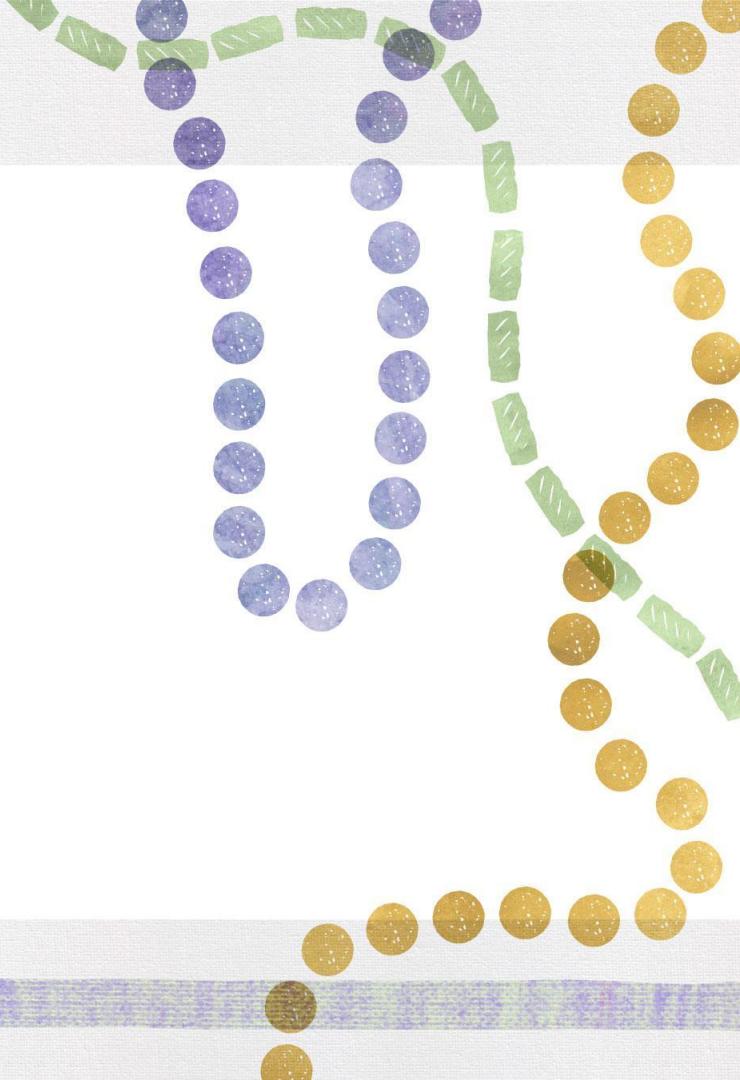
- I. Call to Order
- II. Roll Call
- III. Approval of the Minutes of June 24, 2021
- IV. Update on Early Learning and Development Standards Revisions
  - Review of Project Goals & Work Groups
  - Consideration of Overarching Issues
  - Update on Workgroup Process and Recommendations
  - Workgroup Charge
- V. Adjournment



# Welcome



# Roll Call





# Update on Early Learning and Development Standards Revisions

# Review of Project Goals

# ELDS Revision Goals

*Students enter kindergarten ready* is one of the critical goals of the Louisiana Department of Education.

1. Make **stronger connections** to kindergarten readiness expectations and ensure a scaffolded alignment across age-bands.
2. Ensure there is a **stronger integration** of language that supports children with disabilities and dual language learners.
3. Reorganize the **framework and structure** of standards and indicators to make the resource more navigable and user-friendly.
4. Embed commonly used assessments with intentionality to **increase alignment**.
5. **Update the resources** to reflect current research and the Department's initiatives.

# Stakeholder Feedback

The goal is for all revisions to reflect a variety of perspectives from stakeholders who represent a variety of roles and geographic regions of the state.



# Domain Work Groups

Group	Domain Work Groups
Group 1	Approaches to Learning, Social-Emotional, Creative Arts
Group 2	Language Development and Literacy
Group 3	Mathematics, Science, Social Studies

**\*Pending Group Assignment:** Physical Well-being and Motor Development

# Consideration of Overarching Issues



# Issues That Have Been Noted in Work Groups

*A few concerns and issues of inconsistencies were noted while drafting the indicators between work groups.*

- Indicators that describe **how** children might demonstrate the skill or knowledge
- Indicators that denote support for children who may not demonstrate the skill or knowledge independently
- Emphasis on accommodations for children with disabilities



# Proposed Guidance to Enhance Consistency Across Work Groups

**Issue #1:** *Indicators that describe how children might demonstrate the skill or knowledge*

- Focus indicators on descriptions of “what” children should demonstrate rather than “how”
- Professional development or supplemental resources can be provided to help educators understand different ways that a child might demonstrate the skill or knowledge.



# Proposed Guidance to Enhance Consistency Across Work Groups

**Issue #2:** *Indicators that denote support for children who may not demonstrate the skill or knowledge independently*

- Aim to write indicators at the “level” where children can demonstrate the skill or knowledge
- If it is an emerging skill, consider if it should be included at the next age level up
- Use “with support” or other similar language sparingly, with alignment of early childhood assessment expectations

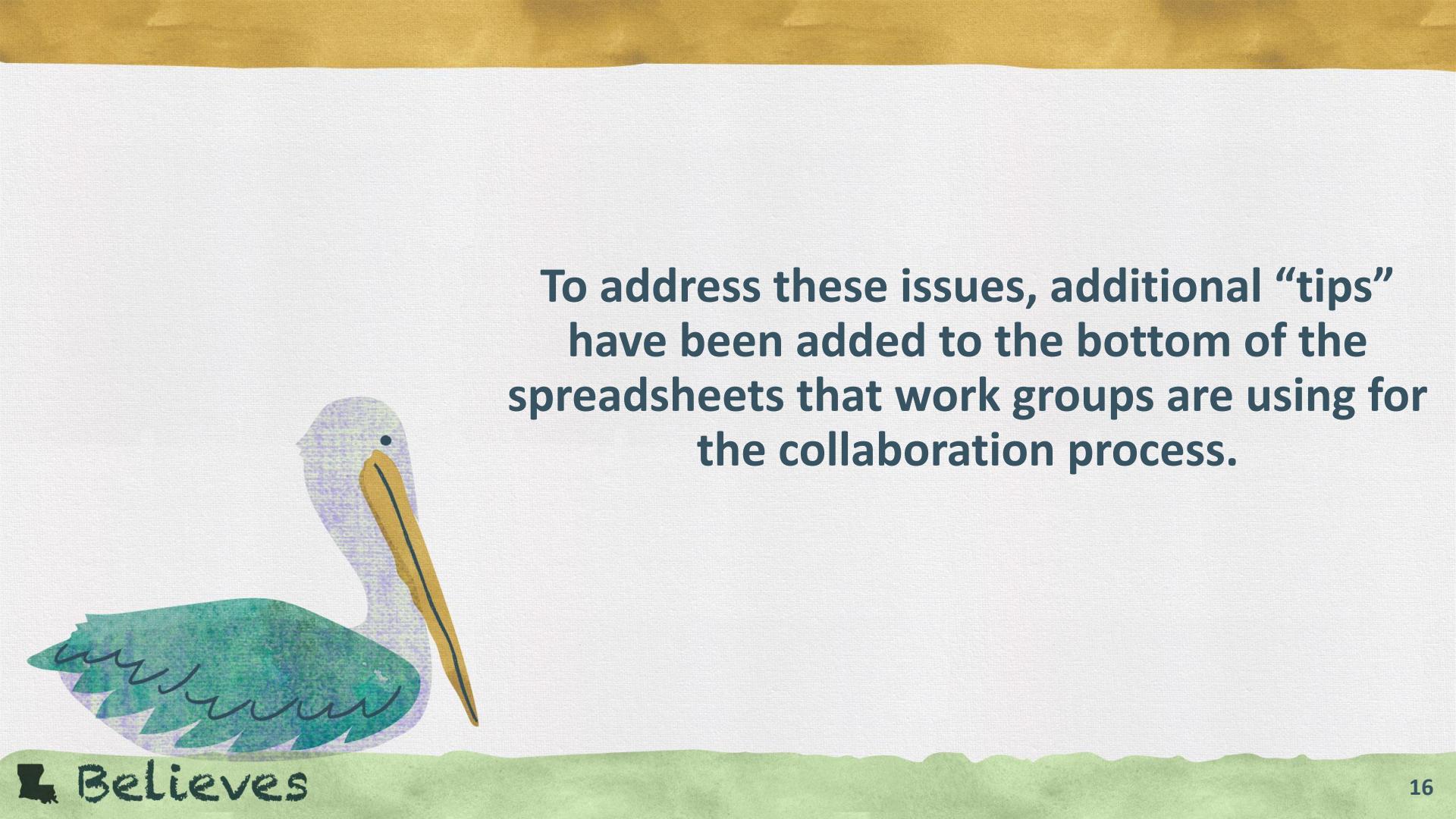


# Proposed Guidance to Enhance Consistency Across Work Groups

## **Issue #3:** *Emphasis on accommodations for children with disabilities*

- Use open language that allows for multiple ways for children to demonstrate the skill whenever possible
- Only include the multiple ways children can demonstrate the skill if it is age appropriate (for instance, verbal & non-verbal communication for younger ages)
- Do not reference accommodations and modifications within the indicator (will be addressed in other ways)





To address these issues, additional “tips” have been added to the bottom of the spreadsheets that work groups are using for the collaboration process.

# Update on Work Group Process and Opportunity for Feedback



# Update and Opportunity for Feedback to Work Groups

Group	Domain Workgroups
Group 1	Approaches to Learning, <b>Social-Emotional, Creative Arts</b>
Group 2	<b>Language Development and Literacy</b>
Group 3	Mathematics, <b>Science, Social Studies</b>

**\*Pending Group Assignment:** Physical Well-being and Motor Development

# Feedback Process

First we will hear a report from each work group's progress and have an opportunity for public comment.

Questions to consider:

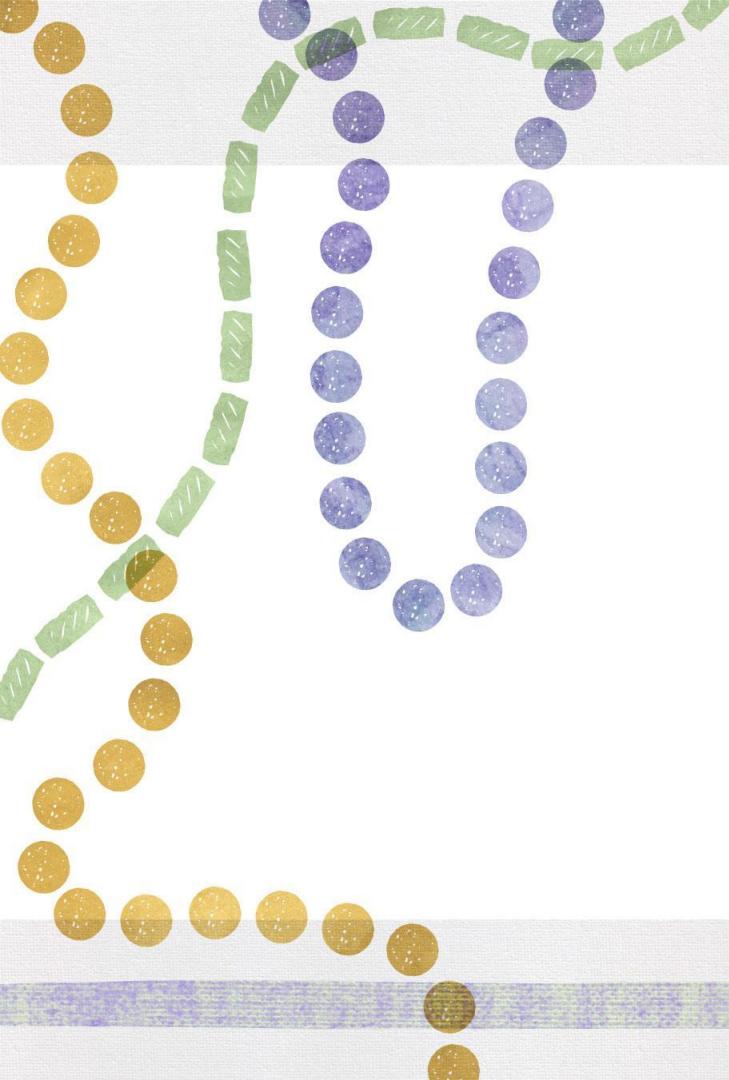
- *What do you think about the overall direction of the revisions?*
- *What do you see as the strengths of the work that has been done?*
- *Do you have any advice to strengthen the group's work as they move forward?*





# **Group 1 Update**

## Approaches to Learning, Social-Emotional Development, and Creative Expression



# Creative Expression Update

# Creative Expression Standards

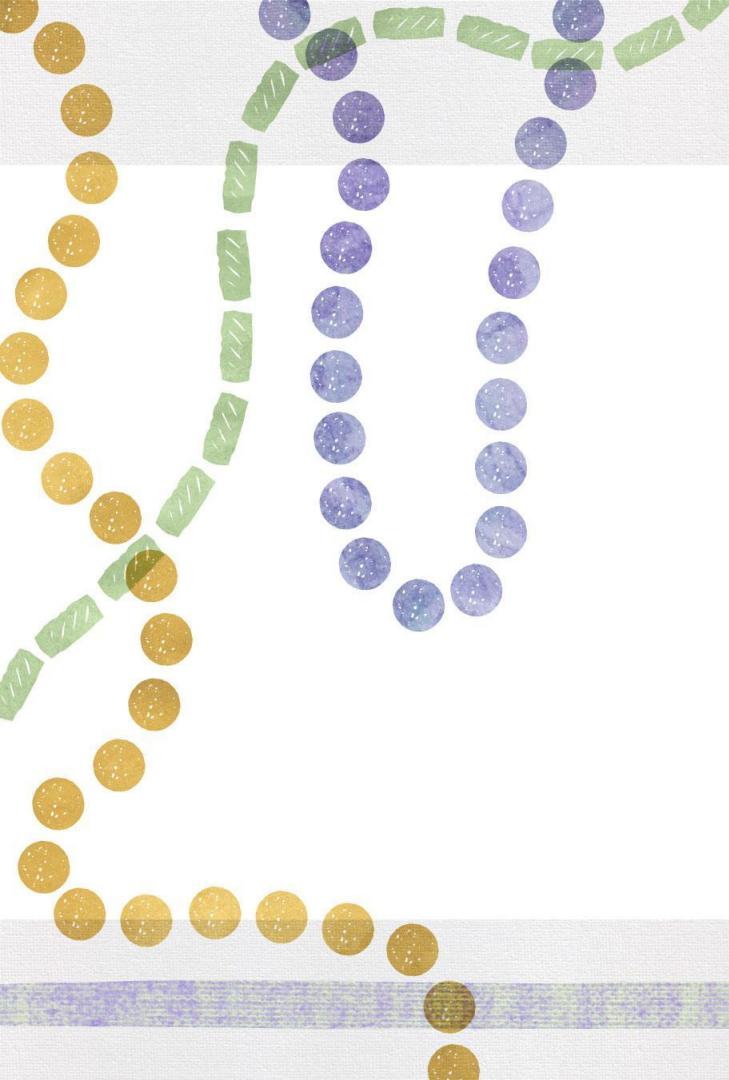
Current Standards	Revised Standards
<b>CC 1:</b> Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.	<b>CC 1:</b> Children engage in multiple and varied music and movement experiences.
<b>CC 2:</b> Develop an appreciation for visual arts from different culture and create various forms of visual arts.	<b>CC 2:</b> Children engage in multiple and varied visual arts experiences.
<b>CC 3:</b> Explore roles and experiences through dramatic art and play.	<b>CC 3:</b> Children engage in multiple and varied forms of dramatic play.



# Final Revisions to Creative Expression

- Changed domain title from **Creative Thinking and Expression** to **Creative Expression**.
- **Deleted a strand** of indicators focused on *observing theatrical performances*.

*View [revisions to Creative Expression standards and indicators](#)*



# Approaches to Learning Update and Request for Feedback

View [revisions to Approaches to Learning standards and indicators](#)



# Approaches to Learning Standards

Subdomains	Current Standards	Proposed Revisions
<b>Initiative and Curiosity</b>	<b>AL 1:</b> Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.	<b>AL 1:</b> Children engage in multiple and varied play-based learning experiences.
<b>Attention, Engagement, and Persistence</b>	<b>AL 2:</b> Demonstrate attention, engagement, and persistence in learning.	<b>AL 2:</b> Children engage in activities and tasks with attention, focus, and persistence.
<b>Reasoning, Problem-Solving, and Creative Thinking</b>	<b>AL 3:</b> Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.	<b>AL 3:</b> Children demonstrate flexibility by using a variety of strategies when problem solving.
	<b>AL 4:</b> Demonstrate creative thinking when using materials, solving problems, and/or learning new information.	Deleted due to overlap with AL 1 and AL 3. Indicator content merged with AL 1 and AL 3

# Revisions to AL Standard 1

## Approaches to Learning: Initiative and Curiosity

### Standard AL 1: Children engage in multiple and varied play-based learning experiences.

Infants <b>(Birth – 11 months)</b>	Young Toddlers <b>(9 - 18 months)</b>	Older Toddlers <b>(16 - 36 months)</b>	Three Year Olds <b>(36 - 48 months)</b>	Four Year Olds <b>(48 – 60 months)</b>
Use senses to explore objects, materials, and/or people in their immediate environment. (0.2)	Explore and interact with objects in the environment. (1.1)	Actively explore both familiar and new materials, activities, and experiences. (2.1)	Use a variety of materials to support investigations. (3.1)	Investigate, experiment with, and use a wide range of materials across a variety of topics and experiences. (4.1)
Interact with objects in the environment by manipulating them in a variety of ways (e.g. uncover partially hidden object).	Use everyday objects and toys as intended in their play (e.g., build with blocks, stir with spoons).	Improvise by substituting one object for another during play (e.g., hold a banana to the ear and talk into it like a phone).	Combine materials in new and unique ways (e.g., put blocks together to create a road for cars).	
Seek information by offering an object to an adult.	Use gestures or other communication to seek information (e.g., point to object and look to caregiver).	Inquire about objects.	Inquire about and seek information to learn how things work.	Participate in discussions about a variety of topics, ideas, and activities.
Use simple behaviors to meet own needs (e.g., feed self with finger food). (0.4)	Attempt to help with simple tasks and activities. (1.3)	Demonstrate increasing interest and independence in completing simple tasks. (2.4)	Complete a variety of simple tasks on their own. (3.2)	Independently initiate completion of multi-step tasks. (4.2)
Select a particular material, toy or place to explore on their own. (0.3)	Express choices and preferences. (1.2)	Insist on preferences and express dislikes (e.g., may say “no” to adult). (2.5)		
Initiate interactions with adults (e.g. expressions, sounds actions).	Initiate activities at caregiver’s suggestion.	Independently initiate activities.	Initiate activities with other children.	Initiate and take the lead in activities that involve other children.

# Revisions to AL Standard 2

## Approaches to Learning: Attention, Engagement, and Persistence

### Standard AL 2: Children engage in activities and tasks with attention, focus, and persistence.

Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three Year Olds (36 - 48 months)	Four Year Olds (48 – 60 months)
Establish eye contact with a familiar person. (0.1)				
Attend to novel objects and familiar adults in the environment. (0.2)	Focus attention on people, objects, and activities of interest. (1.1)	Focus attention to complete a short, simple task (e.g., knob puzzle, nesting cups) with adult support. (2.2)	Maintain focus on activities of interest despite distractions. (3.1)	Maintain focus on adult-directed activities with adult support. (4.2)
Intentionally take action to make things happen (e.g., pick up and shake rattle to make noise; press button on switch-activated toy to make it light up). (0.3)	Repeat self-selected tasks over and over again (e.g., stack rings, nest cups). (1.2)	Complete activities of choice from start to finish with adult support. (2.3)	Continue working on self-selected activities despite setbacks (e.g., try again after the block tower falls down). (3.2)	Persist with a challenging task despite interruptions and disruptions. (4.1)
	Complete simple tasks of interest and then spontaneously express pleasure at accomplishments. (e.g., smile, clap). (1.3)	Remain actively engaged in activities of interest and protests if interrupted. (2.1)	With prompting and support, express goals and then work to achieve them (e.g., Child says "I want to make something" and then goes to the art center and draws a picture).	Express simple goals that extend over time, make plans, and follow through to complete them (e.g., Child says, "I want to play doctor after breakfast," and then does so after eating). (4.3)

# **Revisions to AL Standard 3**

## **Approaches to Learning: Reasoning, Problem-Solving, and Creative Thinking**

### **Standard AL 3: Children demonstrate flexibility by using a variety of strategies when problem solving.**

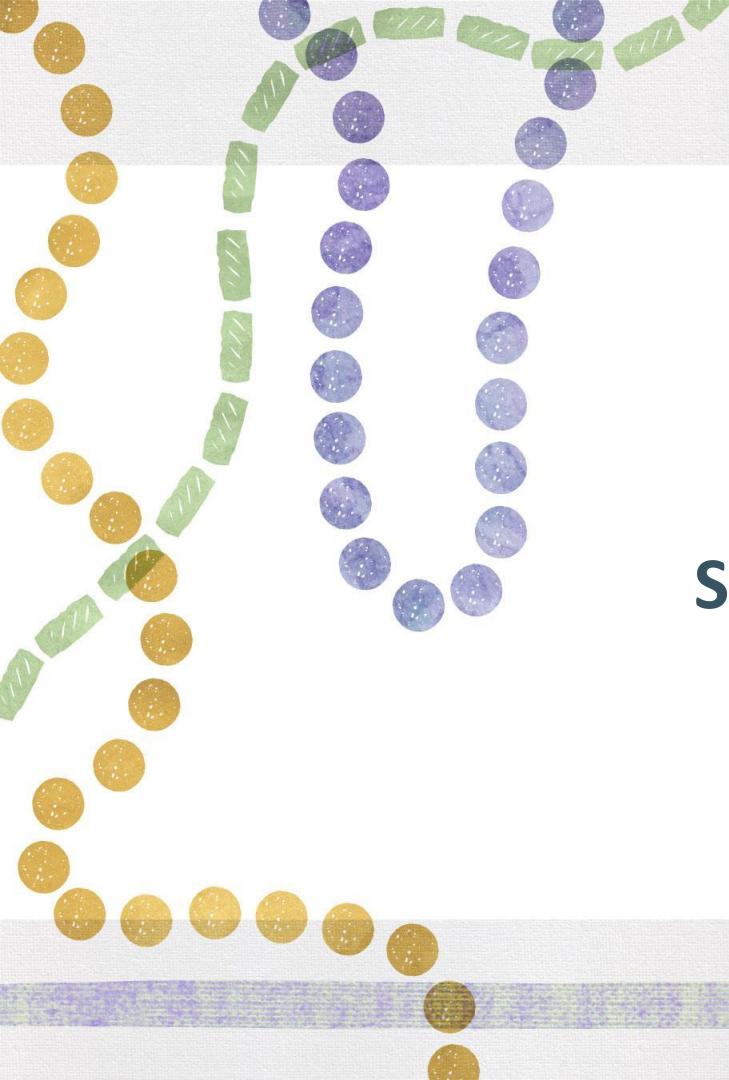
<b>Infants (Birth – 11 months)</b>	<b>Young Toddlers (9 - 18 months)</b>	<b>Older Toddlers (16 - 36 months)</b>	<b>Three Year Olds (36 - 48 months)</b>	<b>Four Year Olds (48 – 60 months)</b>
Interact with objects in a variety of ways and notice the effects of their own actions. (0.1)	Repeat behaviors to obtain desired results (e.g., repeatedly push button to play music). (1.1)	Experiment with the effects of simple actions on different objects (e.g., use scoop to put sand into bucket, then attempt to use scoop to put water into bowl). (2.1)	Make predictions based on past experiences. (3.1)	Make predictions and explain reasoning. (4.1)
Attend to objects and/or activities in the environment.	Observe the ways in which others interact with objects and materials. (1.2)	Observe and imitate actions of others when attempting to accomplish tasks or solve problems. (2.3)	Remember and use previously successful strategies to complete tasks. (3.2)	Apply prior knowledge and experiences to complete new tasks and solve new problems. (4.2)
Use gestures, movement, and/or vocalizations to solve simple problems and accomplish tasks (e.g., roll over to reach toy; cry to express needs; remove blanket to uncover hidden object). (0.3)	Try out one or two strategies to accomplish tasks and solve problems (e.g., seek help from adult). (1.3)	Try out a variety of strategies to accomplish tasks and/or solve problems, often by trial and error. (2.4)	Purposefully use a variety of strategies, changing the approach as needed, to accomplish tasks or solve problems. (3.3)	Communicate the steps that will be used to solve problems and/or accomplish tasks. (4.3)

# Revisions to AL Standard 1

## Approaches to Learning: Initiative and Curiosity

### Standard AL 1: Children engage in multiple and varied play-based learning experiences.

Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three Year Olds (36 - 48 months)	Four Year Olds (48 – 60 months)
Use senses to explore objects, materials, and/or people in their immediate environment.	Explore and interact with objects in the environment	Actively explore both familiar and new materials, activities, and experiences.	Use a variety of materials to support investigations.	Investigate, experiment with, and use a wide range of materials across a variety of topics and experiences.
Interact with objects in the environment by manipulating them in a variety of ways (e.g. uncover partially hidden object).	Use everyday objects and toys as intended in their play (e.g., build with blocks, stir with spoons).	Improvise by substituting one object for another during play (e.g., hold a banana to the ear and talk into it like a phone).	Combine materials in new and unique ways (e.g., put blocks together to create a road for cars).	
Seek information by offering an object to an adult.	Use gestures or other communication to seek information (e.g., point to object and look to caregiver).	Inquire about objects.	Inquire about and seek information to learn how things work.	Participate in discussions about a variety of topics, ideas, and activities.
Use simple behaviors to meet own needs (e.g., feed self with finger food). (0.4)	Attempt to help with simple tasks and activities. (1.3)	Demonstrate increasing interest and independence in completing simple tasks. (2.4)	Complete a variety of simple tasks on their own. (3.2)	Independently initiate completion of multi-step tasks. (4.2)
Select a particular material, toy or place to explore on their own. (0.3)	Express choices and preferences. (1.2)	Insist on preferences and express dislikes (e.g., may say “no” to adult). (2.5)		
Initiate interactions with adults (e.g. expressions, sounds actions).	Initiate activities at caregiver’s suggestion.	Independently initiate activities.	Initiate activities with other children.	Initiate and take the lead in activities that involve other children.



# **Current Work**

## **Social and Emotional Development**

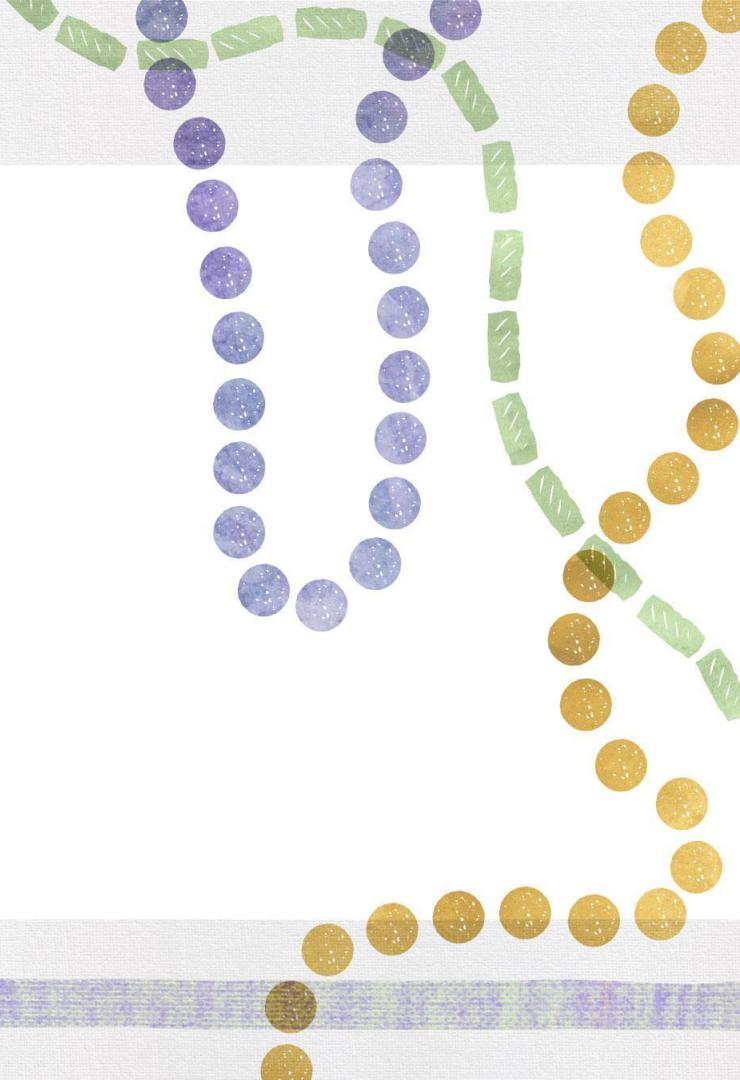
# Social and Emotional Standards

Current Standards	Proposed Revisions
SE 1: Develop healthy relationships and interactions with peers and adults.	SE 1: Children engage in and maintain positive relationships and interactions with adults
	SE 2: Children engage in and maintain positive relationships and interactions with peers.
SE 2: Develop positive self-identify and sense of belonging.	SE 3: Children recognize themselves as individuals with unique characteristics, thoughts and feelings.
SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.	SE 4: Children express confidence in their own skills and positive feelings about themselves.
SE 4: Regulate own emotions and behaviors.	SE 5: Children manage their own emotions and behaviors.
SE 5: Regulate attention, impulses, and behavior.	Standard deleted due to overlap with SE 4. Indicators will be moved as needed.



# **Group 2 Update**

## Language Development and Early Literacy



# Language: Proposed Revisions for Feedback

Original Standards	Revised Standards
<p><b>Standard 1:</b> Comprehend or understand and use language</p> <p><b>Standard 2:</b> Comprehend and use increasingly complex and varied vocabulary</p>	<p><b>Standard 1: Receptive Communication</b> Children attend to, understand, and respond to verbal and nonverbal communication and language from others.</p> <p><b>Standard 2: Expressive Communication</b> Children communicate with others to express self.</p> <p><b>Standard 3: Communication</b> Children use social and conversational rules when communicating with others.</p>

# Language Standards Revision Considerations

## Guiding Questions:

- How well do these standards and indicators fit with infants and toddlers and with preschool-age children? What do you think about how the indicators vary across the age continuum?
- Is there anything missing or needs clarification?
- Will this organization support ECE providers working in a variety of settings?



# Considerations for Communication Standards

## Guiding Thoughts:

- Communications standard covers **rules** and **expectations** that guide how we communicate -- skills such as turn-taking in conversation, using appropriate grammar, and following norms related to communicating in group setting.
- Think about cultural and linguistic differences in how people communicate.



# Standard 1 - Receptive Communication Indicators

**Standard 1: Attend to, understand, and respond to verbal and non-verbal communication and language from others.**

Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three Year Olds (36 - 48 months)	Four Year Olds (48 – 60 months)
<b>(Construct: Understanding tones and emotions)</b> Recognize more than one tone of voice in adults and respond with body movement and sounds	Respond to facial expressions, tone of voice, and some words that communicate basic emotions. (i.e., happy, sad)	Respond to facial expressions, tone of voice, and words that communicate a variety of emotions.		
<b>(Construct: General Receptive Communication)</b> Show interest in voices, and focus on speech, sounds, and other communication directed at them.	Respond to speech and other communications directed at them.	Respond to simple statements, questions, and other communications.	Respond to statements, questions, and other communications.	Respond to complex statements, questions, and other communications that include multiple phrases and ideas.
<b>(Construct: Vocabulary)</b> <b>Respond or show excitement</b> upon hearing familiar words, such as “bottle” and their name.	Respond appropriately to familiar words, signs, and songs.	Demonstrate understanding of descriptive words.	Demonstrate understanding of a variety of words, including those relating to objects and actions.	Demonstrate understanding of a variety of words, including words that express abstract concepts such as synonyms and opposites.
<b>(Construct: Following Directions)</b> Responds to simple requests accompanied by gestures or tone of voice (e.g., “Come here”).	Follow simple directions, especially, if accompanied by gestures (e.g., “Put your toy in the bucket”).	Follow one to two-step directions with few gestures.	Follow directions of two or more steps with familiar objects, experiences, and/or routines, using visual cues if needed ( e.g., washes and dries hands using a visual of the hand-washing sequence).  Follow two-step directions that involve familiar experiences and objects (e.g., “Find your shoes and bring them to me.”).	Follow detailed directions that involve multiple steps (e.g., “Get the sponge, dampen it with water, and clean your tabletop.” “To build your tower, put the red block on top of the blue block, find a yellow round block, and add it to the top of your blocks”).



# Standard 2 - Expressive Communication Indicators

Standard 2: Communicate with others to express self				
Infants (Birth – 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three Year Olds (36 – 48 months)	Four Year Olds (48 – 60 months)
<p><b>(Construct: Growth in speech/words used)</b> Experiment with making sounds Engage in babbling (i.e., making consonant sounds followed by a vowel sound)</p>	Use word-like sounds, some words, and some simple phrases.	Use simple phrases and/or short sentences, but may omit some words or use some words incorrectly (i.e., “Mommy goed to store.”).	Use complete sentences.	Use longer sentences, including sentences that combine two or three phrases
<p><b>(Construct: Communicating a message)</b> Use vocalizations, gestures, and facial expressions to communicate needs and wants and to express interest or dislike.</p>	Use verbal or sign language and non-verbal communication to communicate wants and needs, and to refer to familiar people and objects.	Use verbal or sign language and non-verbal communication to communicate requests and describe familiar people and objects.	Use verbal or sign language and non-verbal communication to communicate ideas, describe activities and negotiate social interactions.	Use verbal or sign language and non-verbal communication to communicate about abstract ideas, tell a story, describe past experiences, and discuss objects that are not physically present.  When communicating ideas, requests and other messages, adjust communication strategies if the message is not understood
<p><b>(Construct: Answering and asking questions)[3]</b></p>	Respond to simple statements and questions about pictures, people, and things that are present.	Answer and ask simple questions about things (e.g., people, actions, objects, pets) and activities at the time they are happening.	Answer and ask detailed questions about a variety of familiar topics, activities and/or concepts they are learning.	Answer and ask complex questions to learn more about topics of interest, understand tasks and solve problems, with explanation or follow-up questions.

<b>(Construct: Vocabulary)</b>	<p>Use words (spoken, signs and/or alternative communication) to identify familiar objects and people and express preferences (e.g., "No!")</p> <p>Use simple words to describe observable characteristics of objects such as color and size.</p> <p>Expand their vocabulary by asking others to name unfamiliar objects.</p>	<p>Use words (spoken, signs, and/or alternative communication), for familiar people, objects, and animals.</p>	<p>Use a variety of words (spoken, signs and/or alternative communication) to express emotions, talk about position and direction, and describe actions.</p> <p>Describe the use of familiar objects, talking about categories of objects.</p> <p>Determine, with modeling and support, the meanings of unknown words by asking questions or using contextual clues, such as pictures.</p>	<p>Use several words (spoken, signs and/or alternate communication) that explain the same idea (i.e., synonyms) and opposites.</p> <p>Demonstrate knowledge of a variety of different types of words and skill in determining the meaning of unknown words.</p>
<b>(Construct: Articulation/speaking clearly)</b>		<p>Speaks in a way that is understood by most familiar people.</p>	<p>Speaks in a way that is understood by unfamiliar listeners but may make some pronunciation errors.</p>	<p>Speaks in a way that is understood by unfamiliar listeners, with few pronunciation errors.</p>
<b>(Construct: Using specific types of words)</b>	<p>Use some pronouns</p>	<p>Start to use the plural forms of nouns and verbs, not always correctly.</p> <p>Use the past tense of verbs</p> <p>Use simple adjectives in statements ("big," "little," "hard," "soft")</p>	<p>Use common prepositions, correct subject- verb agreement, pronouns, and possessives.</p>	<p>Most of the time, correctly use a variety of different types of words, including prepositions, regular and irregular plural forms of nouns, pronouns, possessives, and regular and irregular past tense verbs.</p>



# Standard 3 - Communication Indicators

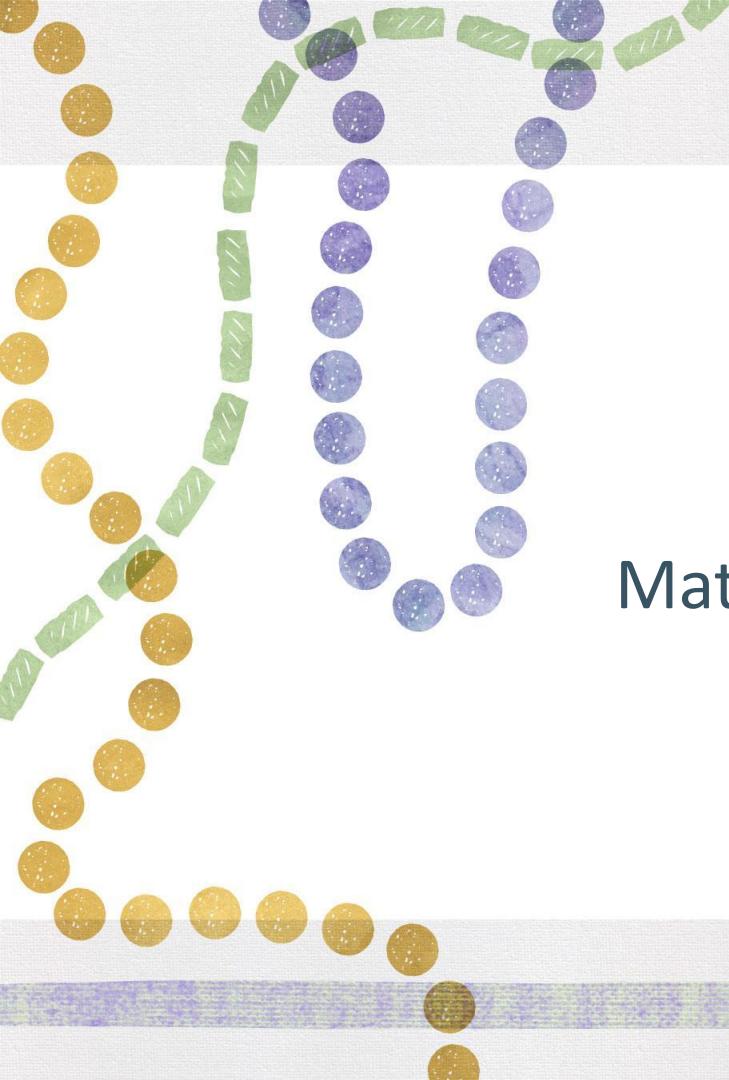
- Standard 3: Uses social and conversational rules when communicating with others.

Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three Year Olds (36 - 48 months)	Four Year Olds (48 – 60 months)
<b>(Construct: Initiating communication)</b> Use movement or behavior to initiate interactions with another person.	Use gestures or vocalizations to initiate interactions with others.	Ask questions or use verbal or nonverbal cues to initiate communication with others.		
<b>(Construct: Turn taking)</b>  Pay brief attention to the same object the caregiver is looking at.  Engage in turn taking during social and vocal play with adults and other children (babbling, imitating facial expressions, repeating sounds from languages they hear).	Establish joint attention by looking at an object, at their caregiver, and back at the object.  Respond to communication from another person using multiple means (nonverbal and verbal).	Participate in short conversations, turn-taking a few times.	Initiate and participate in conversations that include multiple turn-taking exchanges, particularly related to topics they are interested in.	Initiate and participate in conversations that involve multiple turn-taking exchanges with the persons involved in the conversation, with each exchange relating to and building upon what was previously said.
<b>(Construct: Social conventions for conversations)</b>			With reminders, use appropriate volume and intonation when communicating to match the situation.	Use appropriate volume and intonation when communicating to match the situation.



<p><b>(Construct: Participating in group discussions)</b></p>	<p>“Jabber” and vocalize sounds in a way that mimics the sounds similar to the rhythm and flow of their classroom.</p>	<p>Listen attentively during brief group conversations and respond to questions or requests made to the group.</p>	<p>During small or large group conversations, make comments and ask questions related to the topic of discussion with prompting and support. With reminders, follow simple rules for group discussions.</p>	<p>Participate in a group discussion, making comments and asking questions related to the topic. Follow commonly accepted norms of communication in group settings with increasing independence (e.g., follows directions for conversations such as “Only one child speaks at once.)</p>
<p><b>(Construct: Using commonly accepted grammar)</b></p>		<p>Communicate in short sentences that follow the word order of their home language.</p>	<p>Communicate in sentences and use more conventional grammar in their home language (plurals, tenses, prepositions)  Make grammatical errors that follow language rules (say, “mouses” instead of “mice”).</p>	<p>Speak in full sentences that are grammatically correct within their home language most of the time</p>





## **Group 3 Update**

### Mathematics, Science, and Social Studies



# Social Studies Update

# Proposed Revisions

<b>Original Standards</b>	<p><b>Standard 1:</b> Develop the understanding that events happened in the past and how these events relate to one's self, family and community</p> <p><b>Standard 2:</b> Describe people, events, and symbols of the past and present.</p> <p><b>Standard 3:</b> Develop an awareness of geographic locations, maps and landforms.</p>
<b>Revised Standard</b>	<p><b>Demonstrates awareness of time (past, present, and future) and place within the community.</b></p>

<b>Original Standard</b>	<p><b>Standard 4:</b> Demonstrate awareness of culture and other characteristics of groups and people</p>
<b>Revised Standard</b>	<p><b>Demonstrates an awareness of culture as it relates to self, family, and community.</b></p>

# Standard 1 Indicators

<b>Standard 1: Demonstrates awareness of time (past, present, and future) and place within the community.</b>				
<b>Infants (Birth – 11 months)</b>	<b>Young Toddlers (9 - 18 months)</b>	<b>Older Toddlers (16 - 36 months)</b>	<b>Three Year Olds (36 - 48 months)</b>	<b>Four Year Olds (48 – 60 months)</b>
Shows anticipation of events in daily routines and activities (e.g. morning to noon) (CSS1 0.2)	Shows verbal and non-verbal cues in anticipation of events in daily routines and activities (CSS1 1.2)	Responds to changes in routines or schedules (may be either positive or negative response)(CSS1 2.1)	Recalls the sequence of daily routines, events and/or activities that happened at an earlier time. (CSS1 3.3)	Communicates events, activities, and people from the past. (CCS1 4.1)
		Demonstrates a general understanding of the passing of time and the meaning of phrases, such as "not now" and "after lunch". NEW	Communicates an awareness of time using gestures, words, or phrases (e.g., when I was little, when I was a baby, when we lived in our old house). NEW	Uses time related vocabulary such as "today", "tomorrow", "before", and "after" with increasing accuracy. NEW
		Recognizes familiar landmarks, signs and buildings in their neighborhood/community. (CSS 3 2.1)	Communicates with increasing specificity the location of objects/areas at school, home and within the community. NEW	Identifies familiar landmarks in their community (e.g., fire station, post office). NEW
				Shows the relative location of specific objects and/or features in a familiar environments such as a classroom or playground through drawings or play activities (CSS 3 4.5)



# Standard 2 Indicators

<b>Standard 2: Demonstrates an awareness of culture as it relates to self, family, and community.</b>				
<b>Infants (Birth – 11 months)</b>	<b>Young Toddlers (9 - 18 months)</b>	<b>Older Toddlers (16 - 36 months)</b>	<b>Three Year Olds (36 - 48 months)</b>	<b>Four Year Olds (48 – 60 months)</b>
Demonstrates a preference for familiar versus unfamiliar individuals. <b>NEW</b>	Distinguishes between familiar and unfamiliar individuals. <b>NEW</b>	Identifies known people in pictures. <b>NEW</b>	Communicates information about their family and community. <b>NEW</b>	Describes familiar elements of one's family, community, and culture (e.g., unique family traditions). <b>CSS 2.4.3</b>
Actively explores the similarities and differences among people. <b>NEW</b>	Shows an awareness of the unique attributes of people. <b>NEW</b>	Identifies basic similarities and differences between themselves and others. <b>NEW</b>	Identifies and/or asks questions about similarities and differences between personal, family, and cultural characteristics <b>NEW</b>	Makes comparisons about similarities and differences between personal, family, and cultural characteristics <b>NEW</b>
		With adult support and guidance, carries out some routines and responsibilities in the classroom (e.g., picking up toys, cleaning up table, watering plants, setting out snack). <b>CSS 5.2.1</b>	With prompting from adult, carries out routines and responsibilities in the classroom (e.g., cleaning up, care of plants and/or animals, setting out snack). <b>CSS 5.3.2</b>	Identifies responsibilities of self and others in school, home or community. <b>CSS 5.4.1 + 4.2</b>



# Science Update and Request for Feedback



# Current Science Standards

- **Standard 1:** Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
- **Standard 2:** Acquire scientific knowledge related to physical science (properties of objects and materials).
- **Standard 3:** Acquire scientific knowledge related to life science (properties of living things).
- **Standard 4:** Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).



# Questions to Consider

- *Are there too many standards?*
- *Are the standards developmentally appropriate?*
- *Do the standards align with K-12 science standards?*
- *Are the standards and indicators too specific? too broad?*
- *What concepts are of most significance for 0-60 months?*
- *Are there important concepts missing?*
- *Is there any redundancy or duplication?*



# Proposed Revisions

<b>Original Standards</b>	<p><b>Standard 1:</b> Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).</p> <p><b>Standard 2:</b> Acquire scientific knowledge related to physical science (properties of objects and materials).</p> <p><b>Standard 3:</b> Acquire scientific knowledge related to life science (properties of living things).</p> <p><b>Standard 4:</b> Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).</p>
<b>Revised Standard</b>	<p><b>Engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.</b></p>

## Working indicators



# Standard 1 Indicators

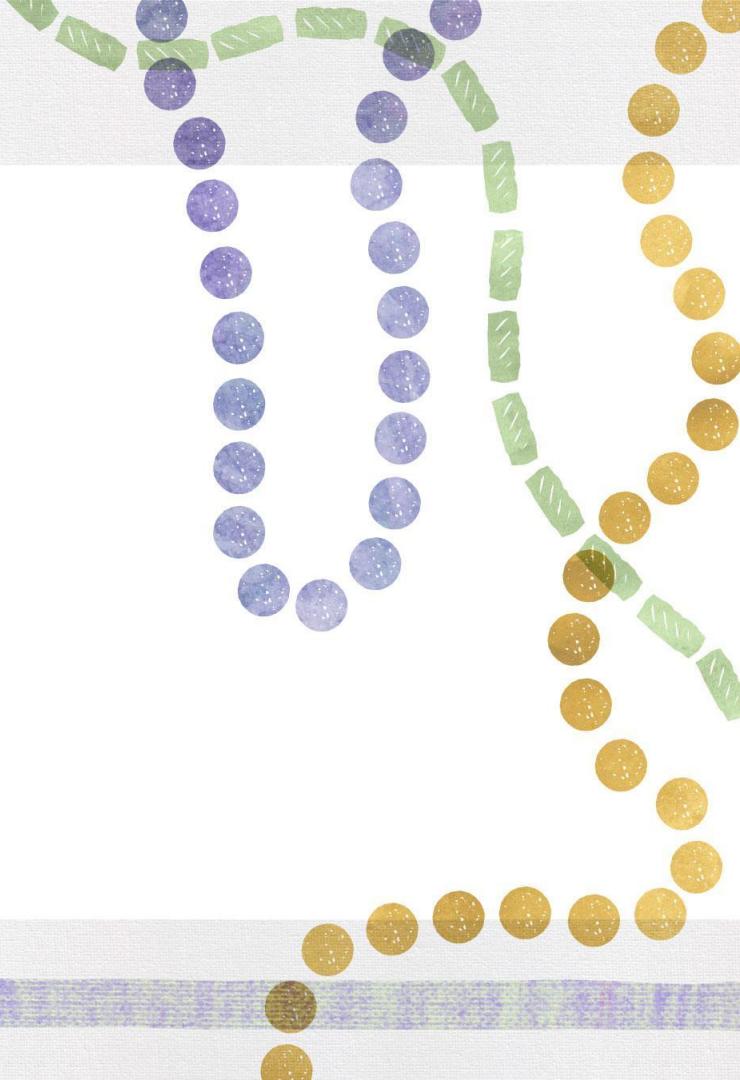
**Standard:** Engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.

**Physical World:** includes things made by man and nonliving systems (i.e., properties of objects and materials, simple machines)

**Natural World:** includes living and non-living things found in the environment. (i.e., plants, animals, earth materials)

Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three Year Olds (36 - 48 months)	Four Year Olds (48 – 60 months)
Shows interest in objects, materials, people and/or their environment using their senses (e.g., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.). CS 1: 0.1	Uses their senses to observe and explore the immediate environment – (CS1: 1.1 and NEW RI-edited)	Uses their senses and simple tools (e.g., magnifying glass, sifter) to observe, ask questions, and make predictions about the physical and natural world. (CS 1 2.1 and 2.3)	Uses their senses and simple tools to investigate, to observe, ask questions, make predictions, make comparisons, and gather information about the physical and natural world (CS 1: 3.1 and 3.3).	Uses their senses, prior knowledge, previous experiences, and equipment and tools to observe, ask questions, predict, make comparisons, and gather information about the physical and natural world. (CS 1: 4.1 and 4.2 and 4.4)
	Actively experiments with and explores the physical properties of objects and substances (e.g., stacking and knocking down towers and stacking them up again; bouncing balls; playing with play dough) NEW RI	Put materials, substances, and/or objects together in new or unexpected ways to see what will happen (e.g., combine paint colors to see what happens, experiment to see what sticks on contact paper collage). (CS 1: 2.7)	Participates in simple scientific investigations. (CS 1 3.7)	Conducts scientific investigations and simple experiments. (CS 1: 4.5)
	Verbally or nonverbally communicates what is seen, heard, or felt when exploring the physical and natural world. (CS1:1.7)	Shares ideas and thoughts related to interactions with and observations made about the physical and natural world. NEW	With prompting and support, describes and records findings from investigations conducted (e.g., verbally and/or through drawings). (CS1: 3.9 and NEW RI-edited)	With guidance and support, describes and generates explanations and/or conclusions about Investigations conducted through discussions, drawings, and/or graphs. (CS1: 4.6 edited)

# **Current Work: Mathematics**



Existing Early Learning Standards for Math	Kindergarten Standards for Math
<p><b>Standard 1:</b> Understand numbers, ways of representing numbers, and relationships between number and quantities. (KEEP)</p>	<p><b>Counting &amp; Cardinality</b> Know number names and the count sequence. Count to tell the number of objects. Compare numbers.</p>
<p><b>Standard 2:</b> Understand basic patterns, concepts, and operations.</p>	<p><b>Operations &amp; Algebraic Thinking</b> Understand addition as putting together and adding to and subtraction as taking apart and taking from. <b>Measurement &amp; Data</b> Describe and compare measurable attributes.</p>
<p><b>Standard 3:</b> Understand attributes and relative properties of objects as related to size, capacity, and area.</p>	<p><b>Measurement &amp; Data</b> Describe and compare measurable attributes. Classify objects and count the number of objects in each category.</p>
<p><b>Standard 4:</b> Understand shapes, their properties, and how objects are related to one another in space.</p>	<p><b>Geometry</b> Identify and describe shapes. Analyze, compare, create, and compare shapes.</p>



# Status of Math Revisions

- Revision to standard 1

Current Standard	Proposed Revision
<b>CM 1:</b> Understand numbers, ways of representing numbers, and relationships between number and quantities.	<b>CM 1:</b> Demonstrate knowledge of numbers and the relationships between numbers and quantities.

- Revision of indicators is underway



# Public Comment

## Areas for Comment:

- Revisions in the Approaches to Learning standards
- Revisions in the Language Development standards
- Revisions in the Science standards

## Questions to consider:

- *What do you think about the overall direction of the revisions?*
- *What do you see as the strengths of the work that has been done?*
- *Do you have any advice to strengthen the group's work as they move forward?*



# Workgroup Charge



- We will adjourn to meet in our workgroups until 4:00
- Work groups will provide feedback on the standards that were just shared.
- If additional time is available, workgroups will continue drafting their assigned domain revisions.
  
- Please see your workgroup meeting invite for the Zoom link for your workgroup:
  - [Group 1 \(AL/SE/Creative\)](#)
  - [Group 2 \(Language/Literacy\)](#)
  - [Group 3 \(Science/SS/Math\)](#)

# Adjournment

