



# **Saudi Early Learning Standards**

## Children 3 to 6 Years Old



وزارة التعليم  
Ministry of Education



مشروع الملك عبدالله بن عبدالعزيز لتطوير التعليم العام  
King Abdullah bin Abdulaziz Public Education Development Project



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## Children 3 to 6 Years Old

Kingdom of Saudi Arabia

February 2015

Ministry of Education

Tatweer Company for Educational Services

National Association for the Education of Young Children





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# Foreword

The Kingdom of Saudi Arabia is increasing its efforts to shift the emphasis of education development from a focus on quantity to concentrating on quality, and to promote high-quality education as per the royal directives.

The Ministry of Education is seeking to establish a large set of qualitative initiatives to ensure such unparalleled transformations in education will provide benefits for the Kingdom of Saudi Arabia: economic, social, strengthening of intellectual capacity and capability, character and values enrichment, and increasing workforce participation (particularly in the private sector). This is being achieved through the King Abdullah Project for the Development of Public Education and implemented by Tatweer Company for Educational Services (T4Edu) in partnership with the Ministry of Education.

The educational transformations have included developing standards for teaching and learning processes such as developing the Saudi Early Learning Standards (SELS). This strategic initiative has been developed by T4Edu in collaboration with the National Association for the Education of Young Children (NAEYC), which has resulted in the first early childhood learning standards developed in the Kingdom of Saudi Arabia.

The importance of developing national standards for the early childhood education stage in the educational system emanates from the uniqueness of the early childhood learning stage. Studies and research in the field of early childhood education have shown the significant impact it has on the success of children in their future practical and academic lives. It comprehensively builds their characters through the guidance and practices of teachers, parents, and caregivers that align with the child's growth attributes and needs at this stage. Furthermore, such practices enhance and support children's basic growth areas that include cognition, language, social, emotional, and physical development through the application of learning approaches that enable children to explore, understand, experiment, and make inferences to transform knowledge into skills and meaningful content.

The SELS will support all institutions and groups that are involved with early childhood education and enable them to define the expectations of what children should know and what they will be able to do. This document provides a descriptive guide of a set of expectations of what children will obtain in terms of knowledge, practices, and skills that contribute to character building in the subsequent stages of learning, so that children develop into good, effective, and productive citizens.

The SELS document has been developed by an elite group of early childhood education leaders from the Ministry of Education, along with teams of specialists under the supervision of T4Edu and through a series of intensive professional development programs. The great efforts exerted by the early childhood education leaders and specialists have contributed to the establishment of comprehensive national standards for the early childhood stage of education not only for the Kingdom, but also for the Arab and Islamic world.

We'd like to express our sincere gratitude to all the parties who have helped this dream come true. We are confident that the SELS document will be reflected in the continual development and improvement of early childhood education in Saudi Arabia and provide a blueprint for the development of comprehensive learning standards for all stages of education in the Kingdom of Saudi Arabia.

Vice Minister of Education, Her Excellency Norah Abdullah Al-Faiz  
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# Introduction

The first years of life are without question the most critical period for human development. The brain connections formed during this time, and the dramatic speed at which they form, provide an unmatched opportunity to set a lifelong foundation for learning.

Some of this growth is easy to both observe and predict. By the end of their first year, most children will double their length and triple their weight. Physical milestones such as sitting up, crawling, and walking occur in predictable patterns for most children all around the world. Some developmental milestones are obvious as well. Parents celebrate their infant's first demonstrations of eye contact. They watch with delight as their baby begins to babble and, later, begins to say words. What may be less obvious to the observer, however, is how significantly the growth and development that occurs in these early years will impact a child throughout his or her childhood, adolescence, and into adulthood. For example, it is increasingly understood that an adult's economic opportunity, quality of relationships, and quality of life are inextricably linked to the quality of his or her childhood experiences.<sup>1</sup>

Research into the remarkable period of early childhood has undergone a significant shift over the past 20 years. Technology has provided unprecedented access into the inner workings of the brain, providing scientific evidence that the early years of a child's life is the time to support optimal development.

<sup>1</sup>Paula Braveman, Tabashir Sadegh-Nobari, and Susan Egerter. "Early Childhood Experiences: Laying the Foundation for Health across a Lifetime." Issue brief #1. Princeton, NJ: Robert Wood Johnson Foundation, 2008.

Introduction

Approaches to Learning

Social-Emotional Development

Language and Early Literacy Development

Cognition and General Knowledge

Patriotism

Islamic Education

Health and Physical Development

Brain science has provided important biological justification for increasing attention to children's early years. For example, current reports from Harvard University's Center on the Developing Child find that early experiences affect how a young child's brain architecture develops, which impacts future learning, behavior, and health.<sup>2</sup> Longitudinal studies of attachment theory show that early social-emotional learning is strongly related to future behaviors, attitudes, and characteristics that are important for learning, such as exploration, flexibility, and resourcefulness.<sup>3</sup>

Additionally, economic analyses consistently show the value of investing in early childhood education. Nobel prize-winning economist James Heckman has shown that every dollar governments spend on high-quality early childhood education yields a 7–10 percent return on investment.<sup>4</sup> Economists suggest that children enrolled in quality early childhood care are less likely to become involved in crime and are more likely to contribute to the social and economic framework of their communities. Likewise, children with access to quality care both inside and outside of school are more likely to form foundational life skills that support societal economic development through employment and socially conscious behavior.<sup>5</sup>

## Early Childhood in Saudi Arabia

In response to mounting evidence of the economic and social benefits of early childhood education, many governments and international governing bodies have increased their focus on this critical period of life from birth to age 8. Significantly, in April 2000, UNESCO's World Education Forum adopted the *Dakar Framework for Action, Education for All: Meeting Our Collective Commitments*, which included specific goals for expanding and improving early childhood education. This framework also included six regional frameworks, including *Education for All in the Arab States: Renewing the Commitment*, which reaffirms increased attention to early childhood education as a regional priority.

Since this time, the Kingdom of Saudi Arabia has taken meaningful strides to support early childhood education and provide high-quality care for its young citizens. Among these initiatives is the development of the Saudi Arabian Early Learning Standards, which provide thorough guidance as to what children should know and be able to do at progressive stages through their early years of development.

The creation of this document serves many purposes for the early childhood education community of Saudi Arabia. First and foremost, this document exists to guide educators, parents, and the community in their understanding of developmentally appropriate expectations for young children. As early childhood education

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<sup>2</sup>Jack P. Shonkoff, Linda Richter, Jacques van der Gaag, and Zulfiqar A. Bhutta. "An Integrated Scientific Framework for Child Survival and Early Childhood Development." *Pediatrics* 129 (2012): 460–472.

<sup>3</sup>Janice H. Kennedy and Charles E. Kennedy. "Attachment Theory: Implications for School Psychology." *Psychology in the Schools* 41 (2004): 247–59.

<sup>4</sup>James J. Heckman and Dimitriy V. Masterov. "The Productivity Argument for Investing in Young Children." *Review of Agricultural Economics, American Agricultural Economics Association* 29 (2007): 446–493.

<sup>5</sup>Mary Erning Young. "Early Childhood Development: Investing in the Future." *The World Bank: Directions in Development* Issue 15318 (1996): 3–7.

outside the home becomes more prevalent throughout the Kingdom, the clarification provided by this document is of paramount importance. There is a strong tendency throughout the world to view early childhood education as a simplified version of primary school education. As global competition grows, the increasing pressure parents feel to push their children toward early mastery of literacy, mathematics, and science exacerbates this misconception.

Early childhood is a unique and critical stage of development and learning. During these early years, children establish essential skills that set the foundation for learning in years to come. Competencies, such as emotional regulation, attention and persistence, and problem solving, are strongly associated with greater academic performance in primary school across academic disciplines. Social-emotional growth, healthy approaches to learning, language building, and other skills learned by children during their early years are some of the greatest predictors of both future academic success and the development of important personal attributes, such as self-regulation, happiness, and empathy.<sup>6</sup>

## The Saudi Arabian Early Learning Standards

It is the hope of the development team that the Early Learning Standards will help schools and caregivers improve the quality of care and early learning children receive throughout Saudi Arabia. The goal of this document is to provide administrators, teachers, and parents with guidance on appropriate outcomes and expectations for children at various developmental stages. This resource is intended to support educators and caregivers in designing more thoughtful, targeted, and developmentally appropriate experiences for young children.

Another purpose of the document is to create a shared language and an evidence-based framework for educators and caregivers to talk together about early learning. In defining key developmental areas, such as social-emotional development and early literacy, and by providing detailed indicators and examples of what children should know and be able to do at different stages in development, this document provides a point of reference that can be utilized in forming a foundational understanding about early learning throughout the community. We hope that establishing shared language and understanding via a common resource will allow for greater support, dialogue, and partnership between the multitudes of stakeholders in the early childhood education community.

Finally, the development team hopes this document will strengthen the connection between early learning and primary school education in Saudi Arabia. The information detailed in this resource will help early childhood educators and families understand the skills and knowledge their children should exhibit upon entering primary school and provide strategies for supporting children in the years leading up to primary school. Additionally, these Standards will provide guidance to primary school educators and administrators as to appropriate expectations for most children

<sup>6</sup>John Medina. *Brain Rules for Baby: How to Raise a Smart and Happy Child from Zero to Five*. 2nd ed. Seattle, WA: Pear Press, 2014.

entering their first year of primary school and improve educators' abilities to support new students through this transition.

As important as it is to understand the goals and purposes of the Saudi Arabian Early Learning Standards, it is equally important to understand what this document is not. First and foremost, this document is not an exhaustive list of child behavior or a comprehensive guide to child development. While this document seeks to be a valuable and useful resource for parents and teachers, it should not be considered a developmental checklist for young children. The Early Learning Standards document is a comprehensive tool that includes points for consideration on its use with children who have identified special needs. However, depending on the pervasiveness and type of identified need, parents and teachers are urged to seek additional, specialized support in designing appropriate adaptations.

To the same point, while it is logical to use this resource to *inform* teachers' planning and classroom-based assessment, the indicators and examples provided in this document should not be viewed as assessment items. Development in the early years is best viewed as a continuum, and the acquisition of skills and knowledge cannot be tied universally to a specific age, nor necessarily to a specific level of schooling. Additionally, a typical kindergarten classroom will include children that span the age range assigned to that class level. For example a 4-year-old born in January and a 4-year-old born in July may be in the same classroom, but they are half a year apart in age. This is a large difference in the early years. Teachers thus should not expect all children in their classrooms to exhibit all of the skills listed here at the same time and should avoid using the Early Learning Standards as a list of required behaviors or activities for children.

Finally, the Saudi Arabian Early Learning Standards document is not a curriculum. The activities and outcomes are provided to serve the document's stated purposes, not to prescribe instructional content, materials, or experiences. In order to ensure the effective use of the Early Learning Standards, the other tools used by teachers—including the curriculum—should be aligned. An integrated system of quality improvement support that includes teacher training and mentoring is critical to successful implementation.

## Methodology

The Saudi Arabian Early Learning Standards were created through a comprehensive and collaborative process, involving numerous stakeholders and resources. As the world's largest membership organization working on behalf of young children, the National Association for the Education of Young Children (NAEYC)—based in the United States in Washington, D.C.—supported the development of these Standards by providing a framework for the drafting process and by acting as the resource for collecting the evidence to support this work.

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<sup>7</sup>National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). "Early Learning Standards: Creating the Conditions for Success." Position Statement. Washington, DC: NAEYC and NAECS/SDE, 2002.

In its position statement *Early Learning Standards: Creating the Conditions for Success*, NAEYC takes the position that early learning standards,<sup>7</sup> as a broad description of what children should know and be able to do, can be a valuable part of a high-quality system of education that contributes to providing children with positive early experiences that will influence their future success. The value of any set of early learning standards, however, relies on the accuracy of their content, their relevance to their context, and on how the standards are used by members of the early childhood community. NAEYC identifies several aspects of early learning standards that are necessary for ensuring quality, relevance, and value for young children and their communities. These aspects provide the framework from which the process for developing the Standards was created:

1. Effective early learning standards emphasize significant developmentally appropriate content and outcomes.
2. Effective early learning standards are developed and reviewed through informed, inclusive processes.
3. Early learning standards gain their effectiveness through implementation and assessment practices that support all children's development in ethical, appropriate ways.
4. Effective early learning standards require a foundation of support for early childhood programs, professionals, and families.

The development of the Standards focused on the first two guidelines; however, the importance of the next steps and the ultimate goal of implementing and integrating the Standards into a comprehensive early childhood system were considered at all parts of the process.

### **1. Effective early learning standards emphasize significant developmentally appropriate content and outcomes.**

A young child's early development is interconnected across many domains. Learning and development in one domain will have significant impact on learning and development in the other domains.<sup>8</sup> For example, as children grow, they begin to develop a greater interest in engaging socially with others. These social interactions provide children with opportunities to develop language skills, which in turn, create opportunities for further social development. As children develop physically, they become more autonomous and gain greater access to their environment. This growing mobility allows children to explore their interests, which is vitally important for cognitive development. It also increases their play opportunities with peers, which aids development in many areas, such as social-emotional, moral, and language development.

For these reasons, it is essential that the Saudi Arabian Early Learning Standards explicitly address the comprehensive set of domains. Research has established that these developmental domains should include cognitive, social-emotional, physical, literacy and language development, and approaches to learning, as well as content

<sup>8</sup>UNICEF. "Early Childhood Development: The Key to a Full and Productive Life." New York: UNICEF, n.d.

area domains such as mathematics, science, health and physical development, and social studies. In addition to this list, stakeholders throughout the Kingdom of Saudi Arabia have identified two domains specifically relevant to the country and culture: Patriotism and Social studies, and Islamic education. The influence of culture on development is pervasive and apparent in nearly every aspect of children's early experiences. The values, beliefs, and practices of a community dictate its interactions with children and provide the framework for the environment in which children grow and learn.<sup>9</sup> It is essential to recognize the paramount importance that communities, language, and culture play in human development and to ensure that early learning standards are relevant to children's cultural contexts. The inclusion of these two additional domains fosters cultural relevance by highlighting the values, beliefs, and cultural norms of the community in Saudi Arabia.

Another critical consideration of early learning standards is ensuring that the outlined expected outcomes are appropriate for young children at various identified stages of their development. It is important to emphasize that these expectations, which focus on the development of essential foundational skills, attitudes, attributes, and habits, are not merely simplifications of expectations for older children, which focus much more heavily on subject area knowledge. The Early Learning Standards address unique points in the processes and sequences of development that children should exhibit in their earliest years, development that is distinct from that which takes place in later years. The Saudi Arabian Early Learning Standards development team carefully examined the literature and consulted with field experts to ensure that these expectations are developmentally appropriate for the age levels served by the early childhood education community in Saudi Arabia.

## **2. Effective early learning standards are developed and reviewed through informed, inclusive processes.**

This essential feature of the effective development of early learning standards focuses on two important considerations: that the development and review processes be informed and inclusive. The Kingdom of Saudi Arabia, in partnership with NAEYC, ensured that both of these considerations were addressed throughout the development and review process of the Saudi Arabian Early Learning Standards.

As a first step, a comprehensive recruitment of early childhood professionals from around the Kingdom of Saudi Arabia was conducted to establish a central committee responsible for the creation of the Standards. This recruitment process resulted in a final group of 22 early childhood educational leaders, representing each region of the country. This group worked closely with NAEYC and other local and international experts to create the Early Learning Standards.

To lead the writing process, a thorough review of the scientific research was conducted. (A complete list of resources can be found in the final section of this docu-

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<sup>9</sup>Carol Copple and Sue Bredekamp, eds. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*. 3rd ed. Washington, DC: NAEYC, 2009.

ment.) The focus of this research was an in-depth analysis of each developmental domain, as well as overall child development. Each member of the central committee participated in this research and in the writing of this document. In addition to writing specific sections, each member of the committee had the opportunity to review the whole document and engage in healthy debate to finalize decisions.

In addition to this core committee, several other stakeholders and groups of stakeholders were included in the development and review process for this document. Focus groups and interviews were held with parents, community members, teachers, school administrators, and policy makers throughout the Kingdom of Saudi Arabia to capture the local questions, concerns, and feedback critically important for creating a document relevant to young children and their immediate communities. A review of the completed document was subsequently conducted by stakeholders from Princess Nora University, Qiyas – National Center for Assessment in Higher Education, and Early Childhood Association to ensure community relevance and to begin the dialogue about the use of the Standards in an integrated early childhood development strategy in the Kingdom.

Finally, several expert review teams were organized to ensure accuracy and support from the education field. These reviewers included a Saudi Arabian team of early childhood experts, a team of early childhood experts from the United States of America, and an expert in Arabic language development. The members of these groups and their corresponding credentials are listed in the Acknowledgements section of this document.

## Guiding Principles

The Saudi Arabian Early Learning Standards are a tool for educators and caregivers in interacting with, supporting, and teaching young children. In order for this document to be useful, it must first be understood. This requires an examination of the assumptions upon which this work is founded. The Saudi Arabian Early Learning Standards development team agreed on the following assumptions before beginning their work.

### Children

***All children can learn.*** From before birth, children learn and develop. This is true of all children regardless of their language, culture, setting, or developmental status. Among the many things educators and caregivers can do to support this learning and development, the creation of early learning standards helps to instruct adults in maintaining appropriate developmental expectations for young children as they grow.

***Children are unique and develop at different rates.*** Though children typically develop along a predictable continuum, children learn in different ways and at different rates. Additionally, children will differ in how they demonstrate learning across the domains. Teachers and caregivers should utilize the Standards to

inform their observations of children, but they should remain mindful that children may vary in how and when they develop in different areas.

## How Children Learn

***Children are active learners who learn best through meaningful play experiences.*** As children play, they develop socially and emotionally, learn to solve problems, create, fine tune their motor skills, and much more. Meaningful play is integral to the healthy development of young children in all domains and must be supported by teachers and caregivers.

***Children are naturally curious and should be encouraged to freely explore their environment.*** By engaging with their environment, children make sense of their world. This type of learning is instinctual, and children will make meaningful connections to the world around them when they are provided with rich environments and the freedom and encouragement to explore.

***Children's development in one domain is strongly connected to development in other domains.*** Children's learning is strongly interconnected across domains. The learning that takes place in one area affects and is affected by the learning that takes place in others. Equal attention must thus be paid to children's whole development, rather than placing more or less importance on any one domain.

## Family and Community

***Children develop within a culture.*** Children's culture, language, traditions, and values greatly impact their learning. Understanding the culture in which a child's earliest experiences take place is a huge asset to teachers and caregivers in supporting the child's ongoing learning and development. It is thus essential to respect each child and his or her culture and to foster a positive connection between the home and the school.

***Children learn best when families are active partners in learning.*** Families are the primary caregivers and educators for young children and should be supported by schools with the tools and guidance needed to ensure healthy development. Families should likewise seek to actively engage with schools to support and extend learning within the home.

## Children's Rights

***All children deserve a high-quality education and teachers that are specialized and well trained.*** It is essential that teachers have the training and knowledge to deliver a high-quality education to young children and to support children in reaching appropriate developmental goals. Understanding the Standards is an essential first step to setting appropriate expectations for young children.

*Children have the right to feel safe and loved.* Early relationships are extremely important in young children's learning and development. Children learn best when they are able to foster strong positive relationships with adults in an environment in which they feel safe, cared for, and protected.

## An Education Centered in Islam

*In order to fully reach one's natural potential, children must be nurtured in Islamic principles and values.* Before they can make sense of their world and gain understanding of their own mind and abilities, children must come to understand the centrality of Allah, the Creator of all things. Love of Allah and a devotion to the Islamic values of honesty, productivity, self-reliance, cooperation, kindness, and respect for others is critical to the total development of young children in Saudi Arabia.

## Framework

While this Standards document is organized into sections, it is important to understand and utilize them in the context of the whole. The Standards document works together to provide a comprehensive picture of child development; thus it is our recommendation that educators and caregivers start by reading this resource in its entirety. Additionally, it is essential to note that regardless of the order in which the domains are presented or the length of each section, all domains are equal in importance.

This document is organized around seven developmental domains, termed *standards*. The sections for each standard include tables showing *indicators*—statements of what children should know and be able to do—and *examples*—descriptions of behavior that children might exhibit to show competence in a particular area. These indicators and examples provide detailed descriptions of the skills, knowledge, and attitudes that children should exhibit, and of the observable behavior they might use to show mastery of the indicator. The examples provided are certainly not the only ways children might exhibit competency of a given indicator; rather they are written to provide an illustration that will help parents and teachers more clearly understand each indicator. All indicators and examples are organized into *strands* and *sub-strands*.

Strands represent the big ideas within each standard. For example, the standard of *Language and Early Literacy Development* is quite large. To increase readability and use, this large topic has been subdivided into three strands: Listening and Speaking, Reading, and Writing.

Where necessary, some strands have been further divided into sub-strands. Sub-strands provide an additional level of organization for strands that address very large topics. To continue the example above, while the strand of *Reading* is smaller and more addressable than the broader standard of *Language and Early Literacy De-*

velopment, another level of organization is required to present content in a useable way. Therefore, this strand has been subdivided into five sub-strands: *Appreciation and Response*, *Print Concepts*, *Phonological Awareness*, *Alphabetic Awareness*, and *Analysis and Comprehension*.

It is important to note that due to the nature of interconnected developmental skills, many indicators have relevance in multiple standards. For example, a child who engages a peer in imaginative play is showing competencies in the *Social-Emotional*, *Language and Early Literacy Development*, and *Approaches to Learning* standards. Depending on what the play entails, the child may also demonstrate skills in several other standards through this single experience. *Patriotism and Social Studies* and *Islamic Education* are two separate standards, but both of these topics permeate the entire set of standards, indicators, and examples due to their deep importance in the Kingdom. In order to maintain a user-friendly format, indicators have been listed only once, under the standard that the development team found most logical. To the same point, as children's behavior often addresses multiple skills at a time, examples have been presented only once within a table, without designation to a particular indicator.

Each indicator is identified by a unique alphanumeric code. The first section of the code is one to two letters and identifies the standard in which the indicator appears. These letters are followed by a series of 3 numbers, separated by periods (.) that identify the strand, sub-strand, and indicator number. Printed below this code is the age grouping: either *KG1*, for the first year of kindergarten, or *KG2-3*, for the second and third years of kindergarten. To specify the specific age group—*At or Around 3 Years*, *At or Around 4 Years*, *At or Around 5 Years*, or *At or Around 6 Years*—the upper limit of the age group (years) should be placed in parentheses following the kindergarten level.

For example, *AL 3.0.1, KG1 (3)* refers to the KG1 indicator for 3 year-olds within the standard *Approaches to Learning* and the strand *Logic, Reasoning, and Problem Solving*. There is no sub-strand for this indicator, and thus the placeholder "0" is inserted.

<b>Table.1—Details the Coding Information for Standards and Strands.</b>	
<b>Organizational Level</b>	<b>Code Identifier</b>
Approaches to Learning	AL
Curiosity and Initiative	1
Attention, Engagement, and Persistence	2
Logic, Reasoning, and Problem Solving	3
Social-Emotional Development	SE
Self	1
Relationships	2
Language and Early Literacy Development	LL
Listening and Speaking	1
Reading	2
Writing	3
Cognition and General Knowledge	CK
Mathematics	1
Science	2
Creative Arts	3
Technology	4
Patriotism and Social Studies	P
Sense of Community	1
History	2
Geography	3
Economics	4
Islamic Education	R
Islamic Knowledge	1
Islamic Behavior	2
Health and Physical Development	HP
Health and Safety	1
Physical Development	2

**Table.2—Details Each Standard and the Knowledge and Skills it Addresses.**

<p><b>Approaches to Learning</b> addresses the skills and dispositions that foster children’s learning. This includes fostering their natural interest and curiosity, their desire to take initiative in seeking information, and the development of their attention and persistence in learning and in undertaking exploratory tasks. This standard also focuses on positive learning behaviors and natural inclinations such as cooperation, risk taking, and creativity.</p> <p><b>Language and Early Literacy Development</b> focuses on the development of both Classical and colloquial Arabic language. This standard includes listening and speaking skills, such as understanding the communicative function of speech; writing and nonverbal language; receptive and expressive vocabulary development; and enjoyment of books, storytelling, and conversation. It also addresses the use and understanding of language and literacy conventions such as grammar, sentence structure, print concepts, and phonological and phonemic awareness.</p> <p><b>Patriotism and Social Studies</b> addresses the concepts and values associated with establishing a sense of nationalism in young Saudi Arabian citizens. This includes essential content knowledge of the Kingdom of Saudi Arabia, such as history, geography, economy, basic knowledge of important leaders, and cultural traditions. It also includes developing a sense of self within the context of the nation’s cultural and religious values, and knowing one’s rights and responsibilities toward society and the country.</p> <p><b>Social-Emotional Development</b> includes the skills required for adapting to and thriving in society, such as creating relationships with adults and peers, the ability to work and play in a group, thinking and acting independently, solving conflicts, managing responsibilities, and understanding and</p>	<p>complying with social rules. It also includes the ability to identify and express feelings and emotions appropriately, exhibit self-esteem, and show respect toward others.</p> <p><b>Cognition and General Knowledge</b> addresses the internal mental processes and functions that develop thinking and the ability to use information. Presented within the context of the academic knowledge areas of mathematics, science, creative arts, and technology, these skills include question asking, experimentation, problem solving, and creativity and imagination. This standard also includes content-specific indicators within each of these academic topics.</p> <p><b>Islamic Education</b> is essential for developing the religious feelings, knowledge, and skills that will allow children to fully participate in the Islamic faith and lifestyle. This standard encompasses all aspects of the religion required by Allah, as described in the Qur’an. This includes, where appropriate, performance of religious commitments such as prayer and fasting, memorization and recitation of Qur’anic verses, conducting prayers, and developing love for the Prophet and knowledge of his life, morals, and actions. It also includes establishing Islamic behaviors, such as being courteous and respectful to others, which are considered the manifestation of the principles, values, and customs of Islam.</p> <p><b>Health and Physical Development</b> addresses development of coordination, mobility, and fine and gross motor control and manipulation, as well as the development of the five senses and ability to recognize spatial relationships. It also focuses on building knowledge and positive attitudes about healthy practices, such as daily personal hygiene, nutrition guidelines, healthy physical activity, and behaviors that contribute to personal safety.</p>
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## Age Groupings

This document organizes indicators into four age groupings. These age groups coincide with the levels of kindergarten in Saudi Arabia. In order for this document to be most useful to educators and caregivers, the development team concluded that developmental indicators should correspond to the age divisions already outlined by the education system in the Kingdom. Thus, indicators are presented in the following age groupings: At or Around 3 Years, At or Around 4 years, At or Around 5 years, and At or Around 6 years. These age groups, as the titles indicate, are written to reflect child development toward the end of the identified age level. As the language used to title each age grouping also suggests, child development is a continuum, and these age groupings should not be considered fixed in stone. It is expected that children will vary in when and how they reach different milestones. Additionally, while most children are likely to exhibit the skills and demonstrate the knowledge outlined within each age group, some children will show mastery of some indicators significantly earlier or later, and some may not show mastery of some indicators at all.

For example, it is generally expected that by the time children are 5 years old, they will be able to follow multi-step instructions that combine three to four concepts and use a variety of grammar elements, such as: "It's time to clean up! Please wash your hands and join us on the carpet." However, children that are new to the language of instruction may not be able to follow such a complex instruction until much later. Likewise, children coming from extremely rich language environments may reach this milestone earlier in life. These differences are expected due to the inherent variation in children and are not, in and of themselves, cause for concern.

## Caring for Children with Special Needs

Caring for children with special needs is much the same as caring for all children. All children need love, good nutrition, responsive care, and stimulating environments. There are, however, some areas in which children with special needs may require additional considerations and supports to which parents and teachers must be sensitive. As each child's abilities and learning styles are unique, these supports will differ for each child.

The Early Learning Standards are written for use with all children. Variability in how and when children exhibit skills is normal and expected. It is important to note, however, that early intervention is important, and teachers are in a unique position to observe inconsistencies in developmental progress through their daily interactions with children. Formal developmental screening does play an important role in early childhood settings, and teachers must use their professional judgment and understanding of child development to determine when this step may be appropriate.

The Early Learning Standards are a valuable tool to support teachers' knowledge and decision making. However, the Standards are not written as a diagnostic evaluation tool for identifying special needs. Teachers who believe a child may have special needs should follow their school's protocol for formal developmental screening.

For children with identified special needs, teachers should practice inclusion to the greatest extent possible. This means that teachers should promote access, encourage participation, and provide supports when needed to ensure children with identified special needs are able to gain as much as possible from the environment and community. Inclusive practices enrich the learning environment for all students and communicate a clear message that all children are valued members of the community. All children learn from their environments, an important part of which includes interactions with other children. Limiting children's access to the community and other aspects of the learning environment will limit their opportunities to develop to their full potential.

The strategies found in this document can be adapted to meet the needs of individual children in an inclusive learning setting. Teachers are further encouraged to seek additional guidance from experts with specialized knowledge in supporting children with individual identified special needs.

**Table.3 shows a sample indicator, labeled with table elements.**

**KG1 (3–4 Years)**

<b>3.0 Logic, Reasoning, and Problem Solving</b>				
<i>Children will show increasing ability to analyze previous information in order to reason, theorize, and solve problems.</i>				
<b>At or Around 3 Years</b>			<b>At or Around 4 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
AL 3.0.1 KG1	Recognize some problems and experiment with strategies to solve them, including seeking help or information from an adult.	<ul style="list-style-type: none"> <li>• Try to crawl up a ramp a second time after losing their balance the first time.</li> <li>• Ask an adult to flip a light switch that she cannot reach.</li> </ul>	Recognize and try to solve problems independently by employing one or more strategies.	<ul style="list-style-type: none"> <li>• Work on a puzzle and try to fit pieces together; try different methods and ask for help from an adult or peer when facing difficulty.</li> <li>• Reject the teacher's offer to use the glue stick because it was too dry the last time they tried to use it.</li> </ul>
AL 3.0.2 KG1	Use trial and error strategies to solve simple problems.	<ul style="list-style-type: none"> <li>• Use their cupped hands to carry water from the sink to the sand pile, then switch to using a bucket when they realize that the first method does not work well.</li> </ul>	Modify actions based on prior knowledge or experience.	<ul style="list-style-type: none"> <li>• Suggest that it is cold outside because it is raining.</li> </ul>
AL 3.0.3 KG1			Reason about the relationships between phenomena, such as a wilted flower not having enough water.	<ul style="list-style-type: none"> <li>• Tell the teacher that they are hungry because they didn't eat breakfast.</li> </ul>





# Approaches to Learning

The standard of *Approaches to Learning* addresses how children learn. Specifically, this standard describes the tools and skills that facilitate children’s learning. These include the behaviors and attitudes that support learning in all developmental and academic domains, such as natural interest and curiosity; the ability to attend, engage, and persist in tasks; and logical thinking and problem solving, both individual and cooperative.

Children begin to demonstrate these attitudes and skills as infants when they use their senses to explore the world and show increased interest in particular toys or objects. Toddlers may experiment with solutions to simple problems and recognize when they need to ask an adult for help with a difficult task. As children grow, these approaches to learning become more obvious to adult observers as positive learning habits and attitudes, such as goal setting and commitment to seeing tasks through to completion.

As young children grow and develop, their approaches to learning will reflect individual learning styles and preferences. Some children will enthusiastically engage in different experiences, while others may prefer to invest significant time and attention toward a familiar activity. In order to support young learners, it is essential that educators and caregivers carefully observe the children in their care and encourage them as they find their own way to approach learning.

Introduction

Approaches to Learning

Social-Emotional Development

Language and Early Literacy Development

Cognition and General Knowledge

Patriotism

Islamic Education

Health and Physical Development

This standard is organized into three strands: *Curiosity and Initiative*; *Attention, Engagement, and Persistence*; and *Logic, Reasoning, and Problem Solving*.

## Curiosity and Initiative

*Curiosity and Initiative* focuses on how children approach learning new information. Children are born with a natural impulse to understand how the world works. This curiosity is a strong motivator for children to explore their environments and seek out information. Initiative, or a child's willingness and ability to take action in the pursuit of knowledge, is often a response to this curiosity, propelling children forward into new experiences.

Key focal points:

- Seeking out new experiences
- Refining skills through practice

## Attention, Engagement, and Persistence

This strand addresses a child's willingness and ability to dedicate personal resources to learning. As babies, the world is very new, and nearly everything a child encounters provides something new and interesting to learn. As children grow, however, more time and energy is required to gain new skills and information. The ability to attend to and engage with stimuli for extended periods of time gives children more opportunities to learn and process new information. The ability to persist in challenging tasks provides additional opportunities to learn about how the world works.

Key focal points:

- Attention and engagement
- Task completion
- Asking for help

## Logic, Reasoning, and Problem Solving

Logic, Reasoning, and Problem Solving addresses a child's ability to use prior knowledge to discover new things about the world. It also includes the associative tasks that are essential to building, using, and applying knowledge. Logic and reasoning are cognitive functions that require children to analyze information within the context of their background knowledge and to adapt that knowledge in order to understand something new. Problem solving requires children to take their analysis a step further and come up with possible solutions or strategies to a challenge. These complex skills are essential for competence and success throughout a child's schooling and personal and professional life.

Key focal points:

- Analyzing and using prior knowledge
- Experimenting with solution strategies

## Before 3 Years Old

Infants and toddlers show interest in the world and excitement in their learning. From birth, babies track stimuli with their eyes, and as they grow, infants become increasingly aware of and interested in their surroundings. They begin to pay attention and develop preferences for people, sights, sounds, and objects. As children become more independent, they explore their environment enthusiastically and delight in their discoveries, developing increased confidence to try new things and persistence for more demanding tasks. Infants and toddlers start to understand that their actions affect the world around them. For example, a child pushes a toy and it goes across the floor, or she smiles and coos and a responsive adult coos back.

To support infants and toddlers as they grow and learn, adults should provide environments that are safe and stimulating. Providing children with a variety of stimuli, such as toys, books, sounds, and different kinds of materials, offers children a wide range of information and helps them to discover their own interests. Adults should establish environments in which children are safe to explore independently, but adults should also be available to share in children's excitement and discoveries. Adults should show interest and enthusiasm for young children's accomplishments and should also be responsive to children's actions. For example, an adult might respond verbally to an infant's babbling, or excitedly explain to a toddler that his kicking action moved a ball. Adults should also take time to model persistence and flexibility for children, showing them different ways to solve simple problems and allowing them the independence to try their own strategies.

Some ways that infants and toddlers may show healthy development in approaches to learning include:

- Showing interest in themselves
- Exploring their surroundings with their senses
- Reacting to voices and sounds
- Reacting positively to a caregiver's face, voice, and touch
- Repeating actions to elicit desired, pleasurable outcomes
- Showing enthusiasm for exploring and learning
- Showing confidence and independence in trying new things
- Expressing an interest in accomplishing goals on their own as well as the belief that they can do it
- Expressing wants and needs
- Showing an interest in what others are doing
- Asking questions
- Showing a willingness to try new tasks
- Persisting in spite of challenges

## KG1 (3–4 Years)

1.0 Curiosity and Initiative				
<i>Children will show motivation to explore, gain new experiences, and seek out knowledge.</i>				
At or Around 3 Years			At or Around 4 Years	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
AL 1.0.1 KG1	Use their senses to explore the environment.	<ul style="list-style-type: none"> <li>• Touch and hold unfamiliar objects.</li> <li>• Engage in parallel play near another child.</li> </ul>	Show enthusiasm and interest in exploring the environment and participating in activities.	<ul style="list-style-type: none"> <li>• Ask questions.</li> <li>• Seek out new tools and toys to play with.</li> <li>• Listen with interest as the teacher describes a new topic or activity.</li> <li>• Explain to a friend how to play with a toy or game.</li> <li>• Ask to read the same book several times.</li> <li>• Answer the teacher’s questions during a group discussion.</li> <li>• Experiment with new and increasing detail when drawing familiar scenes.</li> <li>• Go find the red marker from the art corner instead of using the markers available at the table.</li> <li>• Ask a friend to join a game.</li> </ul>
AL 1.0.2 KG1	Engage in new play activities, including imitation of peers and adults.	<ul style="list-style-type: none"> <li>• Imitate activities the child has observed from adults, such as setting a table for mealtime or pretending to read a book.</li> </ul>	Choose to participate in a variety of new and familiar experiences.	
AL 1.0.3 KG1	Attempt a new skill in a variety of new and different ways.	<ul style="list-style-type: none"> <li>• Express an interest in joining a cooking activity that the teacher has started with another classmate.</li> </ul>	Make choices and decisions regarding the materials used in activities.	
AL 1.04 KG1	Show interest in people, objects, and events.			

## KG1 (3–4 Years)

### 2.0 Attention, Engagement, and Persistence

*Children will show increasing attention for learning opportunities, the interest and ability to engage with others and activities, and an ability to persist in their learning, despite challenging circumstances.*

At or Around 3 Years			At or Around 4 Years	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
AL 2.0.1 KG1	Attend to activities for increasing periods of time, though they may become easily distracted.	<ul style="list-style-type: none"> <li>• Organize most of the materials in the art area with one or two reminders from the teacher to stay on task.</li> <li>• Sit and listen to a familiar story with little or no redirection.</li> </ul>	Remain engaged in an activity for an extended period of time and ignore potential distractions.	<ul style="list-style-type: none"> <li>• Ask the teacher for permission to stay in a play corner for an extended period of time.</li> </ul>
AL 2.0.2 KG1	Enjoy participating in and completing activities; enjoy sharing achievements.	<ul style="list-style-type: none"> <li>• Proudly announce that they have successfully completed a game and ask to play again.</li> </ul>	Work toward completion of a task despite difficulties, and interruptions.	<ul style="list-style-type: none"> <li>• Continue playing in the Construction Corner, despite the arrival of visitors.</li> </ul>
AL 2.0.2 KG1	Ask an adult for assistance to complete a difficult task.	<ul style="list-style-type: none"> <li>• Show their mother a picture they painted during art class.</li> <li>• Ask a teacher to watch as they build a block tower.</li> <li>• Ask a teacher to help him complete a puzzle.</li> <li>• Ask a teacher to help them complete a puzzle.</li> </ul>	Seek out and accept help from others when needed.	<ul style="list-style-type: none"> <li>• Continue working on a new, challenging, puzzle until successfully completing it.</li> <li>• Allow a friend to help build a block tower.</li> <li>• Continue to attempt walking across a low balance beam, despite falling off several times.</li> </ul>

**KG1 (3–4 Years)**

**3.0 Logic, Reasoning, and Problem Solving**

*Children will show increasing ability to analyze previous information in order to reason, theorize, and solve problems.*

At or Around 3 Years			At or Around 4 Years	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
AL 3.0.1 KG1	Recognize some problems and experiment with strategies to solve them, including seeking help or information from an adult.	<ul style="list-style-type: none"> <li>• Try to crawl up a ramp a second time after losing their balance the first time.</li> <li>• Ask an adult to flip a light switch that she cannot reach.</li> </ul>	Recognize and try to solve problems independently by employing one or more strategies.	<ul style="list-style-type: none"> <li>• Work on a puzzle and try to fit pieces together; try different methods and ask for help from an adult or peer when facing difficulty.</li> </ul>
AL 3.0.2 KG1	Use trial and error strategies to solve simple problems.	<ul style="list-style-type: none"> <li>• Use their cupped hands to carry water from the sink to the sand pile, then switch to using a bucket when they realize that the first method does not work well.</li> </ul>	Modify actions based on prior knowledge or experience.	<ul style="list-style-type: none"> <li>• Reject the teacher’s offer to use the glue stick because it was too dry the last time they tried to use it.</li> <li>• Suggest that it is cold outside because it is raining.</li> </ul>
AL 3.0.3 KG1			Reason about the relationships between phenomena, such as a wilted flower not having enough water.	

# Strategies for Adults Working With 3 to 4 Year Olds

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1. Organize the environment in an attractive, inviting way. Use materials that appeal to children's senses and are open-ended, meaning there is not one specific way the materials must be used.
2. Provide sufficient space and time for children to play.
3. Provide space that is safe from dangerous items so that children may explore freely.
4. Allow children to make choices about what, where, when, and with whom they play.
5. Provide toys, books, and activities that span the developmental spectrum. Provide experiences that are interesting, exciting, and challenging for children despite their individual level.
6. When children show an interest in a new toy or activity, show them different ways they can play and how they can use different materials.
7. Provide different types of materials and many opportunities for play and practicing skills. For example, provide several different kinds of writing materials that children may choose to use.
8. Recognize children's achievements with specific feedback about what the child did. For example, "Wow! You used many colors in your picture!"
9. Show an interest in and enthusiasm for children's achievements and discoveries. Talk to them about what they are doing and ask meaningful follow-up questions.
10. Encourage children as they explore new activities, and be available to provide help if they request it.
11. Allow children time to work through a problem before intervening. When possible, wait for children to ask for help before providing it.
12. Talk aloud about your own actions and experiences. Talk through problems out loud so that children may hear your thought process as you figure something out.

## KG 2 and KG3 (4–6 Years)

### 1.0 Curiosity and Initiative

*Children will show motivation to explore, gain new experiences, and seek out knowledge.*

At or Around 5 Years		At or Around 6 Years		
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
AL 1.0.1 KG2-3	Show the willingness and initiative to experiment with tools, toys, and the environment in new and unfamiliar ways.	<ul style="list-style-type: none"> <li>• Try to measure the length of the playground with a rope.</li> <li>• Ask to try a new food at mealtime.</li> <li>• Choose to go to the reading corner to look at a book independently.</li> <li>• Enthusiastically perform classroom jobs and perform these duties without instruction from the teacher.</li> <li>• Ask and answer questions during a group story time.</li> <li>• Utilize several different painting materials.</li> <li>• Ask the teacher what a bug on the playground is doing.</li> </ul>	Approach tasks and activities with increased flexibility, imagination, and inventiveness.	<ul style="list-style-type: none"> <li>• Ask the teacher for permission to share an experience with the class during circle time.</li> <li>• Make suggestions to classmates about how to improve the play experience.</li> <li>• Volunteer to be the line leader for a day when they notice that the child with that job is absent.</li> <li>• Ask the teacher about an upcoming field trip.</li> <li>• Look through a book about water animals to find out what a whale looks like.</li> <li>• Try mixing several colors of paint in the art center to see what will happen.</li> </ul>
AL 1.0.2 KG2-3	Choose to participate in a variety of experiences independently and as part of a group.		Share ideas and interests.	
AL 1.0.3 KG2-3	Ask questions about events, people, and the environment.		Ask questions about a variety of topics.	
AL 1.0.4 KG2-3			Initiate and actively participate in activities in a variety of familiar environments.	
AL 1.0.5 KG2-3			Investigate and experiment to discover information.	

## KG2 and KG3 (4–6 Years)

### 2.0 Attention, Engagement, and Persistence

Children will show increasing attention for learning opportunities, the interest and ability to engage with others and activities, and an ability to persist in their learning, despite challenging circumstances.

At or Around 5 Years			At or Around 6 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
AL 2.0.1 KG2-3	Engage in child- and teacher-directed activities for increasing periods of time.	<ul style="list-style-type: none"> <li>Continue to work on a tall block structure, trying different tactics, until the tower stands on its own.</li> </ul>	Maintain attention in child- and adult-directed activities despite distractions and interruptions.	<ul style="list-style-type: none"> <li>Practice writing their name many times, until it is written “perfectly.”</li> <li>Plan to have a party, inviting their friends from class.</li> </ul>
AL 2.0.2 KG2-3	Persist with an activity until a goal is reached.	<ul style="list-style-type: none"> <li>Encourage classmates to stay on task when trying to complete a group project.</li> </ul>	Demonstrate the ability to remain engaged in an activity or experience.	<ul style="list-style-type: none"> <li>Conduct a simple experiment to see which toy cars are the fastest by setting up ramps and asking friends to participate in testing hypotheses.</li> </ul>
AL 2.0.3 KG2-3	Persist in increasingly challenging tasks, seeking out help when needed.		Persist in increasingly challenging tasks, trying to work through difficulties independently but seeking out help from adults or peers as necessary.	<ul style="list-style-type: none"> <li>Try to tie their shoes, refusing offers of help, and continuing until succeeding.</li> </ul>
AL 2.0.4 KG2-3			Develop goals and follow through on plans, making adjustments as necessary.	<ul style="list-style-type: none"> <li>Save a piece of unfinished artwork and ask to finish it later.</li> </ul>

### KG 2 and KG3 (4–6 Years)

<b>3.0 Logic, Reasoning, and Problem Solving</b>				
<i>Children will show increasing ability to analyze previous information in order to reason, theorize, and solve problems.</i>				
<b>At or Around 5 Years</b>			<b>At or Around 6 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
AL 3.0.1 KG2–3	Apply prior knowledge to new situations and tasks.	<ul style="list-style-type: none"> <li>• Suggest making a handheld paper fan to use in case of a power outage.</li> <li>• Replace large construction pieces with smaller ones to build the roof of a house.</li> <li>• Use a large, hollow block as a container for transporting small toys to another play corner.</li> </ul>	Apply prior knowledge to new situations and tasks.	<ul style="list-style-type: none"> <li>• Suggest the teacher mix yellow and blue paints together when she announces the green paint has run out.</li> <li>• Suggest to classmates that they ask the teacher for tape so they can connect several papers together to make a banner.</li> </ul>
AL 3.0.2 KG2–3	Recognize and try to solve problems by employing a variety of different strategies.		Recognize and try to solve problems by employing a variety of different strategies.	

# Strategies for Adults Working With 4 to 6 Year Olds

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1. Provide ample opportunities and time for children to explore a variety of activities and materials, both as part of a group and individually.
2. Encourage children to pursue their interests. For example, if a child enjoys football, a caregiver can play with them, read books about the game, research different players, and discuss different strategic plays. Children can practice many important skills while learning about and engaging in things that already hold their interest.
3. Provide ample time and opportunities for children to engage both in self-initiated and adult-directed activities throughout the day.
4. Provide opportunities for children to return to tasks that they wish to continue later in the day.
5. Praise children's efforts with specific feedback that provides information about what they are doing well and why this matters. For example, "Maha, your eyes are on me and you are sitting very quietly. I can tell you are paying close attention to the story. Well done!"
6. Praise children on their persistence and concentration rather than the finished product or completed task.
7. Encourage children to join your problem-solving process by wondering aloud about solutions and asking for their feedback. For example, "I wonder what we should do about..." and "What do you think about...?"
8. Try children's suggested solutions to problems. Afterward, talk about what worked well, what did not, and possible reasons why.
9. Provide activities for which the goal is trying different strategies, rather than finding a right or wrong answer.
10. Ask children to engage in thought exercises, such as creating a new ending to a familiar story or playing a game of "What if...?"
11. Provide children with time and resources to process their experiences. For example, ask them to draw something from their trip to the zoo, or give them time to sit and think about a story before completing an assignment about it.
12. Provide opportunities for children to "talk out" different approaches to challenges, deciding on which approach might work best given the circumstances.





# Social-Emotional Development

The standard of *Social-Emotional Development* addresses social and emotional competencies, which are strongly linked to each other and tied to all other developmental and academic domains. This standard includes the ability to create relationships with others, regulate one's own behavior and emotional expression, create a sense of self-identity, and manage responsibility. Healthy social-emotional development provides an important framework for success throughout one's life.

Social development particularly addresses a child's ability to develop relationships with others. As an infant, children begin to recognize familiar faces and interact with adults. Babies look at their caregivers' faces and initiate social interactions through smiles and vocalizations. As children grow, they begin to interact with others in more sophisticated ways, such as back-and-forth conversations, cooperative play, and conflict resolution.

Emotional development is intrinsically tied to social development. In addition to interactions with peers and adults (skills that are primarily social in nature), the ability to share and appropriately express emotions encourages positive social interactions. As children establish their self-identity, they begin to make clear distinctions between themselves and others. Their understanding and ability to process emotions becomes more mature, and by the time they are toddlers they will begin to recognize and empathize with the feelings of others.

Introduction

Approaches to Learning

**Social-Emotional Development**

Language and Early Literacy Development

Cognition and General Knowledge

Patriotism

Islamic Education

Health and Physical Development

Healthy social-emotional development begins at birth as children establish attachments to caregivers and other adults. Children who benefit from secure relationships as infants later develop friendships with peers and learn to integrate effectively and positively into society. Competencies within this standard depend on a child's receiving appropriate, responsive, and nurturing care in his or her early years.

Young children acquire these competencies by experiencing authentic close relationships and through activities that give them opportunities to observe and practice social behavior. Play activities—both individual and group activities—are thus some of the most important experiences for young children as they provide numerous opportunities for acquiring these skills. In particular, shared pretend play allows children frequent opportunities to engage in conversation, follow and enforce rules, play a variety of pretend roles, and participate in cooperative endeavors, to name a few.

The standard is organized into two strands: *Self* and *Relationships*.

## Self

The strand of *Self* focuses on emotional development. Specifically, it addresses a child's self-awareness and ability to regulate his or her own behavior. This strand is subdivided into three sub-strands, *Self-Concept*, *Self-Regulation*, and *Emotional Expression*. Together these sub-strands include indicators that allow children to demonstrate their sense of self-identity, including their understanding of themselves as individuals; to recognize their own wants, needs, and preferences; and to develop awareness and control of their emotions and feelings. Developing a sense of personal identity helps children build self-esteem and confidence, which is important for their success in school and personal life. Additionally, the ability to regulate one's behavior and emotions are important skills for participation in society.

Key focal points:

- Identifying and expressing personal and familial information
- Understanding emotions
- Controlling behavior
- Identifying and expressing emotions

## Relationships

This strand focuses on social development, especially addressing a child's ability to create positive relationships. The ability to form trusting relationships and friendships is one of the strongest predictors of a child's future happiness and mental health. This strand addresses the social competencies children need to build these relationships and function in a social world. Two sub-strands focus on *Relationships with Adults* and *Relationships with Peers*.

Key focal points:

- Forming and maintaining relationships
- Social interactions and play

## Before 3 Years Old

Babies experience and express emotions before they are able to fully understand them. As they begin to process, name, and manage their emotions, they also become more aware of the emotions of others and begin to build the skills that support connection and interaction with their community. This learning most optimally occurs through social interactions with caring, attentive adults. Providing infants and toddlers with a sense of safety, consistency, support, and love is extremely important to healthy social-emotional growth, as well as to the cognitive functioning that social-emotional competency supports.

In a child's earliest years, emotion and cognition are tightly interrelated. Children who develop secure emotional attachments to adults have a greater capacity for learning and development. It is through these relationships that children gain the confidence to explore their environment, gain an understanding and interest in others, and learn to regulate their own behavior and emotions in ways that are socially appropriate in their given cultural surroundings.

Providing responsive care to infants and toddlers is the most important thing adults can do to support their healthy social-emotional development. Additionally, adults should model appropriate social behavior and emotional regulation for young children in the context of these safe, warm relationships.

Infants and toddlers show healthy social-emotional development in many ways. Some of these include:

- Showing an interest in themselves and their own bodies
- Recognizing and showing preference for caregivers
- Imitating some adult-behavior
- Attempting to act with increasing independence
- Expressing their needs in a variety of ways
- Showing pride in their accomplishments and seeking to share their excitement with caregivers
- Expressing a wide range of emotions, including negative emotions
- Initiating social interactions with others

## 1.0 SELF

## KG1 (3–4 Years)

### 1.1 Self Concept

Children will develop and communicate a growing awareness of themselves as unique individuals with specific characteristics, abilities, and preferences.

	At or Around 3 Years		At or Around 4 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
SE 1.1.1 KG1	Refer to themselves, family members, and other important figures (such as a teacher or caregiver) by name.	<ul style="list-style-type: none"> <li>Name some of the members of their family. A child may mention his grandma by her name and his father by his name, saying, "My grandma is called Hessah and my father is called Abdullah."</li> </ul>	Identify themselves by their full name and describe themselves in terms of characteristics, capabilities, and preferences.	<ul style="list-style-type: none"> <li>Point to a picture they drew and say, "This is me. I have brown hair."</li> <li>Tell a caregiver what foods they enjoy.</li> <li>Tell classmates that they know how to play a game of interest.</li> </ul>
SE 1.1.2 KG1	Describe their physical characteristics.	<ul style="list-style-type: none"> <li>Tell a teacher that they are "big" (tall).</li> <li>Hug their teacher and say "I love you."</li> <li>Say, "I am hungry."</li> </ul>	Demonstrate an understanding of diversity, and identify some similarities and differences between others' physical characteristics.	<ul style="list-style-type: none"> <li>Choose activities independently.</li> <li>Tell a teacher that they are hungry and ask to eat a snack.</li> </ul>
SE 1.1.3 KG1	Identify and express their needs, feelings, interests, and preferences through age-appropriate language and behavior.	<ul style="list-style-type: none"> <li>Express their preference for a certain activity by saying "I love the toy corner."</li> <li>Feed themselves.</li> <li>Go to the toilet independently.</li> </ul>	Identify and express their needs, feelings, and interests.	<ul style="list-style-type: none"> <li>Ask for assistance in writing a letter to a parent.</li> <li>Perform some responsibilities at home and in class.</li> <li>Dress and undress independently.</li> </ul>
SE 1.1.4 KG1	Complete some familiar tasks with independence.	<ul style="list-style-type: none"> <li>Follow classroom cleanup procedures.</li> <li>Clap for themselves upon completing an activity.</li> </ul>	Show independence in performing many familiar activities and routines, and take initiative in trying new tasks.	<ul style="list-style-type: none"> <li>Follow start-of-the-day procedures independently.</li> <li>Watch a teacher kick a ball and say "Let me try!"</li> </ul>
SE 1.1.5 KG1	Express pride in their accomplishments.	<ul style="list-style-type: none"> <li>Show work to a caregiver, saying, "Look what I did!"</li> </ul>	Identify themselves as part of one or more groups.	<ul style="list-style-type: none"> <li>Hang their jacket in the right place when entering the classroom.</li> </ul>

**1.0 SELF**

**KG1 (3-4 Years)**

**1.1 Self Concept**

*Children will develop and communicate a growing awareness of themselves as unique individuals with specific characteristics, abilities, and preferences.*

	<b>At or Around 3 Years</b>		<b>At or Around 4 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
SE 1.1.6 KG1	Exhibit confidence in their abilities.	<ul style="list-style-type: none"> <li>• Show work to a caregiver, saying, "Look what I did!"</li> <li>• Ask a caregiver to watch them perform a task, saying, "Watch me!"</li> </ul>	Develop knowledge and appreciation of their gender and culture.	<ul style="list-style-type: none"> <li>• the right place when entering the classroom.</li> <li>• Name their classroom or school and say, "I belong to the Butterflies Class."</li> </ul>
SE 1.1.7 KG1	Assert themselves and vocalize their desires.	<ul style="list-style-type: none"> <li>• Say, "I can do it!"</li> <li>• Refuse assistance to complete a task they can do independently.</li> <li>• Say "No!" when they don't want to something.</li> <li>• Say, "I want blocks!" when offered free choice play.</li> </ul>	Verbalize confidence in many abilities and a sense of self-worth.	<ul style="list-style-type: none"> <li>• Describe themselves as belonging to a particular family group.</li> <li>• Exclaim when asked to wear a lady's costume in the dramatic play corner, "No! I'm a boy!"</li> <li>• Tell the teacher, when asked why a classmate was not allowed to join a game that she "just wants to play with the (other) girls" on the playground.</li> <li>• Demonstrate to a caregiver that they can switch off the light by stretching up onto their toes to reach the light switch.</li> <li>• Tell a caregiver that they have lots of friends.</li> </ul>

## 1.0 SELF

## KG1 (3–4 Years)

### 1.2 Self-Regulation

*Children demonstrate a growing understanding of their needs and wants and exercise an increasing level of control over their own behavior.*

	At or Around 3 Years		At or Around 4 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
SE 1.2.1 KG1	Follow established rules with adult supervision and guidance.	<ul style="list-style-type: none"> <li>Return tools and toys to their right places. Put on a bracelet that shows they are supposed to be playing in the art corner before starting to play.</li> </ul>	Follow established rules with increasing independence.	<ul style="list-style-type: none"> <li>Encourage a classmate to be quiet in the line by placing a finger over their mouth.</li> </ul>
SE 1.2.2 KG1	Respond to choices presented, sometimes requiring adult support.	<ul style="list-style-type: none"> <li>Select their own spot on the carpet where they can listen to the story.</li> </ul>	Show some understanding of the relationship between actions and consequences.	<ul style="list-style-type: none"> <li>Clean up their work station when prompted by the teacher.</li> </ul>
SE 1.2.3 KG1	Transition between activities with adult support.	<ul style="list-style-type: none"> <li>Choose to play on the tricycles when the teacher suggests, "Do you want to play on the tricycles or in the sandbox?"</li> </ul>	Transition between activities with limited adult support.	<ul style="list-style-type: none"> <li>Remind a friend about a rule and warn, "You're going to be in trouble."</li> </ul>
SE 1.2.4 KG1	Develop strategies to calm themselves, though they may often require adult support.	<ul style="list-style-type: none"> <li>Move with the teacher to the reading corner to listen to a new story.</li> </ul>	Develop strategies to calm themselves, requiring little adult support.	<ul style="list-style-type: none"> <li>Threaten to tell a teacher about a classmate that is exhibiting mean behavior.</li> </ul>
SE 1.2.5 KG1	Name their emotions.	<ul style="list-style-type: none"> <li>Ask the teacher, "When will my mom be here?" and feel calmed by her answer.</li> </ul>	Demonstrate the ability to wait (delay gratification) for short periods of time.	<ul style="list-style-type: none"> <li>Tell their friend that returning crayons to their right places keeps them from being lost.</li> </ul>
SE 1.2.6 KG1	Sometimes manage to control their impulses.	<ul style="list-style-type: none"> <li>Tell the teacher, "I'm happy!" when they get to play with a favorite toy.</li> </ul>	Show patience during group activities.	<ul style="list-style-type: none"> <li>Decline to play on a climbing gym because they "don't want to fall."</li> </ul>
SE 1.2.7 KG1	Anticipate familiar negative consequences when rules are not followed.	<ul style="list-style-type: none"> <li>Stop trying to grab a toy away from another child and instead say, "Give it back!"</li> <li>Say, "I'm sorry! I don't want time out!" when the teacher sees them breaking a rule.</li> </ul>		<ul style="list-style-type: none"> <li>Wait in line for their turn to use the swing.</li> <li>Cheerfully return to the classroom after outdoor play.</li> <li>Flip through a book in the reading corner to comfort themselves.</li> <li>Wait for another classmate to finish his turn before rolling the game die.</li> </ul>

**1.0 SELF**

**KG1 (3-4 Years)**

**1.3 Emotional Expression**

*Children demonstrate an increasing understanding and control over their feelings and develop ways to regulate and express their emotions in socially appropriate ways.*

	<b>At or Around 3 Years</b>		<b>At or Around 4 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
SE 1.3.1 KG1	Name common emotions in themselves and others, sometimes requiring adult support.	<ul style="list-style-type: none"> <li>• Look at a picture and say, "She is happy."</li> <li>• Ask the teacher, "Is she angry?" when they notice a classmate crying.</li> </ul>	Communicate feelings, including some causes for feelings.	<ul style="list-style-type: none"> <li>• Express to their father when he arrives home after being away, "I missed you!"</li> <li>• Show pleasure when a classmate receives a compliment from the teacher.</li> </ul>
SE 1.3.2 KG1	Communicate some feelings, and identify some causes for feelings with help from an adult.	<ul style="list-style-type: none"> <li>• Say, "I'm sad because I want my mommy."</li> <li>• Give a teacher a hug because they are happy to see her.</li> </ul>	Demonstrate an awareness of and empathy for the feelings of others.	<ul style="list-style-type: none"> <li>• Pretend cry during dramatic play.</li> </ul>
SE 1.3.3 KG1	Demonstrate an awareness of emotions and appropriate responses to their own and others' feelings.	<ul style="list-style-type: none"> <li>• Give a pat on the shoulder to a classmate who lost a game.</li> <li>• Associate emotions with words and facial expressions.</li> </ul>	Experiment with emotion through pretend play.	<ul style="list-style-type: none"> <li>• Pretend to be angry with someone as part of dramatic play.</li> </ul>
SE 1.3.4 KG1			Associate emotions with words and facial expressions.	

## 2.0 RELATIONSHIPS

### KG1 (3–4 Years)

2.1 Relationships with Adults				
<i>Children will develop healthy relationships and engage in socially appropriate interactions with adults.</i>				
	At or Around 3 Years		At or Around 4 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
SE 2.1.1 KG1	Demonstrate positive relationships with familiar adults. Show an interest	<ul style="list-style-type: none"> <li>• Label important relationships. For example, “This is my mommy,” and “I love my teacher.”</li> <li>• Turn their attention to adults when they are speaking.</li> <li>• Imitate adult-behavior during pretend play; for example, putting on high heels in the dramatic play corner.</li> <li>• Ask an adult to read a story with them.</li> <li>• Interact with a few adults who are unfamiliar to them.</li> <li>• Ask the teacher to sit next to them during mealtime.</li> </ul>	Express affection for certain familiar adults.	<ul style="list-style-type: none"> <li>• Say “I love you” to a parent or teacher.</li> <li>• Ask a familiar adult to play a game with them.</li> <li>• Express sympathy when they see that an adult is hurt.</li> <li>• Ask the teacher to help them climb up on a chair.</li> <li>• Use tools as per the teacher’s instructions.</li> <li>• Run happily onto the playground after saying a quick goodbye to their mother.</li> <li>• Run up to a friend and hug him tightly, but give a teacher a gentle hug.</li> </ul>
SE 2.1.2 KG1	in adults’ language and behavior. Seek out familiar		Seek out familiar adults for comfort and support.	
SE 2.1.3 KG1	adults for comfort and guidance. Initiate interactions		Seek and accept guidance from adults.	
SE 2.1.4 KG1	with adults. Check with an		Communicate with adults freely.	
SE 2.1.5 KG1	adult periodically for approval and guidance.		Separate from familiar adults with ease.	
SE 2.1.6 KG1			Differentiate their behavior when interacting with adults and when interacting with peers.	

**2.0 RELATIONSHIPS****KG1 (3–4 Years)****2.2 Relationships with Peers**

*Children will develop healthy relationships and engage in socially appropriate interactions with peers.*

	<b>At or Around 3 Years</b>		<b>At or Around 4 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
SE 2.2.1 KG1	Develop short-term friendships with peers.	<ul style="list-style-type: none"> <li>• Seek out certain children for play.</li> </ul>	Develop friendships.	<ul style="list-style-type: none"> <li>• Seek out specific children for play.</li> </ul>
SE 2.2.2 KG1	Engage in associative play with peers.	<ul style="list-style-type: none"> <li>• Notice when certain children are absent.</li> <li>• Watch other children with interest and excitement.</li> </ul>	Engage in cooperative and imaginative play with peers.	<ul style="list-style-type: none"> <li>• Share a toy with specific children without instruction to do so.</li> </ul>
SE 2.2.3 KG1	Engage in some cooperative play with peers.	<ul style="list-style-type: none"> <li>• Pick up a doll and begin to play with it in a similar way to another young child, already at play.</li> </ul>	Engage in group play.	<ul style="list-style-type: none"> <li>• Put an arm around a child and tell an adult, "This is my friend."</li> </ul>
SE 2.2.4 KG1	Assert ownership of toys and materials.	<ul style="list-style-type: none"> <li>• Occasionally play with the same one or two children for a short time.</li> </ul>	Seek guidance to resolve conflicts with peers.	<ul style="list-style-type: none"> <li>• Hold their friends' hands to make a circle.</li> <li>• Join a group of classmates to create a role play about a party.</li> </ul>
SE 2.2.5 KG1	Show an understanding of taking turns when playing with peers.	<ul style="list-style-type: none"> <li>• Join in with a small group of children.</li> </ul>	Negotiate with other children to solve a problem.	<ul style="list-style-type: none"> <li>• Ask the teacher who will get to play with the red car when they cannot agree with another classmate.</li> </ul>
SE 2.2.6 KG1		<ul style="list-style-type: none"> <li>• Say to a teacher, "He took my toy!"</li> <li>• Say, "That's mine!" when another child takes the crayon they are using.</li> <li>• Add a piece of play food to a pot when the teacher says, "Now it is your turn."</li> <li>• Wait for another child to move off the slide before descending down the slide.</li> </ul>	Make decisions collaboratively with other children.	<ul style="list-style-type: none"> <li>• Agree to take turns on the swing when two children want to play at the same time.</li> <li>• Decide with other children to build a zoo and each be a different animal in the dramatic play corner.</li> </ul>

# Strategies for Adults Working With 3 to 4 Year Olds

1. Help establish a sense of security and comfort by developing warm relationships with children and promoting a safe, joyful classroom environment.
2. Encourage conversations among children, both individually and in small groups. Model positive communication behaviors by showing children you are listening to what they are saying. For example, ask meaningful follow-up questions about what they express, credit their ideas, and build on what they say.
3. Encourage family involvement in the classroom. Show families that you value their partnership by inviting participation, establishing frequent two-way communication, and sharing positive feedback about their children.
4. Encourage children to create a link between home and school by bringing in photos of their families, talking about their family, and retelling stories about their home life while at school. Teachers can set up a display or create a book with children's family photos.
5. Give children opportunities to talk about themselves, their families, their experiences, and their accomplishments.
6. Design the environment in a way that stimulates and challenges children regardless of their developmental level. Provide accessible materials at a range of difficulty levels. Create displays at children's eye level that are interesting and age-appropriate.
7. Be attentive to children's social interactions, and support children's efforts to develop friendships. For example, provide spaces for small groups of children to play on their own, and talk to small groups of children about what they accomplished together.
8. Provide children with appropriate words to express what they are feeling when they do not know how to express it themselves. For example, say to a child who is crying at the start of the day, "I think you are feeling sad because you miss your mother. Can you tell me more about how you are feeling?" Or to a child watching a group of children playing, say, "It looks like you would like to play with those children. Why not try saying 'Can I play with you?'"
9. Encourage children to take ownership and responsibility for the classroom by sharing in discussions about classroom rules and routines, performing small classroom jobs, and taking responsibility for small areas of the classroom (such as a personal cubby where they keep their materials and belongings).
10. Encourage feelings of ownership and belonging in the classroom by using walls and boards to display children's creations and contributions. Make as much of the classroom as possible accessible to children, and let them explore it independently.
11. Talk about feelings and emotional needs, both of children's own feelings and the feelings of others. Provide photo books depicting children experiencing different emotions, including positive emotions such as happiness.
12. Allow children to actively participate in the process of resolving conflicts by modeling and instructing them on how to work together to solve problems, asking for their input and praising their positive ideas. For example, "Muhammed, Omar is sad because you took the toy he was playing with. What do you think would help Omar feel better?"

**1.0 SELF****KG2 and KG3 (4–6 Years)****1.1 Self-Concept**

*Children will develop and communicate a growing awareness of themselves as unique individuals with specific characteristics, abilities, and preferences.*

	<b>At or Around 5 Years</b>		<b>At or Around 6 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
SE 1.1.1 KG2-3	Distinguish themselves as individuals by describing and differentiating their own characteristics, capabilities, and preferences from those of others.	<ul style="list-style-type: none"> <li>• Say, "I am the oldest of my brothers."</li> <li>• Say, "I can ride a bike!"</li> <li>• Tell their mother that they are in KG because they are "still little."</li> <li>• Tell a friend that they are going to play in the construction corner during free time.</li> </ul>	Distinguish themselves as individuals by describing and differentiating their own characteristics, capabilities, and preferences from those of others.	<ul style="list-style-type: none"> <li>• Say, "I am big and strong. I can kick the ball into the goal."</li> <li>• Mention that they are old enough to sleep alone in their room.</li> <li>• Express interests. For example, "I will be a doctor when I grow up."</li> </ul>
SE 1.1.2 KG2-3	Identify themselves as members of specific groups by identifying shared characteristics.	<ul style="list-style-type: none"> <li>• Tell the teacher, "I don't feel well. I want to lie down."</li> </ul>	Identify and express their needs, feelings, and interests.	<ul style="list-style-type: none"> <li>• Say, "I'd like to stay a little longer in this corner."</li> <li>• Ask the teacher to take a photo of their work.</li> </ul>
SE 1.1.3 KG2-3	Identify and express their needs, feelings, and interests.	<ul style="list-style-type: none"> <li>• Mix colors and show their teacher the new color.</li> <li>• Post their paintings on the board outside the classroom.</li> </ul>	Show pride in the accomplishments of themselves and others.	<ul style="list-style-type: none"> <li>• Ask the teacher to keep what they built for the following day.</li> </ul>
SE 1.1.4 KG2-3	Demonstrate an understanding of diversity and identify some similarities and differences between others' characteristics, thoughts, and feelings.	<ul style="list-style-type: none"> <li>• Explain that their sister loves to play outside, but they like to draw.</li> <li>• Say, "Khalid and I like to play with the tricycles! It's our favorite thing to play!"</li> </ul>	Readily try new activities and experiences with independence.	<ul style="list-style-type: none"> <li>• Ask the teacher for permission to take their work home to show their parents.</li> <li>• Ask the teacher, "Can I please try to take a photo with your camera?"</li> </ul>
SE 1.1.5 KG2-3	Work independently and interdependently.			

**1.0 SELF**

**KG2 and KG3 (4–6 Years)**

**1.2 Self-Regulation**

*Children demonstrate a growing understanding of their needs and wants and exercise an increasing level of control over their own behavior.*

	<b>At or Around 5 Years</b>		<b>At or Around 6 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
SE 1.2.1 KG2-3	Follow established and newly set rules with independence.	<ul style="list-style-type: none"> <li>Remind a classmate that they are supposed to sit on the carpet after mealtime.</li> <li>Explain to their mother, "We are allowed to bring home two library books now instead of one! I got one about horses and one about a little girl!"</li> </ul>	Follow established and newly set rules in familiar and unfamiliar settings with independence.	<ul style="list-style-type: none"> <li>Accept the rules of a museum that the class is visiting on a field trip.</li> <li>Play by the rules at a friend's house, even if the rules differ from what is allowed at their own home.</li> </ul>
SE 1.2.2 KG2-3	Show an understanding of the relationship between actions and consequences.	<ul style="list-style-type: none"> <li>Help put tools back in their right places.</li> <li>Avoid a traffic jam when playing with bikes so as not to collide with others.</li> <li>Express their interest in playing with a toy once a classmate is finished, saying, "Raed, can I have that after you?"</li> </ul>	Show a strong understanding of the relationship between actions and consequences.	<ul style="list-style-type: none"> <li>Find and tell a teacher before leaving the playground that they are going to the bathroom to be sure the teacher does not go inside without them.</li> <li>Put on an apron before beginning a painting project in order to keep their clothes clean.</li> <li>Put on their jacket before leaving when it's cold outside.</li> </ul>
SE 1.2.3 KG2-3	Demonstrate the ability to wait (delay gratification) for short periods of time.		Demonstrate the ability to wait (delay gratification) for extended periods of time.	
SE 1.2.4 KG2-3	Anticipate some transitions and successfully make transitions with little or no adult support.		Anticipate transitions and successfully make transitions with independence.	
SE 1.2.5 KG2-3	Employ strategies to calm themselves, showing increasing ability to manage their frustrations and negative emotions, sometimes requiring adult support.	<ul style="list-style-type: none"> <li>Start cleaning up before the teacher asks the class to do so.</li> <li>Start working more quickly on a journal entry so they can finish before they have to put it away.</li> </ul>	Employ strategies to calm themselves, showing increasing ability to manage their frustrations and negative emotions with control.	<ul style="list-style-type: none"> <li>Track the list of books they've read over an extended period of time to earn a large prize.</li> <li>Be ready to move to a different corner when the timer goes off.</li> </ul>
SE 1.2.6 KG2-3	Persist with difficult tasks without becoming frustrated.			

**1.0 SELF****KG2 and KG3 (4–6 Years)****1.3 Emotional Expression**

*Children demonstrate an increasing understanding and control over their feelings and develop ways to regulate and express their emotions in socially appropriate ways.*

	<b>At or Around 5 Years</b>		<b>At or Around 6 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
SE 1.3.1 KG2-3	Communicate feelings in socially acceptable ways, sometimes requiring adult support.	<ul style="list-style-type: none"> <li>• Explain, “Mais won’t play with me. That makes me feel bad.”</li> <li>• Change play plans to accommodate an additional classmate.</li> </ul>	Communicate feelings in socially acceptable ways.	<ul style="list-style-type: none"> <li>• Tell a friend that has taken his marker, “I am still using that marker. Please use a different one until I am done.”</li> </ul>
SE 1.3.2 KG2-3	Show understanding of and communicate some more complex, psychological (internal) causes for their own and others’ feelings.	<ul style="list-style-type: none"> <li>• Offer comfort to a friend who fell down.</li> <li>• Tell a friend that they are happy about their upcoming party.</li> </ul>	Show understanding of and communicate some more complex, psychological (internal) causes for their own and others’ feelings.	<ul style="list-style-type: none"> <li>• Tell their mother they feel shy at school because they don’t know many children yet.</li> <li>• Express shared excitement over the birth of a friend’s new baby sister.</li> </ul>
SE 1.3.3 KG2-3	Demonstrate an interest in and empathy for the feelings of others.		Demonstrate an interest in and empathy for the feelings of others.	<ul style="list-style-type: none"> <li>• Tell a teacher when asked about a classmate who was crying, “No, he’s okay. He’s just a little sad.”</li> </ul>
SE 1.3.4 KG2-3	Share emotions with others.		Recognize and identify levels of emotions.	

## 2.0 Relationships

## KG2 and KG3 (4–6 Years)

### 2.1 Relationships with Adults

*Children will develop healthy relationships and engage in socially appropriate interactions with adults.*

	At or Around 5 Years		At or Around 6 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
SE 2.1.1 KG2-3	Express affection for certain familiar adults.	<ul style="list-style-type: none"> <li>• Introduce an adult who is not a family member and explain, "This is my friend."</li> </ul>	Express affection for certain familiar adults.	<ul style="list-style-type: none"> <li>• Hug their teacher and say, "I missed you."</li> </ul>
SE 2.1.2 KG2-3	Seek out familiar adults for comfort and support.	<ul style="list-style-type: none"> <li>• Say, "I love my grandpa and grandma."</li> <li>• Ask the teacher to help them write a story to give to their mother.</li> </ul>	Separate from familiar adults in familiar and some unfamiliar settings without distress.	<ul style="list-style-type: none"> <li>• Tell the teacher about their favorite uncle's visit.</li> <li>• Quickly say goodbye to their mother and eagerly join their friend in play when arriving at their friend's home.</li> </ul>
SE 2.1.3 KG2-3	Initiate open-ended social interactions that require a reciprocal (back-and-forth) exchange with familiar adults.	<ul style="list-style-type: none"> <li>• Initiate a conversation about kindergarten graduation parties.</li> </ul> <p>Ask the teacher how she celebrated Eid al-Fitr.</p>	Initiate open-ended social interactions that require a reciprocal (back-and-forth) exchange with familiar and some unfamiliar adults.	<ul style="list-style-type: none"> <li>• Ask the teacher, "Where can I find out more about water animals? I want to know how big a whale is."</li> </ul>
SE 2.1.4 KG2-3	Seek and accept guidance from adults.	<ul style="list-style-type: none"> <li>• Ask the teacher if it is healthy to eat the candy offered to them by a classmate.</li> </ul>	Seek and accept guidance and clarification from adults.	<ul style="list-style-type: none"> <li>• Ask for guidance from the teacher when told to go outside for recess, "But my mother told me I am not allowed to go out today because I'm a little sick."</li> </ul>
SE 2.1.5 KG2-3	Demonstrate an understanding of when to bring issues to an adult's attention.	<ul style="list-style-type: none"> <li>• Show their teacher the way they tidied up the dramatic play center.</li> <li>• Try to turn off a tap independently for a few minutes but go get an adult when the sink begins to fill up with water.</li> </ul>	Confide in at least one adult with whom they have a close relationship.	<ul style="list-style-type: none"> <li>• Ask the teacher to read a short story they wrote at home.</li> <li>• Tell the teacher, "We both wanted to play with the swing, so we decided to share!"</li> </ul>

## 2.0 Relationships

## KG2 and KG3 (4-6 Years)

2.2 Relationships with Peers				
<i>Children will develop healthy relationships and engage in socially appropriate interactions with peers.</i>				
	At or Around 5 Years		At or Around 6 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
SE 2.2.1 KG2-3	Develop friendships lasting several weeks or longer.	<ul style="list-style-type: none"> <li>• Say, "Khalid is my friend," and often seek Khalid out for play.</li> </ul>	Begin to develop enduring friendships.	<ul style="list-style-type: none"> <li>• Tell their mother that they like to play blocks with their friend Muhammed but they like to read books with their friend Khalid.</li> </ul>
SE 2.2.2 KG2-3	Engage in cooperative and imaginative play with peers.	<ul style="list-style-type: none"> <li>• Play a specific role in a dramatic play scenario with peers when acting out a well-known story.</li> </ul>	Engage in cooperative and imaginative play with peers.	<ul style="list-style-type: none"> <li>• Join their classmates in creating a classroom zoo and pretending to be the animals.</li> </ul>
SE 2.2.3 KG2-3	Engage in cooperative group play.	<ul style="list-style-type: none"> <li>• Join classmates for a game of football at recess.</li> </ul>	Seek and accept assistance from peers.	<ul style="list-style-type: none"> <li>• Ask their taller friend to flip the light switch on because they cannot reach it.</li> </ul>
SE 2.2.4 KG2-3	Try to resolve conflicts with peers, seeking adult help when needed.	<ul style="list-style-type: none"> <li>• Tell a friend that has just accidentally knocked over a classmate, "You should say you're sorry."</li> </ul>	Try to resolve conflicts with peers independently.	<ul style="list-style-type: none"> <li>• Agree to let a friend help them complete a large puzzle.</li> </ul>
SE 2.2.5 KG2-3	Give social support to others.	<ul style="list-style-type: none"> <li>• Tell a friend they did a good job when they won the game.</li> </ul>	Try to resolve conflicts through negotiation, compromise, apology, or other verbal strategies.	<ul style="list-style-type: none"> <li>• Discuss the rules of a new game and reach an agreement before starting to play.</li> <li>• Apologize sincerely to a classmate when accidentally marking on her paper.</li> <li>• Tell a friend that he is welcome to play with them as soon as they start the next game.</li> <li>• Suggest playing a different game when two friends are arguing about what to play.</li> </ul>

# Strategies for Adults Working With 4 to 6 Year Olds

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1. Be honest with children. Speak to children in clear language, and do not make promises you cannot keep.
2. Spend meaningful time with children, doing things they enjoy and showing them that you care. For example, play with children, taking their suggestions and letting them lead. Talk to children about their lives and ideas, showing that you value their contributions to the conversation.
3. Support children's play with peers by offering many opportunities for small group play, standing nearby to assist with language or conflict resolution when needed, and offering praise for positive social behavior that children exhibit spontaneously.
4. Provide opportunities for children to participate in group activities (such as circle time, group projects, and dramatic play) that promote group work and the understanding of social roles.
5. Encourage children to experiment with growing competence and individuality by providing opportunities for them to make choices, engage in self-directed activities, and practice their skills. Allow children to talk about their preferences and individual accomplishments.
6. Provide children with reminders about changes to their schedule and upcoming transitions. Provide children with opportunities to communicate their expectations and predictions about what will happen during the day, and provide feedback to help them anticipate and think about upcoming events accurately.
7. Talk about classroom rules and routines and engage children in their development. Encourage children to think about how they might behave appropriately in a variety of situations. Provide role play opportunities for children to practice appropriate behavior.
8. Discuss the consequences of behavior, and provide scenarios for children that will help them understand behavioral cause-and-effect relationships.
9. Provide activities that allow children to think about and negotiate social conflicts, such as dramatic play and stories in which characters resolve conflicts constructively.
10. Give children time to resolve conflicts on their own before intervening.







# Language and Early Literacy Development

The standard of *Language and Early Literacy Development* addresses a child's ability to communicate. This includes his or her ability to express thoughts, feelings, and information in a way that is understood by others, as well as the ability to understand that which others express. This process of language learning begins at birth and remains one of the most important human functions throughout one's life.

Babies listen to adults' speech and attend to adults' nonverbal cues. They express themselves through crying, facial expressions, and simple gestures like reaching and turning away. As children grow, their ability to communicate becomes more sophisticated, using words, intentional gestures, and eventually grammatically correct sentences to express their wants, needs, feelings, and ideas.

This ability for verbal and nonverbal communication is intrinsically tied to the skills of reading and writing, all of which are strong predictors of later academic success. Early experiences with language thus play an essential role in preparing young children to thrive in educational settings. While research shows that children are natural language learners, environmental factors strongly impact this process. Some of these factors include supportive relationships with adults who frequently speak and listen to children, relationships with adults who consistently model effective oral

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and written communication, and a rich literacy environment that encourages children to participate actively in reading and writing on a daily basis.

This standard is organized into three strands: *Listening and Speaking*, *Reading*, and *Writing*. While it is useful for parents and educators to understand the key competencies within each of these strands, it is important to note that language and literacy learning (like every other domain) is best viewed with a broad lens, with an eye for how skills are connected throughout the standard. For example, in the 3-year-old age group, the indicator “Create simple sentences that include a noun and a verb” appears under the grammar sub-strand and addresses the skill of constructing grammatically sound language. Yet this indicator also has relevance to vocabulary development and conversational skills. Children must know the names of objects and actions before they can construct sentences using these parts of speech, and they must be able to use grammatically sound language before they can be understood by others in conversation. Many of these connections are easy to identify while reading through the standard’s indicators and examples.

It should be noted that throughout this document, colloquial Arabic is the language children are primarily expected to use. This includes understanding, speaking, reading, and writing. As children’s language and literacy skills become more mature, there are instances in which Classical Arabic use is developmentally appropriate. These instances are clearly identified in the indicators and detailed in the examples.

Additionally, the indicators in this standard are written with the assumption that colloquial Arabic is the language children speak in their homes. Children whose home language is something other than Saudi Arabian colloquial Arabic, and those enrolled in dual-language schools, may show some variation in when and how they demonstrate indicators. Switching between languages requires additional cognitive processes, so dual-language children may need additional time to process language and find the words they want to say. This variation, however, should not be interpreted as a lag in development. Indeed, research shows that due to the increased brain activity needed to process multiple languages, dual- and multi-lingual children may gain long-term benefits of improved executive function, such as enhanced working memory, task flexibility, problem solving, and reasoning skills.

Regardless of the language or languages children speak at home or at school, the way children learn language remains the same: by use and exposure. It is very important, therefore, that children are allowed sufficient time to observe and practice using all of the languages in which they are expected to become proficient. This does not refer to a designated class time in which children practice specific vocabulary, but rather to opportunities to listen and engage in natural conversations, speak and play with both peers and adults, read and listen to stories, and all the many activities that help children build language. Teachers of dual-language children should make every effort to support children in continuing to develop their home language while at school. Parents likewise should continue to provide an environment that is rich in spoken language and literacy materials in the child’s home language.

## Listening and Speaking

This strand includes five sub-strands that detail essential elements of listening and speaking: *Use and Understanding*, *Expression*, *Vocabulary*, *Grammar*, and *Conversation*. Each of these sub-strands addresses a child's ability to demonstrate an understanding and use of increasingly complex language in diverse contexts.

Parents and educators can easily support children's language development by speaking and listening to children frequently. Adults should model the use of correct grammar, increasingly complex vocabulary, and socially appropriate language conventions for children. Children will imitate adult speech, follow nonverbal and context cues to learn new vocabulary, and experiment with different kinds of sentences as they start to identify grammar rules. Continuous meaningful exposure to language is the best tool adults can provide to young children to support their language development.

Key focal points:

- Understand the purpose of verbal and nonverbal language
- Ability to make oneself understood
- Vocabulary development
- Increased understanding of grammar rules
- Social language use

## Reading

This strand is broken down into five sub-strands: *Appreciation and Response*, *Print Concepts*, *Phonological Awareness*, *Alphabetic Awareness*, and *Analysis and Comprehension*. Each of these sub-strands addresses an important aspect of learning to read well. Three of the sub-strands—*Print Concepts*, *Phonological Awareness*, and *Alphabetic Awareness*—pay close attention to the foundational skills a child needs to learn how to read. The other two sub-strands—*Appreciation and Response*, and *Analysis and Comprehension*—focus more closely on the purposes of reading and how to understand and interpret written text.

Reading is an important, complex, qualitative skill that supports learning in many other academic domains. It is essential that children develop an active interest in the written word if they are to spend the time and energy to learn to read well. Parents and educators can support children in developing a love of reading by introducing them to a variety of books that meet a variety of interests. Children must see that books can make them laugh, tell fantastical stories, and teach them about interesting topics. Exposing children to rich literary environments gives them the opportunity to form positive feelings about a variety of books. Additionally, helping children analyze and understand written works increases their ability to enjoy and learn from what they read.

Identifying text in the environment and awareness of the components of words (sounds and letters) are essential skills for learning the task of reading. The sub-

strand of *Print Concepts* addresses a child's awareness of how print is traditionally presented and allows children to recognize more complex aspects of what is written. *Phonological Awareness*—the awareness of sounds—and *Alphabetic Awareness*—the understanding of letters as representations of sounds—are skills that allow children to decipher the written word into accessible language.

Key focal points:

- Reading enjoyment
- Print concepts
- Phonological (sound) awareness
- Alphabetic (letters) awareness
- Comprehension

## Writing

This strand is broken down into two sub-strands: *Emergent Writing Skills* and *Purpose of Writing*. The first of these sub-strands focuses on the basic foundational writing skills that children may exhibit in early childhood that will support writing later in life. One of the most important emergent writing skills that children can exhibit from a very early age is an interest and playful experimentation with writing. Very young children may scribble on a paper in a way that is not recognizable to an adult as writing, but this interest and attempt to use marks on paper as a way to communicate to another person and to express oneself is an essential first step. The second sub-strand, *Purpose of Writing*, addresses a child's understanding of how and why writing is used.

Key focal points:

- Foundational writing skills
- Foundational writing knowledge

## Before 3 Years Old

Babies begin developing language and literacy skills at birth. Long before children can speak, they hear words, watch gestures, and determine meaning provided by caregivers in their environment. Children begin to learn important communication skills through listening and watching conversations and nonverbal exchanges in the environment. When adults attend to the needs babies express through crying and gesturing, babies gain an understanding of the function of language for communication and will later refine their communication attempts with sounds and words.

When adults expose infants and toddlers to literacy materials in positive, supportive ways, they begin to build important early literacy foundations, such as the enjoyment of books and stories. For infants, this may include cuddling with a caregiver as she reads a story, but it also includes independent exploration, such as opening and closing a board book and looking at the pictures. For toddlers, this may mean

watching an adult read from a picture book, though it also includes independently turning the pages of a book and enjoying the pictures without the accompanying story.

Adults can support infants and toddlers by providing them with an environment that is rich in print exposure and in which language is purposefully used. Adults should speak to children frequently and purposefully. Children should be exposed to rich, diverse vocabulary. Read to babies and provide them with books to explore in their own ways. Adults should model communication and a love of language and literacy in the daily lives of babies and toddlers.

Children may show healthy language and early literacy development in many ways. Some of these include:

- Responding to sounds and voices
- Vocalizing to gain attention or in response to another's voice or gesturing
- Attending to language and gestures
- Beginning to engage in simple social communication, such as greetings and farewells
- Expressing needs, wants, and feelings through gestures, facial expressions, and vocalizations
- Using sounds to represent people or objects, such as "ma" for mother or "ba" for bottle
- Listening to stories and looking at picture books
- Showing interest in environmental print, such as a poster on the wall or a colorful display board

## 1.0 LISTENING AND SPEAKING **KG1** (3–4 Years)

1.1 Listening and Speaking				
<i>Children will understand and use increasingly rich and complex language for a variety of purposes.</i>				
	At or Around 3 Years		At or Around 4 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
LL 1.1.1 KG1	Use language for multiple purposes, such as requesting, refusing, answering questions, social interaction, and seeking information.	<ul style="list-style-type: none"> <li>• Nod when the teacher asks, “Do you want to play with the balls?”</li> <li>• Ask a teacher about a classmate who is absent.</li> <li>• Answer simple questions about a story or event.</li> </ul>	Use language for multiple purposes, such as requesting, refusing, answering questions, describing, social interaction, and seeking information.	<ul style="list-style-type: none"> <li>• Express wants, saying, “I want to play with Mohammad in the construction corner.”</li> <li>• Request information, asking, “Where is my jacket?”</li> <li>• Interact socially by exclaiming, “Hello, Teacher!”</li> </ul>
LL 1.1.2 KG1	Follow one-step instructions.	<ul style="list-style-type: none"> <li>• Initiate simple conversation with an adult or peer during pretend play.</li> </ul>	Follow two-step instructions.	<ul style="list-style-type: none"> <li>• Respond appropriately to instructions. For example:</li> </ul>
LL 1.1.3 KG1	Hear and discriminate sounds in spoken language and the environment.	<ul style="list-style-type: none"> <li>• Put on shoes in preparation for going outdoors when the teacher instructs the class to do so.</li> </ul>	Hear and discriminate sounds in spoken Classical and colloquial Arabic.	<p>“Please throw this paper in the trash and then come sit down on the carpet.”</p> <p>“Go pick out a book and take it to your table.”</p> <p>“Wash your hands and get your meal.”</p>
LL 1.1.4 KG1	Show understanding of and use familiar nonverbal gestures and cues for communicating thoughts, needs, and feelings.	<ul style="list-style-type: none"> <li>• Clean up the block area when the teacher instructs them to.</li> <li>• Listen to chants and poems with rhyme and rhythm.</li> <li>• Identify the voices of familiar people and other familiar sounds, such as animal noises, from their environment.</li> <li>• Accept the teacher’s up and down nod as permission that they can go to the toilet.</li> <li>• Signal to the teacher that they would like a turn playing the game by raising their hand.</li> <li>• Give a spontaneous hug to the teacher.</li> </ul>	Show understanding of and use familiar nonverbal gestures and cues to communicate for multiple purposes.	<ul style="list-style-type: none"> <li>• Discriminate sounds as being the same or different.</li> <li>• Perform a familiar chant with different sounds.</li> <li>• Understand when their teacher raises her hand and continues speaking with another child that she wants them to wait until she has finished speaking before asking their question.</li> <li>• Show another child where to find a particular toy by gesturing in the appropriate direction.</li> </ul>

## 1.0 LISTENING AND SPEAKING **KG1** (3–4 Years)

1.2 Expression				
<i>Children will express themselves with increasing skill and detail.</i>				
	At or Around 3 Years		At or Around 4 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
LL 1.2.1 KG1	Speak clearly enough to be reasonably understood by familiar adults most of the time.	<ul style="list-style-type: none"> <li>• Create sentences that can be understood, despite being grammatically incorrect, saying, “Mom go.”</li> <li>• Use idiosyncratic (individual-specific) words and phrases that familiar adults recognize but unfamiliar adults may not, such as “too cooked” to express that the food is too hot.</li> </ul>	Speak clearly enough to be understood by familiar adults.	<ul style="list-style-type: none"> <li>• Change the tone and volume of their voice when telling the story of the Arrogant Duck.</li> <li>• Speak with a quiet voice in the circle and a loud voice outside on the playground.</li> <li>• Tell the class a two- to four-sentence story about going to visit a grandparent.</li> <li>• Recount a few important details, such as character names and main events, after listening to a short story.</li> </ul>
LL 1.2.2 KG1	Change tone and inflection to communicate meaning.	<ul style="list-style-type: none"> <li>• Stress an important word in a request, such as “I need the toilet NOW.”</li> <li>• Talk about an event or story.</li> <li>• Explain to the class how to brush one’s teeth, with prompts from the teacher.</li> </ul>	Use appropriate volume, tone, and inflection in varying contexts.	
LL 1.2.3 KG1	Recount an event or familiar story with assistance.		Describe experiences, and create and retell short stories that are real and/or fictional, with limited adult support.	

## 1.0 LISTENING AND SPEAKING **KG1** (3–4 Years)

### 1.3 Grammar

*Children will demonstrate increasing mastery over the grammatical rules of the Arabic Language.*

	At or Around 3 Years		At or Around 4 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
LL 1.3.1 KG1	Create simple sentences that include a noun and a verb.	<ul style="list-style-type: none"> <li>Describe artwork by explaining, "It's my cat."</li> <li>Tell the teacher, "She has the ball," or "She has it."</li> <li>Make observations, such as "I see the ducks," and "Look at the mans."</li> <li>Make a request at snack time, saying, "I want more."</li> <li>Ask questions, such as, "Why we don't go?" and "Where is Mary?"</li> <li>Use an adjective to add description, such as "the big ball" or "the blue cup."</li> <li>Use negatives, saying, "I don't want it" or "He no."</li> </ul>	Use short, complete sentences to provide information and ask questions.	<ul style="list-style-type: none"> <li>Tell their classmate, "My grandma visited yesterday."</li> <li>When getting ready to go home, say, "My shoes are in my cubby."</li> <li>When asked what they ate this week, reply, "Yesterday I ate pasta and vegetables. Today I'm eating soup. Tomorrow I'm going to eat chicken."</li> <li>Explain that the soup is "hot and tasty."</li> </ul>
LL 1.3.2 KG1	Ask simple questions, though some grammar errors may occur.		Begin to demonstrate an understanding of agreement between parts of speech, though errors are expected.	
LL 1.3.3 KG1	Create simple plurals, though errors may occur.		Create simple plurals.	
LL 1.3.4 KG1	Use an adjective to add description to a noun.		Use one or more adjectives to add description to a noun, showing an emerging understanding of masculine and feminine adjective-noun agreement, though errors are expected.	
LL 1.3.5 KG1	Employ the use of negatives, though errors may occur.			

**1.0 LISTENING AND SPEAKING KG1 (3–4 Years)**

1.4 Vocabulary				
<i>Children will develop and utilize an increasingly rich vocabulary, including nouns, verbs, adjectives, adverbs, categories, relationships, etc.</i>				
	At or Around 3 Years		At or Around 4 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
LL 1.4.1 KG1	Show understanding of and use an increasingly varied vocabulary for objects, actions, and describing words.	<ul style="list-style-type: none"> <li>• After listening to <i>The Little Red Hen</i>, in which a hen asks several animal friends to help her bake bread out of wheat, and making artwork in the art corner according to this theme, children explain their artwork to their mother, saying, "It's my hen."</li> </ul>	Use and show understanding of an increasing vocabulary of objects, events, actions, and attributes (nouns, verbs, and adjectives) in both real and symbolic contexts.	<ul style="list-style-type: none"> <li>• Ask for permission to use the markers when creating a picture.</li> <li>• Point to a picture of the river when the teacher asks who can point to the river in a storybook.</li> <li>• Explain, "Lizards and snakes are animals."</li> </ul>
LL 1.4.2 KG1	Readily practice using new vocabulary.	<ul style="list-style-type: none"> <li>• Point to a classmate jumping during outdoor time and say "jump."</li> </ul>	Use appropriate vocabulary for categories of objects.	<ul style="list-style-type: none"> <li>• Explain: "These blocks are the same."</li> </ul>
LL 1.4.3 KG1	Demonstrate an understanding of a varied vocabulary, with words for almost all familiar people, objects, and actions.	<ul style="list-style-type: none"> <li>• Point to a grandmother in a picture book and say "grandma."</li> <li>• Use the words "bird" and "duck" interchangeably.</li> </ul>	Use appropriate vocabulary for describing basic relationships between objects, events, and concepts.	<ul style="list-style-type: none"> <li>• Explain: "My truck is smaller." "The toys are in the box."</li> </ul>
LL 1.4.4 KG1	Sometimes use more than one word for the same object.	<ul style="list-style-type: none"> <li>• Alternatively use synonyms such as <i>store/shop, stone/rock, etc.</i></li> </ul>	Distinguish between real and made up words.	<ul style="list-style-type: none"> <li>• Makes a silly poem with nonsense words.</li> </ul>

## 1.0 LISTENING AND SPEAKING **KG1 (3–4 Years)**

<b>1.5 Conversation</b>				
<i>Children will develop increasingly sophisticated conversational skills with adults and peers.</i>				
	<b>At or Around 3 Years</b>		<b>At or Around 4 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
<b>LL 1.5.1</b> <b>KG1</b>	Begin to demonstrate an understanding of back-and-forth turn taking in conversation.	<ul style="list-style-type: none"> <li>• Pause after asking a question, indicating it is the other person’s turn to speak.</li> <li>• Wait until their partner has finished asking his question before providing an answer.</li> </ul>	Engage in simple conversation for a few turns.	<ul style="list-style-type: none"> <li>• Talk with another child about a story they have just listened to.</li> <li>• Use more idiosyncratic words at home and with parents than at kindergarten with teachers and classmates. For example, they call their brother “Bubba” at home, but “Brother” at school.</li> </ul>
<b>LL 1.5.2</b> <b>KG1</b>	Participate in at least one turn of conversation and attend to at least one turn of partner’s conversation.	<ul style="list-style-type: none"> <li>• Listen and respond to a question.</li> <li>• Ask a question and listen to the answer provided.</li> </ul>	Adjust language according to the context and listener.	<ul style="list-style-type: none"> <li>• Ask the teacher, “Please, can I have the red marker?” but direct a peer to “Give me the red one.”</li> </ul>
<b>LL 1.5.3</b> <b>KG1</b>	Begin to use accepted polite social conventions in verbal communication.	<ul style="list-style-type: none"> <li>• Listen to an adult’s language and repeat part of the information back to him.</li> <li>• Start a discussion with the teacher at the discovery corner about the fish tank.</li> <li>• Say “thank you” when offered something by the teacher.</li> <li>• Say “please” when requesting something from their mother.</li> </ul>	Begin to use accepted polite nonverbal social conventions.	<ul style="list-style-type: none"> <li>• Say “please” and “thank you” when making requests.</li> <li>• Address adults by their appropriate titles (i.e., teacher, Miss, Aunt, Grandpa, Grandma, etc.).</li> <li>• Turn their face toward the listener when they are speaking to them.</li> <li>• Turn to look at the speaker when the speaker addresses them.</li> </ul>

**2.0 READING****KG1 (3–4 Years)****2.1 Appreciation and Response**

*Children will demonstrate an interest in and appreciation and knowledge of literature and literacy-based materials and activities.*

	<b>At or Around 3 Years</b>		<b>At or Around 4 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
LL 2.1.1 KG1	Demonstrate an enjoyment of and engagement in stories and pre-reading activities.	<ul style="list-style-type: none"> <li>• Sit and listen to a short story.</li> <li>• Pick a book for a caregiver to read aloud.</li> <li>• Sit with a familiar story and flip through the pages to look at the pictures or pretend to read.</li> </ul>	Demonstrate an interest, enjoyment, and engagement in reading activities and other literacy-based activities.	<ul style="list-style-type: none"> <li>• Initiate a joint reading activity with an adult; for example, asking a teacher to read a book to them.</li> <li>• Sit and listen to a story.</li> </ul>
LL 2.1.2 KG1	Demonstrate an appreciation and knowledge of books and other literacy materials.	<ul style="list-style-type: none"> <li>• Hold a picture book right side up and turn the pages in the correct direction.</li> </ul>	Demonstrate an appreciation and knowledge of books other literacy materials.	<ul style="list-style-type: none"> <li>• Role-play story characters or events in the dramatic play center.</li> <li>• Treat books with care, putting them back nicely in the reading corner, for example.</li> </ul>
LL 2.1.3 KG1	Ask and respond to questions about stories.	<ul style="list-style-type: none"> <li>• Have a favorite book that they enjoy listening to over and over again.</li> </ul>	Identify a variety of print materials, such as books, tickets, newspapers, labels, posters, etc.	<ul style="list-style-type: none"> <li>• Hold books the correct way and flip the pages in the correct direction.</li> </ul>
LL 2.1.4 KG1		<ul style="list-style-type: none"> <li>• Point to a picture in a storybook and ask a caregiver, "What is this?"</li> </ul>	Select books and materials independently during free choice time.	<ul style="list-style-type: none"> <li>• Choose a magazine from the library corner during free time.</li> <li>• Point to a greeting card and ask the teacher to read it.</li> </ul>

## 2.0 READING

## KG1 (3–4 Years)

2.2 Print Concepts				
<i>Children begin to understand that print carries meaning and recognize some print conventions.</i>				
	At or Around 3 Years		At or Around 4 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
LL 2.2.1 KG1	Recognize different forms of print in the environment.	<ul style="list-style-type: none"> <li>Point out a stop sign and announce, "Stop!"</li> <li>Recognize their name printed next to their photo on the shelves where their bag is stored.</li> </ul>	Recognize that print is something that can be read.	<ul style="list-style-type: none"> <li>Point to their name on an attendance record and explain, "This is me."</li> </ul>
LL 2.2.2 KG1	Show an understanding that printed words and symbols represent meaning.	<ul style="list-style-type: none"> <li>Point to the words in a picture book and ask a caregiver to read them.</li> <li>Help a child match a toy to the picture on its corresponding label during cleanup time.</li> <li>Point out a bathroom sign and explain that the room is for boys.</li> </ul>	Show an understanding that printed text tracks from right to left.	<ul style="list-style-type: none"> <li>Point to text in a book and ask a teacher to read it to them.</li> <li>Orient books correctly for reading.</li> <li>Point to the text on the far right of the page when the teacher asks, "Where should I start reading?"</li> </ul>

**2.0 READING****KG1 (3–4 Years)****2.3 Phonological Awareness**

*Children will develop an awareness of sounds and the ability to distinguish sounds in spoken language.*

	<b>At or Around 3 Years</b>		<b>At or Around 4 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
LL 2.3.1 KG1	Distinguish sounds in Classical and colloquial Arabic.	<ul style="list-style-type: none"> <li>• Fill in missing words in a rhyming pattern.</li> <li>• Laugh and say “No!” when a teacher asks if a cow says “meow.”</li> </ul>	Recognize rhyming words or words that start with the same sound.	<ul style="list-style-type: none"> <li>• Make up a chant with rhyming words.</li> <li>• Recognize another classmate whose name starts with the same sound as their own. For example, “Hassan and Hamda both have /h/.”</li> </ul>
LL 2.3.2 KG1	Show an awareness of rhythm in language.	<ul style="list-style-type: none"> <li>• Raise their hand when the teacher says, “Raise your hand if your name starts like this “/s/.”</li> <li>• Clap along to a familiar chant.</li> <li>• Recite simple nursery rhymes with a caregiver.</li> </ul>	Discriminate similar sounding words.	<ul style="list-style-type: none"> <li>• Clap when the teacher says words starting with the same sound, such as “safeena” (ship) and “sayyarah” (car).</li> <li>• With the support of a picture of a sun and a picture of a flower, blend the two words together to form the word “sunflower.”</li> <li>• With the support of a picture of a mailbox, delete the syllable “box” and identify the word “mail.”</li> </ul>
LL 2.3.3 KG1	Imitate the speed and tempo of language.		Discriminate separate syllables in spoken words.	
LL 2.3.4 KG1			Begin to blend and segment compound words with the support of pictures.	

## 2.0 READING

## KG1 (3–4 Years)

2.4 Alphabetic Awareness				
<i>Children will develop an increasing knowledge of letters and the alphabetic principle.</i>				
	At or Around 3 Years		At or Around 4 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
LL 2.4.1 KG1	Play and experiment with the alphabet.	<ul style="list-style-type: none"> <li>• Say the alphabet chant.</li> <li>• Work on an alphabet puzzle.</li> </ul>	Recognize some letters in familiar words, especially in their own name.	<ul style="list-style-type: none"> <li>• Pronounce the sounds of the letters that appear in their name. This may be a bit advanced.</li> </ul>
LL 2.4.2 KG1	Recognize the difference between letters and other symbols.	<ul style="list-style-type: none"> <li>• Show an alphabet puzzle to a caregiver and say, "My letters."</li> </ul>	Match some letter names to their printed form.	<ul style="list-style-type: none"> <li>• Hold up the correct letter card when the teacher says its name.</li> </ul>

2.5 Analysis and Comprehension				
<i>Children will develop reading comprehension skills and the ability to reflect upon and analyze written text and literature.</i>				
	At or Around 3 Years		At or Around 4 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
LL 2.5.1 KG1	Recall favorite characters and some events of familiar stories.	<ul style="list-style-type: none"> <li>• Tell a caregiver that Cinderella is a princess.</li> <li>• Say, "A bear hunt!" when the teacher asks, "Where are they going to go?" before reading the book <i>Going on a Bear Hunt</i>.</li> </ul>	Demonstrate knowledge of key literary elements, such as characters and some events in a story.	<ul style="list-style-type: none"> <li>• Re-enact a story during dramatic play, pretending to be specific characters.</li> <li>• Recall and retell some main events of a story.</li> </ul>
LL 2.5.2 KG1	Answer simple questions about a story.		Recall some information from nonfiction texts.	<ul style="list-style-type: none"> <li>• Ask relevant questions about a story read aloud. For example, "Why won't anyone help the little red hen?"</li> <li>• Explain that frogs live in the water and on land.</li> <li>• Pretend to dig for earthworms in the garden during sand play after listening to a book about gardening.</li> </ul>

### 3.0 WRITING

### KG1 (3–4 Years)

3.1 Emergent Writing Skills				
<i>Children will develop important foundational skills that support writing and future writing activities.</i>				
	At or Around 3 Years		At or Around 4 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
LL 3.1.1 KG1	Begin to experiment with grasp and body positions when using age-appropriate writing and drawing materials.	<ul style="list-style-type: none"> <li>• Hold a pencil with their fist upside down and scribble randomly.</li> <li>• Use different hand positions when using different writing tools, such as chalk, markers, crayons, etc.</li> <li>• Scribble on a piece of paper and tell a teacher that it says their name.</li> </ul>	Experiment with grasp and body position when using a variety of writing and drawing materials.	<ul style="list-style-type: none"> <li>• Switch between large and small crayons.</li> <li>• Switch between their left and right hands to find a comfortable writing position.</li> <li>• Create a flowing scribble across the page and identify it as their name.</li> <li>• Make letter-like shapes on a piece of artwork that are distinctly different from their drawing.</li> <li>• Write the letters, or marks representing letters, of their name with particular placement on the page.</li> <li>• Write their name, or a representation of their name, backward on a piece of artwork.</li> <li>• Make marks that they consistently identify as their name.</li> </ul>
LL 3.1.2 KG1	Scribble, or pretend to write.		Create marks and scribbles that are different from drawings.	
LL 3.1.3 KG1			Approximate writing their own name.	

### 3.0 WRITING

### KG1 (3–4 Years)

#### 3.2 Purpose of Writing

Children will grow increasingly aware of the many purposes for writing and begin to utilize writing for these purposes.

	At or Around 3 Years		At or Around 4 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
LL 3.2.1 KG1	Demonstrate an understanding that writing is a form of communication.	<ul style="list-style-type: none"> <li>• Make purposeful marks on paper and show them to an adult.</li> <li>• Draw a picture to give to their mother after school as a comfort when they're feeling sad.</li> <li>• Ask a teacher to write their name on a piece of artwork.</li> </ul>	Demonstrate an understanding that writing is a form of communication.	<ul style="list-style-type: none"> <li>• Draw a picture and explain it is their family on their vacation.</li> <li>• Save a paper with scribbles because it is "a letter" to a parent.</li> <li>• Narrate something about a picture for an adult to write on a piece of self-made artwork.</li> </ul>

# Strategies for Adults Working With 3 to 4 Year Olds

## Listening and Speaking

1. Engage children in conversation every day.
2. Ask children questions about topics that interest them.
3. Spend time teaching new vocabulary words to children, discussing the meaning of words and giving children opportunities to use their new words in natural settings.
4. Give children time to talk with one other, and encourage peer conversations. Be present and available to offer support when children require it.
5. Model good language skills by speaking in grammatically correct ways and using a variety of interesting vocabulary.
6. Respond positively when children make up stories and poems. Encourage children to play with language and try out new words and ideas.
7. Respond to children's ideas with enthusiasm and continue conversations that children initiate.
8. Model inflection, tone, and appropriate volume.
9. Listen to children's expressions and extend their thoughts. For example, if a child says "It's hot!" the teacher can reinforce and extend this language with "It is very hot today!"
10. Ask children open-ended questions that require detailed responses rather than one-word answers. Give children enough time to formulate an answer and reply before offering assistance.
11. Narrate activities for children as a way to work more language into their day, and give them words for describing their activities.
12. Provide children with clues, such as pictures and gestures, to help them understand new words and more complex language.

# Strategies for Adults Working With 3 to 4 Year Olds

## Reading

1. Read with children every day.
2. Model a love of reading, and make your joint reading time with children fun, loving, and exciting. Use voices and different storytelling techniques when you read to make the stories come alive for the children. Use this as a time to bond, converse, and share literature.
3. Provide books on a variety of topics, including books with real-life photos and stories to which children can relate. You can also make books together using photos or pictures children have drawn.
4. Offer children a reading space that is inviting and interesting.
5. Share nursery rhymes, chants, and simple poems with children.
6. Make books readily available to children throughout the day and encourage children to access the books independently.
7. Provide children with an environment that is rich in environmental print.
8. Point out and talk about environmental print. Encourage children when they talk about environmental print by engaging them in these conversations.
9. Model proper care of books, such as turning the pages gently and putting them on the shelf neatly when finished.
10. Model tracking words on the page with your finger as you read and encourage children to help you track as you read along.

## Writing

1. Provide children with frequent opportunities to explore writing activities, including drawing and painting.
2. Offer a wide range of writing materials for children to play with and explore.
3. Provide children with opportunities to practice fine motor skills by stringing beads and playing with peg boards.
4. Promote use of literary materials during play by offering play environments that are rich in text, such as signs, lists, menus, cards, books, etc.
5. Help children understand the communicative function of writing by asking them to tell you about their artwork and writing what they dictate for you.
6. Recognize children's attempts to make meaningful marks independently.
7. Provide children with many opportunities to practice writing their name.

**1.0 LISTENING AND SPEAKING**      **KG2 and KG3 (4–6 Years)**

<b>1.1 Use and Understanding</b>				
<i>Children will understand and use increasingly rich and complex language for a variety of purposes.</i>				
	<b>At or Around 5 Years</b>		<b>At or Around 6 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
LL 1.1.1 KG2-3	Use language for multiple advanced purposes, such as reasoning, predicting, problem solving, inquiring, and socializing.	<ul style="list-style-type: none"> <li>• Make predictions, such as, “I think the ice will melt if we leave it outside.”</li> <li>• Inquire, “Why can fish breathe underwater, but I can’t?”</li> </ul>	Use language for multiple advanced purposes, such as reasoning, predicting, problem solving, inquiring, and socializing.	<ul style="list-style-type: none"> <li>• Respond appropriately to instructions such as the following:                      “Go ask (Teacher A) if her class is going out for recess now. If she says they are not, go tell (Teacher B) that her class may use the playground now.”                       “Finish eating your lunch, clean up, then get out your drawing from this morning. Bring your picture to me when you have finished it so we can put it on the display board outside.”</li> </ul>
LL 1.1.2 KG2-3	Follow multi-step instructions.	<ul style="list-style-type: none"> <li>• Solve problems, such as, “Let’s take turns so we can all play.”</li> <li>• Respond appropriately to instructions like the following:                      “Throw away your trash, wash your hands, and put your lunch box away in your cubby.”</li> </ul>	Follow advanced and/or multi-step instructions, the steps of which may or may not be related and may each require multiple steps.	<ul style="list-style-type: none"> <li>• When the teacher signals with her right hand for a child to be patient, they stop trying to ask their question and wait for her to finish her conversation before continuing.</li> </ul>
LL 1.1.3 KG2-3	Hear and discriminate sounds in Classical and colloquial Arabic.	<ul style="list-style-type: none"> <li>• “Put away all the art supplies, take your painting to the drying rack, and come to the carpet for story time.”</li> </ul>	Show understanding of complex messaging, communicated through nonverbal gestures and cues.	
LL 1.1.4 KG2-3	Show understanding of most of what is communicated through nonverbal gestures and cues.	<ul style="list-style-type: none"> <li>• Separate syllables heard in words.</li> <li>• Identify words that rhyme.</li> <li>• Sit down when the teacher gestures toward a chair.</li> <li>• Play a game of charades, or miming, with a group of children.</li> </ul>		

## 1.0 LISTENING AND SPEAKING **KG2 and KG3 (4–6 Years)**

<b>1.2 Expression</b>				
<i>Children will express themselves with increasing skill and detail.</i>				
	<b>At or Around 5 Years</b>		<b>At or Around 6 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
LL 1.2.1 KG2-3	<ul style="list-style-type: none"> <li>• Speak clearly enough to be understood by familiar and most unfamiliar adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Pronounce words clearly.</li> <li>• Speak in complete thoughts, such as “Can you open this for me?” or “I hurt my foot.”</li> </ul>	Speak clearly in order to be understood by most listeners.	<ul style="list-style-type: none"> <li>• Pronounce words clearly and speak in complete thoughts.</li> </ul>
LL 1.2.2 KG2-3	<ul style="list-style-type: none"> <li>• Use appropriate volume, tone, and inflection to communicate additional meaning in varying contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Whisper part of a story to indicate the information is a secret.</li> <li>• Shout with joy when they kick the ball into the goal at recess.</li> </ul>	Use appropriate volume, tone, and inflection to communicate additional meaning in varying contexts.	<ul style="list-style-type: none"> <li>• Change the volume of their voice to indicate shouting when retelling a story.</li> <li>• Ask, “Me?” with added inflection to indicate they are asking a question in response to a teacher’s instruction to turn off the light.</li> </ul>
LL 1.2.3 KG2-3	<ul style="list-style-type: none"> <li>• Describe their experiences and create/retell extended stories that are real and/or fictional.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell a story about their trip to the zoo, adding in pretend details about having a conversation with a lion.</li> </ul>	Describe their experiences in detail and create, retell, and extend stories that are real and/or fictional.	<ul style="list-style-type: none"> <li>• Create an ending to a story for which the teacher provided the beginning and middle.</li> <li>• Link story events to real experiences, such as telling about drinking Zamzam water in Makkah when listening to a story about Zamzam water.</li> </ul>

**1.0 LISTENING AND SPEAKING**      **KG2 and KG3 (4–6 Years)**

1.3 Grammar				
<i>Children will demonstrate increasing mastery over the grammatical rules of the Arabic Language.</i>				
	At or Around 5 Years		At or Around 6 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
LL 1.3.1 KG2-3	Use complete sentences to provide information and ask questions.	<ul style="list-style-type: none"> <li>• Tell the teacher, “Fish live in water,” and ask, “What do fish eat?” during a lesson on fish.</li> <li>• Create sentences that use different parts of speech, such as, “I saw a lion at the zoo.”</li> </ul>	Speak in complete, more complex sentences that are mostly grammatically correct.	<ul style="list-style-type: none"> <li>• Recount a game played at recess by saying, “We played football, and it was so much fun! I ran so fast that no one could catch me!”</li> <li>• Ask the teacher, “Can I please go get something from my backpack? I have my own markers from home, and I want to use them to make a picture book.”</li> </ul>
LL 1.3.2 KG2-3	Demonstrate an understanding of agreement between parts of speech.	<ul style="list-style-type: none"> <li>• Create compound sentences using and, such as, “At night I brush my teeth, and I wash my face.”</li> </ul>		
LL 1.3.3 KG2-3	Create compound sentences with the use of a conjunction.	<ul style="list-style-type: none"> <li>• Create compound sentences using but, such as, “I like to eat apples, but I don’t like oranges.”</li> </ul>		
LL 1.3.4 KG2-3	Demonstrate an understanding of past, present, and future tense.	<ul style="list-style-type: none"> <li>• Talk about the past, saying, “Last night I ate pasta.”</li> <li>• Talk about the present, saying, “I am drawing a house.”</li> </ul>		
LL 1.3.5 KG2-3	Use several adjectives and adverbs to add description to nouns and verbs.	<ul style="list-style-type: none"> <li>• Talk about the future, saying, “Next week is my birthday!”</li> <li>• Use several adjectives to describe an object, saying, “I’m looking for my bag. It is big, black, and red.”</li> <li>• Use several adverbs to describe an action, saying, “Let’s walk in so quiet and slow.”</li> </ul>		

## 1.0 LISTENING AND SPEAKING KG2 and KG3 (4–6 Years)

1.4 Vocabulary				
<i>Children will develop and utilize an increasingly rich vocabulary, including nouns, verbs, adjectives, adverbs, categories, relationships, etc.</i>				
	At or Around 5 Years		At or Around 6 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
LL 1.4.1 KG2-3	Demonstrate an understanding of an increasing vocabulary and specificity of language for objects, actions, and attributes, both in real and symbolic contexts.	<ul style="list-style-type: none"> <li>Explain to a parent: “We are learning about animals that live in the rainforest.” “Lizards and snakes are reptiles.” “I love berries. Like strawberries, blueberries, lots and lots of berries!”</li> </ul>	Demonstrate an understanding of an increasingly rich vocabulary and an increasing specificity of language for objects, actions, and attributes, both in real and symbolic contexts.	<ul style="list-style-type: none"> <li>Describe a family trip to the beach using words unique to their experience, such as “There were so many seagulls!” and “The waves were enormous!”</li> <li>Use possessive terms correctly, such as mine, yours, ours, theirs, etc.</li> </ul>
LL 1.4.2 KG2-3	Use appropriate vocabulary for categories of objects.	<ul style="list-style-type: none"> <li>Explain: “My blocks are bigger than yours.” “I’m going first, you go next, and he goes last.”</li> </ul>	Use appropriate vocabulary for describing complex relationships between objects, events, and concepts.	<ul style="list-style-type: none"> <li>Use ordinals to describe a sequence of events, saying, “First Ahmed will go on the slide, and second Abdullah will go.”</li> </ul>
LL 1.4.3 KG2-3	Use appropriate vocabulary to describe relationships between objects, events, and concepts.	<ul style="list-style-type: none"> <li>Interchangeably use synonymous, or nearly synonymous, words such as <i>house/home, story/book, trip/holiday</i>, etc.</li> </ul>		
LL 1.4.4 KG2-3	Recognize and produce synonyms for familiar words.	<ul style="list-style-type: none"> <li>Offers antonyms in a game of opposites with the teacher, such as <i>hot/cold, on/under, empty/full</i>, etc.</li> </ul>		
LL 1.4.5 KG2-3	Recognize and produce antonyms for familiar words.			

**1.0 LISTENING AND SPEAKING**      **KG2 and KG3 (4–6 Years)**

<b>1.5 Conversation</b>				
<i>Children will develop increasingly sophisticated conversational skills with adults and peers.</i>				
	<b>At or Around 5 Years</b>		<b>At or Around 6 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
LL 1.5.1 KG2-3	Initiate and engage in several turns of conversation.	<ul style="list-style-type: none"> <li>• Discuss a favorite cartoon character with a friend.</li> </ul>	Initiate conversation and stay on topic for several turns.	<ul style="list-style-type: none"> <li>• Speak quietly and respectfully to their teacher, but loudly and joyously with peers.</li> </ul>
LL 1.5.2 KG2-3	Adjust language according to the context and listener.	<ul style="list-style-type: none"> <li>• Use more simple language with a very young child than they do with a peer.</li> </ul>	Adjust language according to the context and listener.	<ul style="list-style-type: none"> <li>• Use simpler words with a little brother than with their parents.</li> </ul>
LL 1.5.3 KG2-3	Use accepted polite social conventions in verbal communication.	<ul style="list-style-type: none"> <li>• Says “please” and “thank you” when making requests.</li> <li>• Make eye contact with a conversation partner.</li> </ul>	Use accepted polite social conventions in verbal communication.	<ul style="list-style-type: none"> <li>• Address adults by their appropriate titles.</li> <li>• Make eye contact with a conversation partner.</li> </ul>
LL 1.5.4 KG2-3	Use accepted polite nonverbal social conventions.	<ul style="list-style-type: none"> <li>• Provide an appropriate amount of space in the conversation for another to participate.</li> </ul>	Use accepted polite nonverbal social conventions.	<ul style="list-style-type: none"> <li>• Shake hands with a conversation partner to express agreement.</li> </ul>

## 2.0 READING

## KG2 and KG3 (4–6 Years)

### 2.1 Appreciation and Response

Children will demonstrate an interest in and appreciation and knowledge of literature and literacy-based materials and activities.

	At or Around 5 Years		At or Around 6 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
LL 2.1.1 KG2-3	Demonstrate interest, enjoyment, and increasing independence in literacy and literacy-based activities.	<ul style="list-style-type: none"> <li>Use or create literacy-based materials in their pretend play, such as menus, prayer books, grocery lists, a telephone directory, a cookbook, etc.</li> </ul>	Demonstrate interest, enjoyment/engagement, and increasing independence in literacy and literacy-based activities.	<ul style="list-style-type: none"> <li>Ask to take a book home from the library.</li> <li>Bring a book from home to share with the class.</li> <li>Create a short book with drawing and some writing.</li> </ul>
LL 2.1.2 KG2-3	Demonstrate an appreciation and knowledge of books.	<ul style="list-style-type: none"> <li>Ask to take a book home to read it again independently.</li> <li>Act out parts of a favorite story.</li> </ul>	Use books correctly and treat them with care.	<ul style="list-style-type: none"> <li>Use a place marker at the library so they can return books to their proper place.</li> </ul>
LL 2.1.3 KG2-3	Demonstrate an understanding that pictures render clues to meaning.	<ul style="list-style-type: none"> <li>Look carefully at the pages of a book, taking note of familiar printed words and picture clues.</li> </ul>	See that print functions in diverse ways in the environment.	<ul style="list-style-type: none"> <li>Look at books from start to finish, attempting to read what is written, rather than making up their own text.</li> </ul>
LL 2.1.4 KG2-3		<ul style="list-style-type: none"> <li>Ask about a book’s author, saying, “Who wrote it?”</li> </ul>	Demonstrate a knowledge and understanding of different literary genres.	<ul style="list-style-type: none"> <li>Draw out the major events of a story on a storyboard.</li> </ul>
LL 2.1.5 KG2-3		<ul style="list-style-type: none"> <li>Put a book carefully away on the shelf after viewing.</li> <li>Point to familiar printed words and signs and read them aloud to themselves and others.</li> </ul>	Select their own books according to their interests.	<ul style="list-style-type: none"> <li>Recount an event, clearly outlining the beginning, middle, and end.</li> </ul>

**2.0 READING****KG2 and KG3 (4–6 Years)****2.2 Print Concepts**

*Children begin to understand that print carries meaning and recognize some print conventions.*

	<b>At or Around 5 Years</b>		<b>At or Around 6 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
LL 2.2.1 KG2-3	Demonstrate an understanding that print can be read and carries specific meaning.	<ul style="list-style-type: none"> <li>• Ask the teacher to help them write their name correctly.</li> <li>• Ask the teacher to read the titles of two books they are trying to choose between.</li> </ul>	Distinguish between different forms of text.	<ul style="list-style-type: none"> <li>• Create a shopping list in the dramatic play center.</li> <li>• Explain to the class what they learned from a nonfiction book about sea animals.</li> </ul>
LL 2.2.2 KG2-3	Show an understanding that printed (written) text tracks from right to left.	<ul style="list-style-type: none"> <li>• Orient books correctly for reading.</li> <li>• Use their finger to track words from right to left as a teacher reads the story aloud (but the child's tracking may not be in sync with the words the teacher is reading).</li> </ul>	Recognize common writing conventions and imitate some of them in independent writing.	<ul style="list-style-type: none"> <li>• Ask the teacher to help them write and address a letter.</li> </ul>
LL 2.2.3 KG2-3	Show an understanding that spoken words can be printed and printed words can be spoken.	<ul style="list-style-type: none"> <li>• Point to the last word in the title of Goldilocks and the Three Bears as the teacher reads the title and ask, "This one says 'bears'?"</li> <li>• Ask the teacher to write something down.</li> <li>• Ask an adult to read something out loud.</li> </ul>		<ul style="list-style-type: none"> <li>• Leave appropriately sized spaces in between words when writing.</li> <li>• Pause slightly at a full stop when reading aloud.</li> </ul>

## 2.0 READING

## KG2 and KG3 (4–6 Years)

2.3 Phonological Awareness				
<i>Children will develop an awareness of sounds and the ability to distinguish sounds in spoken language.</i>				
	At or Around 5 Years		At or Around 6 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
LL 2.3.1 KG2-3	Recognize and produce rhyming words.	<ul style="list-style-type: none"> <li>• Match pictures of rhyming words during a card game, such as “dar” (house) and “nar” (fire).</li> <li>• Clap out the syllables heard in a word.</li> <li>• Blend the syllables “safeenat” and “assahra” together to form the word “safeenat-assahra” (ship of the desert, or camel).</li> <li>• Blend the words “sun” and “flower” together to form the word “sun-flower.”</li> <li>• Delete the syllable “box” from the word “mailbox” and identify the word “mail.”</li> <li>• Delete the syllable “reeq” from the word “butreeq” to reveal the word “but” (duck).</li> <li>• Blend /m/ to the phoneme /at/ to create the word “mat.”</li> <li>• Blend the phonemes /m/, /o/, and /p/ to create the word “mop.”</li> </ul>	Recognize and create word patterns.	<ul style="list-style-type: none"> <li>• Identify the rhyming words in a poem.</li> <li>• Notice that many words in an alliteration poem have the same initial sound.</li> <li>• Orally segment a friend’s name into single sounds as a strategy for encoding the friend’s name on a letter.</li> </ul>
LL 2.3.2 KG2-3	Discriminate separate syllables in spoken words, and begin to blend and segment syllables.		Orally blend and segment sounds of single syllable words.	
LL 2.3.3 KG2-3	Recognize single sounds (sound units) and combinations of sounds.			
LL 2.3.4 KG2-3	Orally blend and delete words and syllables without the support of pictures.			
LL 2.3.5 KG2-3	Blend onsets and phonemes of words orally and with support of written text and illustrations.			

**2.0 READING****KG2 and KG3 (4–6 Years)****2.4 Alphabet Awareness**

*Children will develop an increasing knowledge of letters and the alphabetic principle.*

	<b>At or Around 5 Years</b>		<b>At or Around 6 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
LL 2.4.1 KG2-3	Recognize many letters, and some familiar printed words, especially their own name.	<ul style="list-style-type: none"> <li>• Match cards with their name and the names of several other classmates to their pictures.</li> <li>• When entering school in the morning, point to the sign “madrasa” and say, “Look, meem!”</li> <li>• Hold up the correct letter when the teacher provides the sound.</li> </ul>	Match first, second, and third forms of nearly all letters with one another.	<ul style="list-style-type: none"> <li>• Encode and decode words such as “feel” (elephant) and “nar” (fire).</li> <li>• Attempt to decode words aloud when reading independently.</li> </ul>
LL 2.4.2 KG2-3	Match most letter names to their printed three forms: first position, middle position, and final position.		Match nearly all forms of letters to letter sounds.	
LL 2.4.3 KG2-3	Match some letter sounds to their printed form.		Demonstrate an understanding that two letters combined may make one sound.	
LL 2.4.4 KG2-3			Identify several familiar words by sight.	
LL 2.4.5 KG2-3			Decode and encode one-syllable words with long vowels.	

## 2.0 READING

## KG2 and KG3 (4–6 Years)

### 2.5 Analysis and Comprehension

Children will develop reading comprehension skills and the ability to reflect upon and analyze written text and literature.

	At or Around 5 Years		At or Around 6 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
LL 2.5.1 KG2-3	Demonstrate knowledge of key literary elements, such as characters, main events in a story, sequence, and setting.	<ul style="list-style-type: none"> <li>Respond to the teacher’s questions about key elements of a story.</li> <li>Explain the difference between land turtles and water turtles after reading a nonfiction picture book on the topic.</li> </ul>	Demonstrate knowledge of key literary elements, such as characters, main events in a story, sequence, problem and solution, and setting.	<ul style="list-style-type: none"> <li>Draw a connection between the events of the story and a personal experience.</li> <li>Follow the steps of a recipe in a cooking lesson.</li> </ul>
LL 2.5.2 KG2-3	Use information learned in informational or nonfiction texts.	<ul style="list-style-type: none"> <li>Tell a story about seeing a tiger at the zoo after listening to a story about wild animals.</li> </ul>	Use information learned in informational or nonfiction texts.	<ul style="list-style-type: none"> <li>Make a prediction about what might happen in a story by reading the title and looking at the picture on the cover.</li> </ul>
LL 2.5.3 KG2-3	Use illustrations and context clues to infer and predict what will happen next in a story.	<ul style="list-style-type: none"> <li>Tell a personal story about traveling on an airplane after listening to a story about air travel.</li> </ul>	Use illustrations and context clues to infer and predict what will happen next in a story.	<ul style="list-style-type: none"> <li>Provide updated predictions throughout a story about what they think will happen next.</li> </ul>
LL 2.5.4 KG2-3	Respond to questions pertinent to stories or text.	<ul style="list-style-type: none"> <li>Make a prediction about what might happen in a story by reading the title and looking at the picture on the cover.</li> </ul>	Use illustrations and context clues to help understand unfamiliar words or situations.	<ul style="list-style-type: none"> <li>Use illustrations to infer what an unfamiliar word in a book means. For example, when a teacher reads, “The children were hoping to catch a salmon” and asks, “Who knows what a salmon is?” they look at the picture of children fishing on a boat with fish swimming around the hook and say, “It’s a kind of fish.”</li> </ul>
LL 2.5.5 KG2-3		<ul style="list-style-type: none"> <li>Provide updated predictions throughout a story about what they think will happen next.</li> </ul>	Retell stories with intentional changes, such as making it end differently or changing the things characters say to make it funnier.	

### 3.0 WRITING

### KG2 and KG3 (4–6 Years)

3.1 Emergent Writing Skills				
<i>Children will develop important foundational skills that support writing and future writing activities.</i>				
	At or Around 5 Years		At or Around 6 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
LL 3.1.1 KG2-3	Adjust grasp and body position to exercise increasing control of drawing and writing materials.	<ul style="list-style-type: none"> <li>• Have established a dominant hand preference.</li> <li>• Hold writing tools with increased steadiness and muscle control.</li> </ul>	Form letters with increasing control and accuracy.	<ul style="list-style-type: none"> <li>• Hold a pencil with a consistent three-finger grasp.</li> <li>• Form most letters neatly and legibly.</li> </ul>
LL 3.1.2 KG2-3	Create letters or letter-like shapes for a variety of purposes.  Imitate and experiment with writing conventions observed in environmental print and adult writing.	<ul style="list-style-type: none"> <li>• Write one or more letters or letter-like shapes to label a picture they have drawn.</li> <li>• Use some letters or letter-like shapes (may include some scribbles) to create a shopping list in the dramatic play area.</li> </ul>	Form words and phrases (may be approximations to words and phrases) using recognizable letters for a variety of purposes.	<ul style="list-style-type: none"> <li>• Label a picture they have drawn with words or short sentences.</li> <li>• Write, "I lik my mm" (I like my mom.) in a daily journal.</li> <li>• Write phonetically spelled words or word approximations from right to left and top to bottom.</li> </ul>
LL 3.1.3 KG2-3		<ul style="list-style-type: none"> <li>• Link letters or letter-like shapes together into "words."</li> </ul>	Begin to use writing conventions with independence and accuracy.	
LL 3.1.4 KG2-3	Consistently write their first name correctly or nearly correctly.	<ul style="list-style-type: none"> <li>• Write letters or letter-like shapes from right to left in one line that crosses the top or bottom of the page.</li> </ul>	Consistently write their full name clearly and correctly.	<ul style="list-style-type: none"> <li>• Create writing that is almost entirely comprised of recognizable letters, though spelling and letter formation errors may occur.</li> </ul>
LL3.1.5 KG2-3	Draw geometric shapes with accuracy.	<ul style="list-style-type: none"> <li>• Write their first name clearly, with only minor mistakes, such as backward-facing or poorly formed letters.</li> </ul>	Demonstrate an understanding of punctuation (e.g., periods, question marks, etc.).	<ul style="list-style-type: none"> <li>• Stop reading when they reach the period at the end of a sentence.</li> </ul>

### 3.0 WRITING

### KG2 and KG3 (4–6 Years)

#### 3.2 Purpose of Writing

Children will grow increasingly aware of the many purposes for writing and begin to utilize writing for these purposes.

	At or Around 5 Years		At or Around 6 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
LL 3.2.1 KG2-3	Express thoughts and ideas through drawings and writing.	<ul style="list-style-type: none"> <li>• Draw a picture about what they want to do on the weekend, drawing a picture of a boat on water, for example.</li> </ul>	Express creative thoughts and ideas through drawings and writing.	<ul style="list-style-type: none"> <li>• Create a card in the art corner to give to their mother for her birthday.</li> </ul>
LL 3.2.2 KG2-3	Express feelings through writing.	<ul style="list-style-type: none"> <li>• Create signs for animals at a pretend zoo.</li> </ul>	Write creative stories.	<ul style="list-style-type: none"> <li>• Write a story at home, and bring it to school to share with the class.</li> </ul>
LL 3.2.3 KG2-3	Construct basic information texts during play.	<ul style="list-style-type: none"> <li>• Create nametags for children invited to a party.</li> <li>• Keep a diary or journal.</li> </ul>	Create texts for specific purposes that include, but are not limited to, play.	<ul style="list-style-type: none"> <li>• Prepare a menu for a pretend restaurant they plan to go to during dramatic play time.</li> <li>• Write down something that they want to remember later.</li> </ul>
LL 3.2.4 KG2-3	Distinguish poetry from narrative.			

# Strategies for Adults Working With 4 to 6 Year Olds

## Listening and Speaking

1. Engage children in conversations each day that encourage them to express new ideas and to use new language skills and vocabulary.
2. Model rich and interesting language for children.
3. Increase the length and complexity of your language as children's language skills improve.
4. Ask open-ended questions that children can answer creatively. Encourage these creative, detailed responses, and prompt children to extend their thoughts.
5. Provide opportunities for children to engage in peer conversations, including role plays in the dramatic play corner.
6. Provide opportunities for children to talk about their lives. For example, ask a child to tell you about a recent event or about their family.
7. Talk about language throughout the day. For example, point out new vocabulary words, discuss plurals and parts of speech, and draw attention to increasingly complex language in books and conversation.
8. Play games that require listening and following instructions.
9. Encourage children to retell and act out stories they have heard. Also encourage children's creative storytelling by offering them time and opportunities to share their stories.
10. Model good conversational skills, including non-verbal skills such as looking at the person who is speaking to you and not interrupting the speaker.

# Strategies for Adults Working With 4 to 6 Year Olds

## Reading

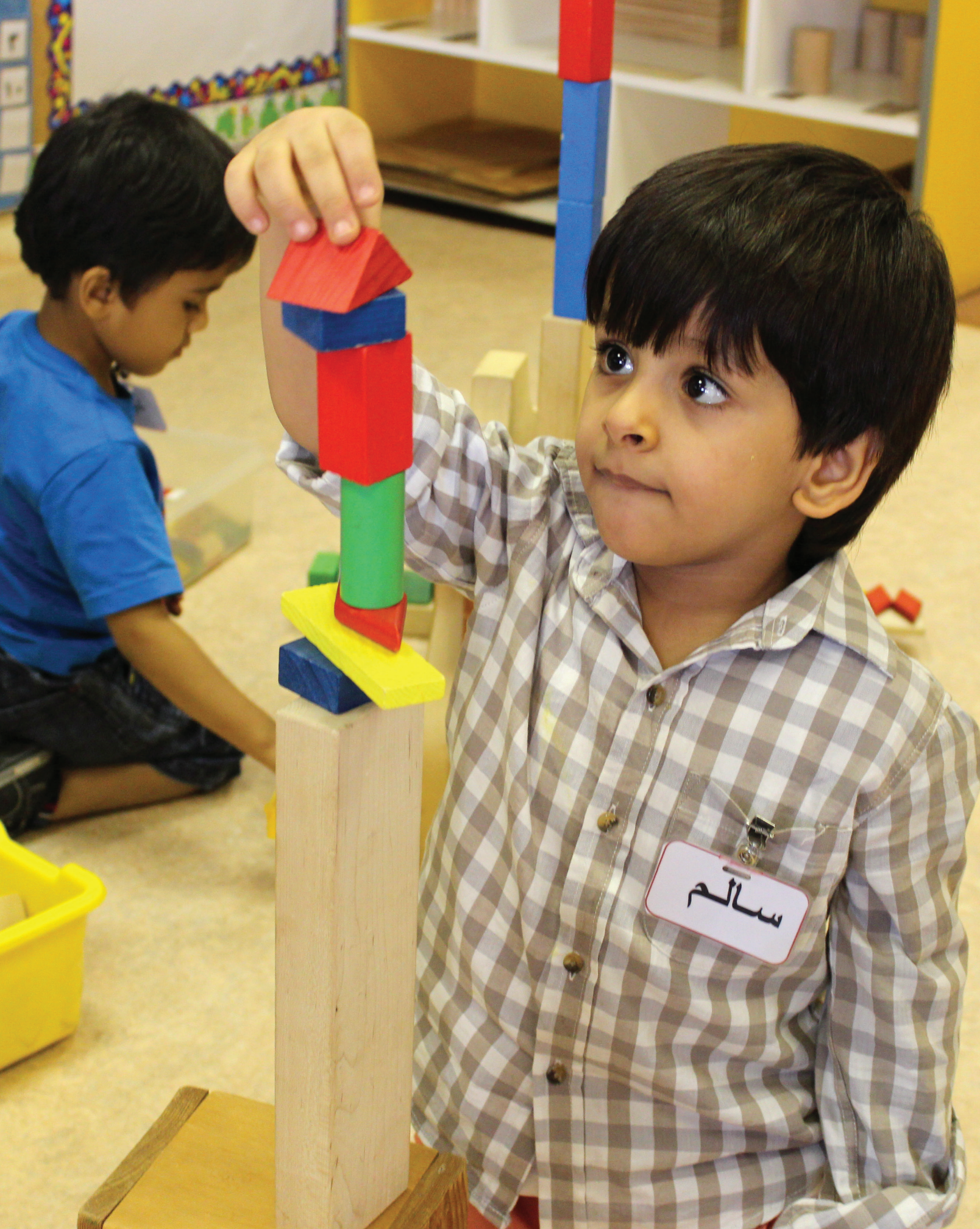
1. Read with children every day.
2. Model a love of reading by talking about books you are reading for fun, and encourage children to tell you about what they are reading.
3. Offer a variety of fiction and nonfiction books for children to access independently throughout the day.
4. Provide books at a variety of reading levels to allow all children to gain experience with books that challenge them appropriately.
5. Provide time for children to read independently or with peers, allowing them the opportunity to pick out their own books about topics that interest them.
6. Create a connection between school and home by allowing children to check books out of the kindergarten library to take home and read to their families. Allow children to bring their favorite books from home to share or to enjoy during their free time.
7. Talk about books. Point out important aspects of books, such as the author and illustrator. Identify story elements such as characters, setting, and main events. Ask children to make predictions about what they think might happen as they read. Stop occasionally during your reading to discuss something interesting that has happened and allow children to retell the parts of the story they remember.
8. Encourage children to discuss books with one other and to recount familiar stories in their play and artwork.
9. Offer many opportunities for children to practice with sounds and letters with a variety of different materials and learning styles, including auditory, visual, and kinesthetic (movement).
10. Play games that help develop children's understanding of sounds and the alphabetic principle, such as rhyming games, matching games, and wordplay games.

# Strategies for Adults Working With 4 to 6 Year Olds

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## Writing

1. Provide children with frequent opportunities to practice writing in a variety of activities throughout the day.
2. Provide children with many different types of writing materials.
3. Encourage children to write for a range of purposes, both functional and for play, such as recording information or creating a menu for a restaurant.
4. Provide opportunities for children to write their own stories. Offer help writing when they need support, allowing children to dictate.
5. Recognize efforts to write, such as writing the first letter of a word correctly or trying to join letters together to make a word, even if it is spelled incorrectly.
6. Talk about letters and offer children many opportunities to practice forming letters in play and other activities.



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# Cognition and General Knowledge

The standard of *Cognition and General Knowledge* addresses how children think and what children know. Cognition, or how children think, refers to the internal mental processes that allow children to create, process, and use information. These processes begin at birth and develop as children grow. Infants explore their surroundings with their senses, cataloguing information about their environment.

As they grow, children’s ability to think about this information develops. Babies develop object permanence and form understandings about what is safe (familiar people and environments) and what is unsafe (unfamiliar people and environments). Children begin to think symbolically and represent objects with sounds and words—a skill essential for developing language. As children develop these cognitive skills, their activities change, and their ability to access new information increases.

This standard presents each cognitive skill within the content area that most closely aligns with the primary function of that skill. This does not mean, however, that the skill is exclusively tied to this area. For example, the skill of predicting is presented within the strand of *Science*, as this skill is an important component of the scientific method. However, children also use prediction skills in many other contexts, such as analyzing and comprehending literature, making decisions about safety during physical play, and carrying out social interactions. These cognitive

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skills, or the way humans think, are inherent in all domains. Thus, the cognitive skills detailed in this standard will, like many of the skills presented in other standards, appear in a variety of ways across the developmental domains.

General knowledge, or what children know, refers to content knowledge children acquire in the various domains of learning. Sometimes these are referred to as content areas or even subject areas. Content areas—such as mathematics and science, in which children are expected to learn a great deal of information over the course of their schooling—certainly have their place in early childhood. While the focus of early childhood education is developmental in nature, with significantly less emphasis placed on specific content knowledge, the indicators presented in this standard detail important understandings that children should gain in each year of kindergarten in Saudi Arabia. These skills—such as the ability to count, recognize patterns, create experiments, classify and group, and compare and contrast—will support children throughout their lives to refine their skills and scaffold their knowledge base.

This standard is organized into four strands: *Mathematics*, *Science*, *Creative Arts*, and *Technology*. These strands address both the thinking skills and the general knowledge that children should develop and learn in each of these academic areas.

## Mathematics

This strand is concerned with the study of relationships (between quantities), operations, and quantities and addresses the skills of logical mathematical thinking. Through understanding simple operations and mathematical processes, children begin to form understandings of mathematical concepts through experiences with the real world around them. This strand is subdivided into five sub-strands: *Concepts of Numbers and Mathematical Operations*; *Patterns, Functions, and Algebra*; *Measurement*; *Geometry and Spatial Sense*; and *Data Analysis and Probability*. Through these five sub-strands, the Mathematics strand addresses how children come to understand numbers, objects, and the relationships between numbers, objects, time, and space.

Key focal points:

- Numbers and numerals
- Classification
- Size
- Two- and three-dimensional shapes
- Organizing information

## Science

This strand addresses the inquiry skills children develop and important understandings children learn about their natural world. This strand is subdivided into four sub-strands: *Scientific Inquiry*, *Physical Science*, *Life Science*, and *Environmental Science*. *Scientific Inquiry* addresses both children's natural inclinations to inquire about their

environment and their progressive ability to conduct those investigations using tools and the scientific method. The remaining three sub-strands address a child's knowledge about the natural world, much of which is gained through their inquiry skills. *Physical Science* addresses the physical characteristics of objects and basic physics concepts, such as movement and force. *Life Science* addresses basic understandings of life, including the ability to distinguish between life and non-life and recognizing the basic essential needs of living organisms. *Environmental Science* addresses an understanding of the natural world.

Key focal points:

- Scientific methods
- Physical characteristics
- Essentials of life
- Objects of the earth and sky

## Creative Arts

This strand addresses the interactions between children's minds, bodies, and actions that allow them to express their ideas, feelings, and emotions in creative ways. Sometimes using materials designed for artistic expression and sometimes using what the environment provides—such as sand, leaves, or the child's own voice or body—children express their thoughts and feelings in unique ways that speak to who they are as individuals and who they are culturally.

This strand is subdivided into four sub-strands: *Artistic Expression*, *Dramatic Play*, *Chants*, and *Expressive Movement*. *Artistic Expression* addresses how children create and interact with physical artwork. *Dramatic Play*, which is largely recognized as one of the most important developmental activities in the lives of young children, addresses children's exploration of their world. As children act out stories and scenarios—both real and fictional—and take on different roles in dramatic play, they develop essential abilities such as abstract thinking, problem solving, language skills, and social skills. Indeed, dramatic play aids children in every developmental and academic domain. The Chants sub-strand addresses a child's interactions with chants and verbal expression. *Expressive Movement* addresses a child's ability to move his or her body in order to express ideas.

Key focal points:

- Creating and appreciating artwork
- Exploring through dramatic play
- Forms of expression

## Technology

The role of technology both in and out of the classroom continues to grow at an exponential rate. Increasingly, children interact with technology in nearly every area of life. Mobile smart phones, laptop computers and tablets, video games, and an array of

handheld devices designed specifically for children’s use are some of the technologies children are very likely to encounter by the time they enter kindergarten. As the technological field continues to grow and becomes more integrated with the daily life of young children, it is essential that children develop the skills and knowledge to use it effectively. This strand addresses basic familiarity with technology and a child’s ability to engage with various kinds of technological equipment.

Key focal point:

- Interaction with familiar technologies

## Before 3 Years Old

Children begin learning in the late stages of a mother’s pregnancy. Children in the womb learn to recognize the sound of their mother’s voice and language. They begin to develop their senses and learn about tastes and smells that exist in their mother’s world. When babies are born, their learning grows exponentially with every new experience. Babies observe and process information, learning through their sensory and motor interactions with the environment. Infants and toddlers can understand and learn things even if they cannot demonstrate their knowledge and skills, which is known as the performance–competence lag. Cognitive development draws on all developmental domains. Social-emotional, language, and motor development are all important influences in infants’ and toddlers’ cognitive development. As with the other developmental domains, much of children’s cognitive development in these earliest years relies heavily on their relationships with caregivers. Developing healthy, secure attachments to adults helps children explore their environment in ways that promote opportunity and a capacity for cognitive development.

Adults can support cognitive development for infants and toddlers by providing a safe, secure environment in which they can explore freely and confidently. Additionally, providing materials that promote practice with numbers, space, reasoning, problem solving, material manipulation, and other important foundational skills is also an excellent way to support infants and toddlers in their cognitive development.

Cognitive development encompasses a large range of skills, and therefore infants and toddlers may show healthy cognitive development in a number of ways. Some of these include:

- Beginning to explore objects and how things work
- Experimenting with cause and effect relationships; for example, completing an action and watching a caregiver for a reaction or repeating an action to try to elicit a desirable outcome
- Watching and imitating others
- Showing interest in colors, shapes, patterns, and pictures
- Showing an understanding of *same* and *different*
- Using simple tools
- Playing with different art media, such as finger painting or patting clay
- Expressing enthusiasm through body movements such as jumping and clapping

## 1.0 MATHEMATICS

## KG1 (3–4 Years)

### 1.1 Concepts of Numbers and Mathematical Operations

Children will demonstrate and apply a knowledge and sense of numbers, including numeration and operations.

	At or Around 3 Years		At or Around 4 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
CK 1.1.1 KG1	Join in on counting, rhymes, and chants.	<ul style="list-style-type: none"> <li>Repeat the chant “Five Little Monkeys” with the teacher.</li> </ul>	Rote count to 10, and possibly up to about 39.	<ul style="list-style-type: none"> <li>Count aloud to 10.</li> <li>Count along with a teacher.</li> </ul>
CK 1.1.2 KG1	Show an understanding of quantities up to about three.	<ul style="list-style-type: none"> <li>Count aloud with the teacher at the start of the day, saying the numbers they know and leaving out the numbers they do not know.</li> </ul>	Count up to 10 objects using one-to-one correspondence. Some children may be able to count up to 15 in this way.	<ul style="list-style-type: none"> <li>Count seven blocks, pointing to one block as they say one number until they reach the total.</li> </ul>
CK 1.1.3 KG1	Show an interest in counting and numbers.	<ul style="list-style-type: none"> <li>Say “one” when asked “How many sisters do you have?”</li> </ul>	Recognize, read, and write some single digit numerals.	<ul style="list-style-type: none"> <li>Say “I have four” when playing a card with the numeral 4 printed on it.</li> </ul>
CK 1.1.4 KG1	Show an understanding of concepts regarding quantity: <i>more, all, and none</i> .	<ul style="list-style-type: none"> <li>Hold up three fingers and say “three” when asked “How old are you?”</li> <li>Count “one, two, five, ten” while playing with blocks.</li> </ul>	Recognize that numbers represent quantity.	<ul style="list-style-type: none"> <li>Read “one, two, three” when playing with blocks with the corresponding numerals printed on them.</li> </ul>
CK 1.1.5 KG1	Show a developing understanding of one-to-one correspondence.	<ul style="list-style-type: none"> <li>Watch an adult as she counts out objects one by one.</li> </ul>	Match the number of objects in a set to the correct numeral (up to about five objects).	<ul style="list-style-type: none"> <li>Complete a puzzle in which one puzzle piece shows a numeral from zero to five and the corresponding piece shows that many pictures of an object (four cats, three cars, two balls, etc.).</li> </ul>
CK 1.1.6 KG1		<ul style="list-style-type: none"> <li>Play with a puzzle showing numerals and quantities of objects.</li> <li>Complain that a friend has “more” toys.</li> </ul>	Identify up to three objects in a small group without counting. Some children may be able to do this up to about five objects.	<ul style="list-style-type: none"> <li>Look at the art corner and say, “I can’t go to art right now. There are already three people at art.”</li> </ul>
CK 1.1.7 KG1		<ul style="list-style-type: none"> <li>After giving several apple slices to a friend, say, “There are none left for me.”</li> <li>Give one drink to each child during snack time.</li> <li>Put one blanket on each doll during pretend play.</li> </ul>	Give the number that comes next when provided with a preceding number between 1–5 and up to about 10.	<ul style="list-style-type: none"> <li>Say, “I have three things for my meal: a sandwich, juice, and an apple,” when opening their meal bag.</li> </ul>

## 1.0 MATHEMATICS

## KG1 (3–4 Years)

### 1.1 Concepts of Numbers and Mathematical Operations (continued)

Children will demonstrate and apply a knowledge and sense of numbers, including numeration and operations.

	At or Around 3 Years		At or Around 4 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
CK 1.1.8 KG1			Count backward from 10 with increasing accuracy.	<ul style="list-style-type: none"> <li>• Say “eight” when a teacher says “five, six, seven...then what?”</li> </ul>
CK 1.1.9 KG1			Compare groups of concrete objects and communicate whether the groups are equal or unequal using the concepts of more and same.	<ul style="list-style-type: none"> <li>• Say “five” when the teacher says, “What comes right after four?”</li> <li>• Count backward, “ten, nine, eight, seven, eight, seven, six, five, four, three, two, one, zero.”</li> </ul>
CK 1.1.10 KG1			Show an understanding that adding to a group results in an increase in objects and taking away from a group results in fewer objects.	<ul style="list-style-type: none"> <li>• Begin counting backward from 10, missing one or two numbers.</li> <li>• Look at two groups of objects and say, “This one has more.”</li> <li>• Answer “yes” when the teacher shows them two groups of two objects each and asks, “Are they the same?”</li> <li>• Say, “If you two join our group, we’ll have more people to play.”</li> <li>• Protest at snack time saying, “You gave her another one, and now she has more than me.”</li> <li>• Say, “He ate his biscuit, so now he doesn’t have any.”</li> </ul>

**1.0 MATHEMATICS****KG1 (3–4 Years)****1.2 Patterns, Functions, and Algebra**

*Children will demonstrate an increasing understanding of patterns, size, and organization of objects (classification).*

	<b>At or Around 3 Years</b>		<b>At or Around 4 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
CK 1.2.1 KG1	Group similar objects into groups.	<ul style="list-style-type: none"> <li>Stack all of the plates in one pile, and put the bowls and cups in a different pile.</li> </ul>	Sort and classify objects by more than one attribute (i.e., shape and color, etc.).	<ul style="list-style-type: none"> <li>Group all the blue objects together.</li> </ul>
CK 1.2.2 KG1	Show an interest in and awareness of patterns in daily life.	<ul style="list-style-type: none"> <li>Make a block tower using only the blue blocks.</li> <li>Copy a pattern created by an adult.</li> </ul>	Recognize, describe, and create simple patterns.	<ul style="list-style-type: none"> <li>Divide a group of blocks into two groups, such as the “big blocks” and the “small blocks.”</li> </ul>
CK 1.2.3 KG1	Sort and classify objects by one attribute (i.e., size, shape, color, etc.).	<ul style="list-style-type: none"> <li>Continue a pattern with stringing beads.</li> <li>Point out a caterpillar with alternating stripes of green and black.</li> </ul>		<ul style="list-style-type: none"> <li>Tell the teacher, “Look, it goes blue, red, blue, red, blue. That’s a pattern!”</li> <li>Draw a bee and color it with a black and white <i>abab</i> pattern.</li> </ul>

## 1.0 MATHEMATICS

## KG1 (3–4 Years)

### 1.3 Measurement

Children will begin to explore measurement of objects and quantities.

1.3 Measurement				
Children will begin to explore measurement of objects and quantities.				
At or Around 3 Years			At or Around 4 Years	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
CK 1.3.1 KG1	Informally compare objects by size using simple size descriptors, such as <i>big</i> and <i>small</i> .	<ul style="list-style-type: none"> <li>Look at two balls of different sizes and say “This one is big.”</li> <li>Say, “I’m big like my brother.”</li> </ul>	Compare objects by size using simple descriptors, such as <i>same</i> , <i>different</i> , <i>taller</i> , <i>longer</i> , <i>shorter</i> , <i>bigger</i> , and <i>smaller</i> .	<ul style="list-style-type: none"> <li>Say, “The blue pen is longer than the yellow one.”</li> <li>Place three classmates in order from tallest to shortest.</li> </ul>
CK 1.3.2 KG1	Describe objects as <i>same</i> or <i>different</i> .	<ul style="list-style-type: none"> <li>Say, “These two pens are the same.”</li> <li>Get excited just before it is time to go home.</li> </ul>	Order up to three objects by size.	<ul style="list-style-type: none"> <li>Place blocks in order from smallest to largest.</li> </ul>
CK 1.3.3 KG1	Begin to develop an awareness of time of day and sequencing.	<ul style="list-style-type: none"> <li>Ask if they can go play when they finish their meal, in anticipation of outdoor recess.</li> </ul>	Show an awareness of time of day and sequencing.	<ul style="list-style-type: none"> <li>Say that people “eat breakfast in the morning” and “sleep at night.”</li> </ul>
CK 1.3.4 KG1	Begin to explore the concept of volume by filling and emptying containers.	<ul style="list-style-type: none"> <li>Fill buckets with sand and empty them.</li> <li>Fill cups with water at a water table and pour them out.</li> </ul>	Explore the concept of volume.	<ul style="list-style-type: none"> <li>Fill containers of different sizes with different materials, such as sand and water.</li> </ul>
CK 1.3.5 KG1			Estimate size.	<ul style="list-style-type: none"> <li>Pour water from a smaller container into a larger one and say, “This one is too big; it is not enough water now.”</li> </ul>

## 1.0 MATHEMATICS

## KG1 (3–4 Years)

## 1.4 Geometry and Spatial Sense

Children will demonstrate an understanding of shapes, their properties, and how objects are related to one another in space.

	At or Around 3 Years		At or Around 4 Years	
	Indicator Children will . . .	Examples Children may . . .	Indicator Children will . . .	Examples Children may . . .
CK 1.4.1 KG1	Match identical and non-identical two-dimensional shapes.	<ul style="list-style-type: none"> <li>Complete a simple puzzle in which one piece shows a blue circle and the other piece shows a green circle.</li> </ul>	Identify and name common two-dimensional shapes (i.e., circles, triangles, and squares).	<ul style="list-style-type: none"> <li>Point at the clock and say, "It's a circle!"</li> <li>Describe the teacher's chair, saying, "I see something square with four legs."</li> </ul>
CK 1.4.2 KG1	Informally identify three-dimensional objects.	<ul style="list-style-type: none"> <li>Play a game using picture cards to collect pairs of identical shapes.</li> </ul>	Sort two-dimensional geometric shapes.	<ul style="list-style-type: none"> <li>Sort a stack of picture cards into squares, triangles, and circles.</li> </ul>
CK 1.4.3 KG1	Draw some approximations to simple shapes.	<ul style="list-style-type: none"> <li>Dig a ball out of a toy box without looking in the box.</li> <li>Draw a mostly complete circle while scribbling.</li> <li>Retrieve a ball when the teacher says, "It's under the table."</li> </ul>	Draw variations of geometric shapes to represent objects in pictures. (Shapes may be formed imperfectly; for example, one side of a square might be shorter than the others, or a triangle may not fully close.)	<ul style="list-style-type: none"> <li>Draw a circle on top of a triangle to represent a person.</li> <li>Draw a square and say, "It's my house."</li> <li>Tell a friend to "put the food on the table" during pretend play.</li> </ul>
CK 1.4.4 KG1	Demonstrate an understanding of spatial positions such as <i>in</i> , <i>on</i> , <i>under</i> , <i>next to</i> , etc.	<ul style="list-style-type: none"> <li>Throw a tissue in the trash bin when the teacher says, "The trash bin is in the corner, next to the door."</li> </ul>	Identify positions in space using words like <i>up/down</i> , <i>in/on/under</i> , <i>next to/beside</i> , etc.	<ul style="list-style-type: none"> <li>Tell a teacher that their book is "in my backpack."</li> <li>Say, "I want to sit next to my mommy."</li> </ul>

## 1.0 MATHEMATICS

### KG1 (3–4 Years)

#### 1.5 Data Analysis and Probability

Children will demonstrate an understanding of how to organize and describe data and information, as well as how to use data to make generalizations and decisions about probable outcomes.

		At or Around 3 Years		At or Around 4 Years	
		Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
CK 1.5.1 KG1				Demonstrate an understanding of simple graphs comparing two pieces of information.	<ul style="list-style-type: none"> <li>• Contribute to a bar graph comparing how many boys versus how many girls are in the classroom.</li> </ul>
CK 1.5.2 KG1				Show an understanding that some questions require empirical evidence, or data, before they can be answered, such as, “How many children are on the playground?”	<ul style="list-style-type: none"> <li>• Say, “More people are in here today,” when the teacher shows a bar graph portraying children at home versus children in school.</li> <li>• Count children sitting at a table when the teacher asks, “How many children are at the lunch table?”</li> <li>• Say, “I don’t know,” when the teacher holds up a jar of candies and asks, “How many candies are there?”</li> </ul>

## 2.0 SCIENCE

### KG1 (3–4 Years)

#### 2.1 Scientific Inquiry

Children will develop the ability to carry out the scientific inquiry process with increasing independence and effectiveness.

	At or Around 3 Years		At or Around 4 Years	
	Indicator Children will . . .	Examples Children may . . .	Indicator Children will . . .	Examples Children may . . .
CK 2.1.1 KG1	Show interest and curiosity in exploring their world using their five senses.	<ul style="list-style-type: none"> <li>• Open a box to look inside.</li> <li>• Ask to taste a friend's snack.</li> </ul>	Show interest and curiosity in the way the world works by asking questions.	<ul style="list-style-type: none"> <li>• Ask questions about how and why things work. For example: "Why does this one not float?" "Will this little duck grow up to be a big duck?"</li> </ul>
CK 2.1.2 KG1	Ask questions about their world.	<ul style="list-style-type: none"> <li>• Take off their shoes to feel the sand on their feet.</li> <li>• Ask about a bird, "Why it doesn't fly?"</li> </ul>	Observe and describe objects and events in the environment in simple language.	<ul style="list-style-type: none"> <li>• Say, "The car won't go anymore."</li> <li>• Describe a broken toy by saying, "This one is missing the top."</li> </ul>
CK 2.1.3 KG1	Use simple language and gestures to describe observations and experiences.	<ul style="list-style-type: none"> <li>• Hold their arms wide apart and say, "It (the airplane) was THIS big!"</li> <li>• Say, "Too loud!" in response to children squealing at the start of outdoor time.</li> </ul>	Explore observational and measurement tools for a specific purpose.	<ul style="list-style-type: none"> <li>• Use a magnifying glass to observe objects.</li> </ul>
CK 2.1.4 KG1	Begin to explore observational and measurement tools in creative ways.	<ul style="list-style-type: none"> <li>• Use cups to hold water and to scoop up sand.</li> </ul>	Compare and contrast objects according to their similarities and differences.	<ul style="list-style-type: none"> <li>• Tell a teacher, "Both me and Sarah have brown hair."</li> <li>• Say, "If I roll the ball down this (steeper) one, it will go faster," and test the prediction by completing the action described.</li> </ul>
CK 2.1.5 KG1		<ul style="list-style-type: none"> <li>• Look at many different things through a magnifying glass held close to their eye.</li> </ul>	Make and test predictions with the help of an adult.	<ul style="list-style-type: none"> <li>• Say, "I think it will feel cold," then touch an ice cube to test the prediction.</li> </ul>
CK 2.1.6 KG1			Draw conclusions (inferences) and form generalizations with the support of an adult.	<ul style="list-style-type: none"> <li>• Observe that a child is absent and say, "She must be sick today."</li> </ul>
CK 2.1.7 KG1			Collect and organize information with adult guidance.	<ul style="list-style-type: none"> <li>• Observe that the ground is wet at recess and ask, "Was it raining?"</li> <li>• Draw a tally mark for each child that raises his or her hand when the teacher asks, "Who likes to play on the swing?"</li> </ul>

## 2.0 SCIENCE

### KG1 (3–4 Years)

#### 2.2 Physical Science

Children will acquire a growing in-depth scientific knowledge related to physical science—the properties of objects and materials.

	At or Around 3 Years		At or Around 4 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
CK 2.2.1 KG1	Recognize that objects can have different physical properties.	<ul style="list-style-type: none"> <li>• After painting, hold the picture away from their clothes and say, “It’s wet.”</li> </ul>	Observe and describe the physical attributes of objects and materials.	<ul style="list-style-type: none"> <li>• Touch a piece of sandpaper and say, “Ouch! That is rough!”</li> </ul>
CK 2.2.2 KG1	Show an interest in playing with liquids and other non-solid materials.	<ul style="list-style-type: none"> <li>• Tell a teacher they are uncomfortable in their sweater because it is “too itchy.”</li> </ul>	Show an understanding that the physical properties of materials can change.	<ul style="list-style-type: none"> <li>• Notice that knocking a fork against an empty glass makes a different noise than knocking a fork against a glass filled with water.</li> </ul>
CK 2.2.3 KG1	Show an interest in playing with objects that move.	<ul style="list-style-type: none"> <li>• Play at the water table.</li> <li>• Play with dough and clay.</li> <li>• Roll cars.</li> <li>• Throw balls.</li> <li>• Pedal on a tricycle.</li> </ul>	Show an understanding that physical, non-living objects can move.	<ul style="list-style-type: none"> <li>• Say, “My drink had ice, but it melted.”</li> <li>• Ask the teacher to form a ball of dough into an animal shape.</li> <li>• Push a car and say, “Look how far it rolls!”</li> <li>• Explain, “Cars go faster than bicycles.”</li> </ul>

**2.0 SCIENCE****KG1 (3–4 Years)****2.3 Life Science**

Children will acquire a growing wealth of scientific knowledge related to life science—the properties of living things.

		<b>At or Around 3 Years</b>		<b>At or Around 4 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	
CK 2.3.1 KG1	Identify some plants and animals.	<ul style="list-style-type: none"> <li>• Point to a picture of a rabbit and say “rabbit” or “bunny.”</li> <li>• Point out a tree while on a walk to the park.</li> <li>• Tell a story about feeding the rabbits during a trip to the zoo.</li> <li>• Say to the teacher, “I feed the chickens every day.”</li> <li>• Tell a teacher that their favorite animal is a horse, but their brother’s favorite animal is a tiger.</li> </ul>	Sort and categorize plants and animals by their physical characteristics.	<ul style="list-style-type: none"> <li>• Sort a pile of plants (collected on a walk to the park) into flowers and non-flowering plants based on whether the plant currently has a flower attached to it.</li> <li>• Sort animals into groups based on how many legs they have.</li> <li>• Explain that animals need food and water to live.</li> <li>• Explain that birds live in nests.</li> <li>• Explain that date palms are found in the desert.</li> <li>• Talk about the stages of a plant’s growth.</li> <li>• Explain that flowers die if they don’t get enough water.</li> </ul>	
CK 2.3.2 KG1	Show an understanding that animals and plants have some needs, such as food and water.		Identify the basic needs of animals and plants.		
CK 2.3.3 KG1	Show an understanding that there are different types of animals and plants.		Identify the habitats of familiar plants and animals.		
CK 2.3.4 KG1			Show an understanding that living things grow and change.		
CK 2.3.5 KG1			Show an emerging understanding of why change happens.		

## 2.0 SCIENCE

### KG1 (3–4 Years)

#### 2.4 Environmental Science

Children will acquire a growing wealth of scientific knowledge related to environmental science—the properties of the earth and nature.

		At or Around 3 Years		At or Around 4 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	
CK 2.4.1 KG1	Show an interest in playing with different kinds of earth-based materials, such as sand, dirt, rocks, etc.	<ul style="list-style-type: none"> <li>• Play in a sandbox.</li> <li>• Dig in the dirt.</li> <li>• Throw away trash in a trash bin.</li> <li>• Contribute scraps to the kindergarten compost heap with the teacher’s assistance.</li> </ul>	Identify different kinds of natural objects and materials.	<ul style="list-style-type: none"> <li>• Tell a teacher, “Hussein is throwing sand!”</li> <li>• Tell a friend, “Look at that big rock!”</li> <li>• Tell a teacher that the sun is very hot that day.</li> </ul>	
CK 2.4.2 KG1	Participate in routines that demonstrate care for the environment.	<ul style="list-style-type: none"> <li>• Say, “It is sunny” when the teacher asks what the weather is like outside.</li> </ul>	Notice and name some objects seen in the sky.	<ul style="list-style-type: none"> <li>• Tell their friends about watching stars in the sky.</li> </ul>	
CK 2.4.3 KG1	Identifies some different kinds of weather, such as sunshine and rain.		Name and identify different earth materials, such as rocks, water, and dirt.	<ul style="list-style-type: none"> <li>• Point out a sand dune on an outing to the beach.</li> <li>• Bring in several rocks to share with classmates.</li> </ul>	
CK 2.4.4 KG1			Participate in routines that demonstrate care for the environment.	<ul style="list-style-type: none"> <li>• Turn off the tap after washing their hands.</li> </ul>	
CK 2.4.5 KG1			Recognize and describe current conditions and changes in the weather.	<ul style="list-style-type: none"> <li>• Ask the teacher for permission to turn off the lights when leaving the classroom.</li> <li>• Say, “It’s hot and sunny today.” when giving the class the morning weather report.</li> <li>• Explain that it is cloudy and that sometimes when it is cloudy, it will rain.</li> </ul>	

### 3.0 CREATIVE ARTS

### KG1 (3–4 Years)

#### 3.1 Artistic Expression

*Children will create their own artwork and begin to develop an appreciation for the artwork of others.*

		At or Around 3 Years		At or Around 4 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	
CK 3.1.1 KG1	Create nonrepresentational art (scribbles, etc.).	<ul style="list-style-type: none"> <li>• Use a marker to make lines and dots on a paper.</li> <li>• Glue, with teacher assistance, colorful feathers to a piece of paper in a random manner.</li> </ul>	Begin to create representational artwork, though the subject and purpose of the work will be mostly unplanned.	<ul style="list-style-type: none"> <li>• After painting for a little while, say that their picture is “finished” and that it is a picture of a tree.</li> <li>• Show their teacher a piece of artwork in which they have cut and pasted small pieces of blue paper to another paper. When the teacher asks what the picture is, the child may say “Umm...” When the teacher prompts “Is it the sky?” the child says, “Yes. It’s the sky.”</li> </ul>	
CK 3.1.2 KG1	Show color and material preferences when creating and observing art.	<ul style="list-style-type: none"> <li>• Want to create a picture that is entirely blue and become upset when another child is using the blue crayon.</li> </ul>	Describe and respond to their own artwork.		
CK 3.1.3 KG1	Use a variety of art materials, focusing on the process of creating artwork rather than on a finished product.	<ul style="list-style-type: none"> <li>• Enthusiastically choose to paint but refuse to draw with crayons.</li> </ul>	Use a variety of materials to create artwork.		
CK 3.1.4 KG1		<ul style="list-style-type: none"> <li>• Squeeze and roll clay, without the intention of making something specific.</li> <li>• Make large paint strokes across a paper in a haphazard way.</li> </ul>	Use artwork as a way to express thoughts, feelings, and knowledge.	<ul style="list-style-type: none"> <li>• Point out their own work.</li> <li>• Say, “I like Mohammed’s bird!” in reference to a classmate’s artwork.</li> <li>• Use glue and sand to make artwork representing the desert.</li> <li>• Paint a picture using finger paint.</li> <li>• Draw several figures with smiling faces and explain, “I’m happy.”</li> <li>• Draw a picture of an airplane in response to the teacher’s question, “What is your favorite vehicle?”</li> </ul>	

### 3.0 CREATIVE ARTS

### KG1 (3–4 Years)

#### 3.2 Dramatic Play

*Children will explore roles and situations through pretend play, alone or with others.*

At or Around 3 Years		At or Around 4 Years	
Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
CK 3.2.1 KG1	Recreate recent familiar experiences through role play.	Role-play to explore different familiar social roles.	<ul style="list-style-type: none"> <li>• Pretend to be the mommy in a role play about the family.</li> </ul>
CK 3.2.2 KG1	Use basic props and costumes in a realistic manner during role play.	Recreate familiar environments, such as the household and classroom.	<ul style="list-style-type: none"> <li>• Pretend to be a police officer.</li> <li>• Make believe one child is the teacher and the others are young students.</li> </ul>
CK 3.2.3 KG1	Create fantastical, or purely make-believe, dramatic play scenarios.	Use props and costumes to make scenarios more realistic.	<ul style="list-style-type: none"> <li>• Make believe several children are a family, preparing dinner together.</li> </ul>
CK 3.2.4 KG1		Create novel pretend play scenarios drawn from imagination and not necessarily from life experiences or familiar stories.	<ul style="list-style-type: none"> <li>• Wear an apron while pretending to make dinner.</li> <li>• Fill a small basket with plastic food while pretending to go to the supermarket.</li> </ul>

**3.0 CREATIVE ARTS****KG1 (3–4 Years)****3.3 Chants**

*Children will show an increasing appreciation for lyrical chants and rhythmic sound.*

		<b>At or Around 3 Years</b>		<b>At or Around 4 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	
CK 3.3.1 KG1	Participate chants with enthusiasm.	<ul style="list-style-type: none"> <li>• Ask an adult to chant a particular chant.</li> <li>• Hum a simple tune to a familiar chant.</li> <li>• Bang on a tambour.</li> <li>• Shake a maraca.</li> </ul>	Participate in chants with enthusiasm, and reflect upon chants.	<ul style="list-style-type: none"> <li>• Chant along to a familiar chant.</li> <li>• Chant the same part of a chant over and over again.</li> <li>• Chant along with a group of friends on the playground.</li> <li>• Try to produce rhythmic sounds by clapping with their hands and beating with their feet.</li> <li>• Try to create a rhythm on a tambour.</li> <li>• Say the “Clean Up” chant while cleaning up the blocks from the block center.</li> </ul>	
CK 3.3.2 KG1	Explore different sounds/voices.		Begin to chant some repetitive parts of a chant alone and with others.		
CK 3.3.3 KG1			Show enjoyment in exploring sounds with different rhythms.		
CK 3.3.4 KG1			Initiate chanting in some appropriate situations.		
CK 3.3.5 KG1			Recall chants and use them alone or in groups.		

### 3.0 CREATIVE ARTS

### KG1 (3–4 Years)

#### 3.4 Expressive Movement

*Children will participate in and begin to develop an appreciation for expressive movement and will explore ways to express their own feelings and ideas through movement.*

	At or Around 3 Years		At or Around 4 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
CK 3.4.1 KG1	Move with and without accompanying chants.	<ul style="list-style-type: none"> <li>• Clap their hands and sway back and forth to a familiar chant.</li> </ul>	Move with and without accompanying chants, using props.	<ul style="list-style-type: none"> <li>• Wave colorful scarves around while spinning in circles.</li> </ul>
CK 3.4.2 KG1		<ul style="list-style-type: none"> <li>• Jump up and down and spin around to express a happy emotion.</li> </ul>	Perform movements that match and respond to different tempos.	<ul style="list-style-type: none"> <li>• Move with colorful ribbons while listening to a chant about different colors.</li> </ul>
CK 3.4.3 KG1			Create expressive movements or steps to accompany a chant.	<ul style="list-style-type: none"> <li>• Move faster when the tempo increases.</li> </ul>
CK 3.4.4 KG1			Communicate an understanding that movement is both a form of expression and a form of exercise.	<ul style="list-style-type: none"> <li>• Move slower when the tempo decreases.</li> </ul>

**4.0 TECHNOLOGY****KG1 (3–4 Years)****4.0 Technology**

*Children will demonstrate an awareness and understanding of technology in their daily lives.*

		<b>At or Around 3 Years</b>		<b>At or Around 4 Years</b>	
		<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
CK 4.0.1 KG1	Show an awareness of some technologies.		<ul style="list-style-type: none"> <li>• Ask the teacher to help them switch on the computer in the reading corner.</li> <li>• Exclaim, “My mom has that phone!”</li> </ul>	Name and explain the functions of several different technologies, such as mobile phones, tablets, computers, etc.	<ul style="list-style-type: none"> <li>• Explain that a mobile phone can be used to call their mom, but can also be used for playing games or reading books.</li> </ul>
CK 4.0.2 KG1	Play with mechanical toys and learning games with some assistance.		<ul style="list-style-type: none"> <li>• Push buttons on a toy phone to make it light up and make a ringing noise.</li> </ul>	Play some age-appropriate games on a computer or tablet with adult assistance.	<ul style="list-style-type: none"> <li>• Say that their father does work on the computer, but they like to play games on it.</li> </ul>
CK 4.0.3 KG1	Make a mechanical toy work by intentionally pushing buttons, turning knobs, and pulling pull-strings as appropriate.		<ul style="list-style-type: none"> <li>• Wind a knob in order to make a toy car propel forward.</li> </ul>	Use safe technologies to assist in learning activities.	<ul style="list-style-type: none"> <li>• Show a teacher how to turn on and select a program on a touch screen tablet.</li> <li>• Use headphones to listen to a story and follow along with a physical book or e-book on a computer or tablet.</li> </ul>

# Strategies for Adults Working With 3 to 4 Year Olds

## Mathematics

1. Make a variety of materials consistently and easily accessible to children for the purpose of developing mathematical understanding and practicing skills (e.g., counting beads, blocks, buckets for sorting, shapes, measuring cups, etc.).
2. Incorporate many different opportunities for counting throughout the day. For example, count who is present and who is absent during morning attendance, count how many children are wearing a particular color or are playing in the sandbox, ask children to count with you as you pass out juice cans to all of the children, and so on.
3. Read stories and play games that involve counting and talking about numbers and shapes.
4. Provide opportunities to observe and talk about naturally occurring patterns in and out of doors. For example, observe patterns in insects' coloring, hang drapes with alternating patterns, talk about patterns on children's clothing, and so on.
5. Display a picture schedule that children may refer to throughout the day. Talk about the passage of time and sequencing of events.
6. Provide opportunities to practice measuring, and model the use of measurement vocabulary. For example, ask children, "How long do you think the playground is? How many steps do you think it will take to walk the length of it?"
7. Provide opportunities and materials for exploring weight and volume. For example, provide a balance scale, give children access to a water or sand table and accessories, and so on.
8. Talk frequently and naturally about mathematical concepts to encourage children to practice mathematics in their daily life. For example, you may ask children what should be done to solve the problem when you notice aloud that there are five children wanting to draw in the art corner, but only four chairs are available.

# Strategies for Adults Working With 3 to 4 Year Olds

## Science

1. Expose children to the scientific method of inquiry: observing, questioning, predicting, experimenting, collecting and organizing data, and drawing conclusions.
2. Encourage children to observe nature and events and reflect on their observations.
3. Encourage children to ask questions, and model a variety of strategies for discovering new information.
4. Show children that you value their ideas by encouraging, allowing, and even helping them experiment, design, create, and try out solutions to problems.
5. Encourage scientific exploration and provide scientific tools and activities with which children may engage (e.g., magnifying glasses, magnets, simple experiments, etc.).
6. Provide a science discovery corner with materials and books that reflect what the children are learning and interested in. Allow children to bring things to share in the scientific discovery corner to encourage interest and inquiry initiative.
7. Create a sensory corner in which children can explore materials with their senses. Children might play with sand, feel different kinds of fabric, mix paint, or form clay, for example.
8. Provide opportunities for children to observe and learn about animals and plants in natural and classroom environments. For example, plan a trip to the zoo or the sea shore, allow children to care for a classroom garden, keep appropriate school pets that children may visit and care for, and so on.
9. Make taking care of the indoor and outdoor environment a normal part of the daily routine.
10. Make science fun and a natural part of everyday activities. Help children identify science as a part of their everyday world.

# Strategies for Adults Working With 3 to 4 Year Olds

## Creative Arts and Tecnology

1. Encourage children to explore their creativity by providing a variety of materials and opportunities for them to express themselves.
2. Ask children to talk about their creative expressions.
3. Praise children’s effort rather than critiquing their artwork. For example, you might say, “Look at how carefully you are working, Abdullah! I am proud of you for taking such care with your artwork,” as opposed to saying, “That is a beautiful picture.”
4. Encourage children to express themselves using a variety of media (e.g., paint, clay, collage, expressive movement, etc.).
5. Give children ample opportunities to engage in dramatic play, both independently and as part of a group.
6. Display children’s work at their eye level and rotate these displays often to show current pieces. Allow children to choose which pieces get displayed in the classroom, providing boards to display unique pieces (rather than displaying each child’s variation of the same piece of work). Ask them to dictate a short description that can be displayed next to their work.
7. Provide examples, and encourage conversation about many different kinds of artwork from a variety sources, cultures, and countries.
8. Provide appropriate access to technology, and be present to help children when they need assistance.

**1.0 MATHEMATICS****KG2 and KG3 (4–6 Years)****1.1 Concepts of Numbers and Mathematical Operations**

Children will demonstrate and apply a knowledge and sense of numbers, including numeration and operations.

	<b>At or Around 5 Years</b>		<b>At or Around 6 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
CK 1.1.1 KG2-3	Rote count to 20.	<ul style="list-style-type: none"> <li>Count aloud to 20.</li> <li>Count each of the children in their class and say, "There are seventeen children here today."</li> </ul>	Count up to about 100, with mistakes most often occurring as the child graduates to a new tens level.	<ul style="list-style-type: none"> <li>Count aloud up to 100. After counting correctly to 47, count "forty-eight, forty-nine, sixty, sixty-one..."</li> </ul>
CK 1.1.2 KG2-3	Count to 25 using one-to-one correspondence.	<ul style="list-style-type: none"> <li>Place eight buttons on a card with the numeral 8.</li> </ul>	Recognize and read most numerals 0–100.	<ul style="list-style-type: none"> <li>After counting correctly to 28, count "twenty-nine, three-ty, three-ty-one..."</li> </ul>
CK 1.1.3 KG2-3	Recognize, read, and write most numerals 0–19.	<ul style="list-style-type: none"> <li>Match a card with four pictures of cats to a card showing the numeral 4 without counting.</li> </ul>	Write most numerals 0–20, though transposing numbers in the ones and tens place may be a common mistake.	<ul style="list-style-type: none"> <li>Read the numeral written on each card as they turn them over during a matching game.</li> <li>Make playing cards with one numeral from 1–20 written on each card. Some sample cards might read 8, 10, 15, 71, and 20.</li> </ul>
CK 1.1.4 KG2-3	Match the number of objects in a set to the correct numeral (up to about 10 objects).	<ul style="list-style-type: none"> <li>Say "ten" when a teacher asks, "What comes after nine?"</li> <li>Say "nineteen...twenty"</li> </ul>	Begin counting from a number other than one.	<ul style="list-style-type: none"> <li>Count up from seven: "Seven, eight, nine..."</li> </ul>
CK 1.1.5 KG2-3	Identify the number of objects in a small group without counting (up to about six objects).	<ul style="list-style-type: none"> <li>When asked, "What comes after nineteen?"</li> <li>Say, "The number on the card with the apple pictures is eight, which is the same number of the apples in the basket."</li> </ul>	Give the number that comes before and/or after when provided with a number between 1–20 and up to about 100.	<ul style="list-style-type: none"> <li>Say "fifteen" when the teacher asks, "What number comes after fourteen?"</li> </ul>
CK 1.1.6 KG2-3	Give the number that comes next when provided with a preceding number from 1–10 and up to about 40.	<ul style="list-style-type: none"> <li>Deal an extra card in a game that requires each player to have five cards when one child says, "I only have four cards."</li> </ul>	Count backward from 20 with increasing accuracy.	<ul style="list-style-type: none"> <li>Say "fifty-two" when asked, "What number comes before fifty-three?" (Some children may not answer correctly.)</li> <li>Pretend to set a rocket off to the moon, chanting backward correctly from 20.</li> </ul>

## 1.0 MATHEMATICS

## KG2 and KG3 (4–6 Years)

### 1.1 Concepts of Numbers and Mathematical Operations (continued)

Children will demonstrate and apply a knowledge and sense of numbers, including numeration and operations.

	At or Around 5 Years		At or Around 6 Years	
	Indicator Children will . . .	Examples Children may . . .	Indicator Children will . . .	Examples Children may . . .
CK 1.1.7 KG2-3	Count backward from 20 with developing accuracy, with common mistakes including skipping numbers, forgetting instructions and reversing order to count forward, and stopping before reaching zero (typically between 13–11).	<ul style="list-style-type: none"> <li>Use one group of four marbles and one group of three marbles to represent the addition problem <math>4 + 3</math>. Then count the total number of marbles and announce, "I have seven marbles."</li> <li>Create a group of eight blocks, remove four blocks from the group, and count the remaining blocks to solve <math>8 - 4</math>.</li> </ul>	Count by 10s up to about 100.	<ul style="list-style-type: none"> <li>Count piles of blocks that they have grouped into 10s, saying, "Ten, twenty, thirty, forty. There are forty blocks here!"</li> <li>Announce, "I am first in line because I'm the line leader today."</li> <li>Use one group of four beads and another group of five beads to represent the addition problem <math>4 + 5</math>. They then count the total and announce, "I have nine beads!"</li> <li>Observe that there are two chairs in the art center and four children wanting to work together on a picture and say, "We need two more chairs."</li> </ul>
CK 1.1.8 KG2-3	Compare groups of concrete objects and communicate whether they are equal or unequal using the concepts of same as, more than, and fewer (less) than.		Use ordinal numbers to describe items in a sequence.	
CK 1.1.9 KG2-3	Show understanding that +1 results in a larger group with a change of exactly one object and -1 results in a smaller group with a change of exactly one object.		Use concrete objects to model addition and subtraction.	
CK 1.1.10 KG2-3	Use concrete objects to model simple addition and subtraction.		Perform simple addition and subtraction without the use of objects.	

**1.0 MATHEMATICS****KG2 and KG3 (4–6 Years)****1.2 Patterns, Functions, and Algebra**

Children will demonstrate an increasing understanding of patterns, size, and organization of objects (classification).

		<b>At or Around 5 Years</b>		<b>At or Around 6 Years</b>	
		<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
CK 1.2.1 KG2-3	Sort and classify objects by one or more attributes (i.e., size, shape, color, etc.).		<ul style="list-style-type: none"> <li>• Create groups with descriptions such as “big blue beads, big green beads, small blue beads, small green beads.”</li> </ul>	Sort and classify objects by several complex attributes.	<ul style="list-style-type: none"> <li>• Sort toy animals by “dangerous animals” and “nice animals.”</li> <li>• Sort toy trains by color and function, such as “green freight trains, red freight trains, blue engines, and yellow engines.”</li> </ul>
CK 1.2.2 KG2-3	Recognize, describe, extend, and create simple patterns.		<ul style="list-style-type: none"> <li>• Create an <i>abcabc</i> pattern using the colors blue-red- green-blue-red-green.</li> </ul>	Recognize, describe, extend, and create complex patterns that use several repeating components, including smaller patterns that repeat within a larger pattern (e.g., <i>abb-ab-abb-ab, abbc-abbc, abcadac-abcadac, etc.</i> ).	<ul style="list-style-type: none"> <li>• Create a complex pattern with square and triangle blocks that include several smaller patterns within the larger repeating pattern.</li> <li>• Carefully choose the blocks from the block corner in order to build a house with a pattern on the exterior.</li> </ul>

## 1.0 MATHEMATICS

## KG2 and KG3 (4–6 Years)

### 1.3 Measurement

Children will begin to explore measurement of objects and quantities.

	At or Around 5 Years		At or Around 6 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
CK 1.3.1 KG2-3	Compare objects by various measurable attributes, such as length, height, and weight.	<ul style="list-style-type: none"> <li>Describe a child in their class by saying, "She is taller than him."</li> <li>Lay two objects next to each other and say, "This one is longer, but this one is wider."</li> </ul>	Compare objects by various measurable attributes, such as length, height, weight, and speed.	<ul style="list-style-type: none"> <li>Explain, "Maha is taller, but Ghada is faster."</li> <li>Place five classmates in a line from tallest to shortest.</li> </ul>
CK 1.3.2 KG2-3	Order a few objects by size.	<ul style="list-style-type: none"> <li>Order blocks from smallest to largest.</li> <li>Walk along a line on the ground and count how many "feet" lengths it is.</li> </ul>	Order up to five objects by size.	<ul style="list-style-type: none"> <li>Use a ruler to measure the length of a book, but continue to use non-standard units of measurement for other objects.</li> <li>Name the days of the week and explain that some things that happen on those days, such as, "Sunday is the first day of school."</li> <li>Name the current month.</li> <li>Identify the current year.</li> </ul>
CK 1.3.3 KG2-3	Independently use non-standard measuring tools to measure objects during play.	<ul style="list-style-type: none"> <li>Lay markers along the edge of a table to see how long it is.</li> </ul>	Use standard and non-standard units of measurement.	
CK 1.3.4 KG2-3	Show a developing understanding of calendar time.	<ul style="list-style-type: none"> <li>Name the days of the week.</li> <li>Name the month of their birthday.</li> <li>Use words such as <i>yesterday</i>, <i>today</i>, and <i>tomorrow</i>.</li> <li>Say, "An elephant is bigger than a giraffe."</li> <li>Say, "I am tall enough to reach that light switch."</li> </ul>	Show an increasing understanding of calendar time.	
CK 1.3.5 KG2-3	Make informal estimates about size.			

## 1.0 MATHEMATICS

## KG2 and KG3 (4–6 Years)

### 1.4 Geometry and Spatial Sense

Children will demonstrate an understanding of shapes, their properties, and how objects are related to one another in space.

	At or Around 5 Years		At or Around 6 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
CK 1.4.1 KG2-3	Identify and name common two-dimensional shapes in the environment in any orientation (i.e., circles, triangles, squares, and rectangles).	<ul style="list-style-type: none"> <li>Point to a right triangle drawn on its side and identify it as a triangle.</li> <li>Describe a door as a rectangle.</li> <li>Sort a group of picture cards into squares, triangles, circles, and rectangles.</li> </ul>	Correctly identify some shapes as three-dimensional versions of two-dimensional shapes (i.e., spheres and balls are 3D circles, cubes and boxes are 3D squares, pyramids and cones are variations of 3D triangles).	<ul style="list-style-type: none"> <li>During cleanup time, put balls in a bin labeled with a picture of a circle, and place cone blocks on the shelf labeled with a picture of a triangle.</li> <li>Select a cube from a selection of blocks of varying shapes when asked, "Which one is similar to a square?"</li> </ul>
CK 1.4.2 KG2-3	Sort a variety of two-dimensional shapes, such as circles, triangles, squares, rectangles, diamonds, parallelograms, ovals, semi-circles, and polygons. (Note that children may not distinguish between the number of sides in different polygons.)	<ul style="list-style-type: none"> <li>Draw a circle when the teacher says, "Circle the first letter in your name."</li> <li>Fit a rectangle and two triangles together to form a parallelogram (though children may not be able to name this shape).</li> </ul>	Sort some three-dimensional shapes, such as balls, cubes, and cones.	<ul style="list-style-type: none"> <li>Organize the block center, placing blocks that are cubes in one pile and blocks that are cones in another pile.</li> <li>Draw a rectangle with four circles along the bottom edge and a triangle in the front and say "I drew a train."</li> </ul>
CK 1.4.3 KG2-3	Draw simple geometric shapes from memory.	<ul style="list-style-type: none"> <li>Draw a triangle on top of a square to form a house.</li> </ul>	Combine shapes to form more complex drawings.	<ul style="list-style-type: none"> <li>Try to draw a table from a side angle, showing the top of the table and the front and side edges, as well as two full legs and two partial legs.</li> </ul>
CK 1.4.4 KG2-3	Compose shapes with smaller shapes, for example putting two triangles together to make a square.	<ul style="list-style-type: none"> <li>Play hide-and-seek and say, "Khalid is hiding behind the chair."</li> </ul>	Experiment with drawing three-dimensional shapes.	<ul style="list-style-type: none"> <li>Say, "Look, I can hop on my left foot!"</li> </ul>

## 1.0 MATHEMATICS

## KG2 and KG3 (4–6 Years)

### 1.4 Geometry and Spatial Sense (continued)

Children will demonstrate an understanding of shapes, their properties, and how objects are related to one another in space.

	At or Around 5 Years		At or Around 6 Years	
	Indicator Children will . . .	Examples Children may . . .	Indicator Children will . . .	Examples Children may . . .
CK 1.4.5 KG2-3	Combine shapes when drawing to create a picture.	<ul style="list-style-type: none"> <li>• Explain, “My cubby is there, between Hamda and Maya.”</li> <li>• Show a teacher one leaf that is symmetrical and one that is not symmetrical.</li> </ul>	Identify positions in space using words such as <i>above/beneath, far/near, left/right, up/down, in/inside/on, outside/under/underneath, next to/beside/between, etc.</i>	<ul style="list-style-type: none"> <li>• Say, “My house is near the market.”</li> <li>• Draw a butterfly with the same number of dots on both wings.</li> <li>• Draw a face with eyes in the same position on both sides of the face, with the same number of eyelashes.</li> </ul>
CK 1.4.6 KG2-3	Identify positions in space using words like <i>up/down, in/inside/on, outside/under/underneath, next to/beside/between, in front/behind, etc.</i>		Begin to create simple examples of symmetry independently.	
CK 1.4.7 KG2-3	Explore asymmetry and symmetry in nature.			

**1.0 MATHEMATICS****KG2 and KG3 (4–6 Years)****1.5 Data Analysis and Probability**

*Children will demonstrate an understanding of how to organize and describe data and information, as well as how to use data to make generalizations and decisions about probable outcomes.*

	<b>At or Around 5 Years</b>		<b>At or Around 6 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
CK 1.5.1 KG2-3	Create and describe a simple graph comparing two or three categories of information with some assistance (for example, comparing apples and bananas as children’s favorite fruit).	<ul style="list-style-type: none"> <li>Participate in a group graphing exercise showing each child’s favorite book (out of three possible titles).</li> <li>Look at a graph showing the number of children that chose apples versus the number of children that chose bananas as their favorite fruit and say, “More children like bananas.”</li> </ul>	Create and describe a simple graph comparing three or four categories of information.	<ul style="list-style-type: none"> <li>Create a graph showing how many children like cats, how many like tigers, how many like camels, and how many like elephants.</li> <li>Show a graph displaying a tall bar above the word “Blue” and two shorter lines above the words “Green” and “Red” and explain, “More children are wearing blue shirts today.”</li> </ul>
CK 1.5.2 KG2-3	Use the information on a simple bar graph to answer questions.	<ul style="list-style-type: none"> <li>Exclaim, “No!” when the teacher asks, “Do you think it will snow in the summer?”</li> </ul>	Use the information on a chart or graph to answer questions.	<ul style="list-style-type: none"> <li>Look at a chart showing the outside temperature every day for a week and say, “Tuesday was the hottest day this week.”</li> </ul>
CK 1.5.3 KG2-3	Use prior knowledge to describe why some events are more likely (more probable) in certain situations.	<ul style="list-style-type: none"> <li>Say “no” when the teacher asks, “Do you think there will be biscuits on the playground?” and say “yes” when the teacher asks, “Do you think there will be biscuits in the snack room?”</li> </ul>	Show an understanding that some events are more likely (more probable) in certain situations and that there are varying levels of probability.	<ul style="list-style-type: none"> <li>Say “maybe” when the teacher asks, “Do you think it might rain today?” but then say “no” when the teacher asks, “Do you think it is very likely?”</li> </ul>

## 2.0 SCIENCE

### KG2 and KG3 (4–6 Years)

#### 2.1 Scientific Inquiry

Children will develop the ability to carry out the scientific inquiry process with increasing independence and effectiveness.

	At or Around 5 Years		At or Around 6 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
CK 2.1.1 KG2-3	Show an interest and curiosity in understanding how the world works by asking questions and creating simple experiments.	<ul style="list-style-type: none"> <li>• Continue pouring water into a hole in the sand until the sand stops absorbing the liquid and ask the teacher, “Why does it take so long to fill up this hole?”</li> <li>• Try rolling a toy car on different surfaces to see how fast it will go.</li> </ul>	Inquire into a range of topics by asking questions, creating hypotheses, and designing experiments.	<ul style="list-style-type: none"> <li>• After reading a book about airplanes, build several paper airplanes with different designs to test which one glides the best.</li> <li>• Tell a story about watching a sand storm, including details such as what the storm sounded and smelled like.</li> </ul>
CK 2.1.2 KG2-3	Observe and describe objects and events in the environment and daily life in increasing detail.	<ul style="list-style-type: none"> <li>• See a fish and ask, “Does the fish breathe the water?”</li> <li>• Describe a bird’s nest observed at recess as being made out of sticks and leaves and having feathers all around it.</li> </ul>	Observe and describe—verbally and in writing—objects, events, and phenomena in detail.	<ul style="list-style-type: none"> <li>• Look at a wall thermometer to learn the outside temperature.</li> <li>• Keep a weather diary to record the temperature for one week.</li> </ul>
CK 2.1.3 KG2-3	Begin to use observational and measurement tools with independence.	<ul style="list-style-type: none"> <li>• Tell a teacher that they could see both the moon and the sun on their way to school.</li> <li>• With help from a teacher, use a balance scale to determine the heavier of two rocks.</li> </ul>	Use a variety of observational and measurement tools independently.	<ul style="list-style-type: none"> <li>• After seeing the teacher conduct an experiment on evaporation, mention that rain falls from clouds due to the evaporation of sea water when exposed to sunlight.</li> </ul>
CK 2.1.4 KG2-3	With adult support, make predictions, test predictions, and discuss the outcomes of their tests.	<ul style="list-style-type: none"> <li>• Say, “A piece of cork will float, and a piece of iron will sink.”</li> <li>• Point to a picture of a flamingo and say, “I think it is a bird.” Then when the teacher asks, “How do you know?” respond, “Because it has wings and a beak, and that’s what birds have.”</li> </ul>	Record and organize information and data through drawings and writing.	
CK 2.1.5 KG2-3	With adult support, analyze evidence and prior knowledge to draw conclusions (inferences) and make generalizations.		Analyze evidence and prior knowledge to draw conclusions and make generalizations, as well as to provide a supporting rationale.	

**2.0 SCIENCE****KG2 and KG3 (4–6 Years)****2.2 Physical Science**

*Children will acquire a growing in-depth scientific knowledge related to physical science—the properties of objects and materials.*

	<b>At or Around 5 Years</b>		<b>At or Around 6 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
CK 2.2.1 KG2-3	Observe, investigate, and describe the physical attributes of objects and materials.	<ul style="list-style-type: none"> <li>• Look at a dress and say, “This is too big for this doll.”</li> <li>• Mix two paint colors together and ask a friend, “What color do you think it will make?”</li> </ul>	Observe, investigate, and describe the physical attributes of objects and materials in detail.	<ul style="list-style-type: none"> <li>• Tell a teacher that a rock they are looking at through a magnifying glass has many different colors, holes, and bumps, and that it is shiny in some places when you look at it close up, but it doesn’t look shiny from far away.</li> </ul>
CK 2.2.2 KG2-3	Observe and describe how the physical properties of objects and materials change.	<ul style="list-style-type: none"> <li>• Stir more sugar into their tea and explain, “I want to make it sweeter.”</li> <li>• Tell a teacher, “I will throw it really hard so the ball will go farther this time.”</li> </ul>	Show an understanding that quantity and amount remain constant unless something is added or removed, even though appearance may change.	<ul style="list-style-type: none"> <li>• After using a measuring cup to pour one cup of water into containers of different shapes, explain to a peer, “It just looks like more because it is a different glass. We both have the same.”</li> </ul>
CK 2.2.3 KG2-3	Observe, predict, and describe how physical, non-living objects can move.	<ul style="list-style-type: none"> <li>• Tell a friend, “You can’t drive the car in the sand; it won’t go.”</li> </ul>	Show an understanding that water can appear in different forms (solid and liquid) and that it can go back and forth between these states.	<ul style="list-style-type: none"> <li>• Explain that you can make ice by putting water in the freezer in cube trays.</li> </ul>
CK 2.2.4 KG2-3			Explore how applying force by pushing and pulling affects the way objects move.	<ul style="list-style-type: none"> <li>• Experiment with a pulley system at the science center and exclaim, “Look! I’m pulling this cord and the box moves!”</li> </ul>

## 2.0 SCIENCE

### KG2 and KG3 (4–6 Years)

#### 2.3 Life Science

Children will acquire a growing wealth of scientific knowledge related to life science—the properties of living things.

		At or Around 5 Years		At or Around 6 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	
CK 2.3.1 KG2-3	Sort and categorize plants and animals based on more detailed and specific physical characteristics.	<ul style="list-style-type: none"> <li>Sort foods into fruits and vegetables based on whether they have seeds.</li> <li>Explain that plants need water and sunlight to grow.</li> </ul>	Categorize things as living and non-living, and articulate reasons for their choices.	<ul style="list-style-type: none"> <li>Explain, “I know that this tree is a living thing because it grows on its own.”</li> <li>Tell a friend, “You can’t give pasta to the rabbit. It needs vegetables. Pasta will make it sick.”</li> </ul>	
CK 2.3.2 KG2-3	Categorize things as living and non-living, and articulate some basic reasons for their choices.	<ul style="list-style-type: none"> <li>Ask a friend who caught a butterfly in a jar, “How is it going to eat?”</li> <li>Explain that fish live in the water because they need it to breathe.</li> </ul>	Show an increasing understanding of how different living things require specific things to survive, including a particular form of nutrition and habitat.	<ul style="list-style-type: none"> <li>Explain, “The camel’s hump helps it survive in the desert because it can go a long time without water.”</li> </ul>	
CK 2.3.3 KG2-3	Identify the basic needs of plants and animals.	<ul style="list-style-type: none"> <li>With help from a teacher, describe the life cycle of a bird, explaining that it transitions from an egg to a chick, from a chick to a bird, and as an adult, lays more eggs that turn into chicks and start the process over again.</li> </ul>	Show an understanding that plants and animals have specific characteristics that help them survive.	<ul style="list-style-type: none"> <li>Tell a younger child, “You can’t live in the water because you don’t have gills.”</li> </ul>	
CK 2.3.4 KG2-3	Show an understanding that animals live in different habitats to meet their different needs.		Communicate an understanding that animal habitats change as animals grow.	<ul style="list-style-type: none"> <li>Explain that a frog lives in the water when it is a baby, but it can live on the land or in trees when it grows up.</li> </ul>	
CK 2.3.5 KG2-3	Show an understanding of the life cycle by explaining how living things grow and change over time.		Show an understanding of the life cycle that includes birth, growth, development, procreation, and death.	<ul style="list-style-type: none"> <li>Explain the life cycle of the butterfly.</li> </ul>	

**2.0 SCIENCE****KG2 and KG3 (4–6 Years)****2.4 Environmental Science**

Children will acquire a growing wealth of scientific knowledge related to environmental science—the properties of the earth and nature.

	<b>At or Around 3 Years</b>		<b>At or Around 4 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
CK 2.4.1 KG2-3	Identify and describe the characteristics of some natural objects and materials.	<ul style="list-style-type: none"> <li>Sort rocks into groups of smooth and rough rocks.</li> <li>Explain that the sun rises and sets every day.</li> </ul>	Identify, describe, and compare and contrast characteristics of natural objects and materials.	<ul style="list-style-type: none"> <li>Explain that dirt is dry, but mud is wet.</li> <li>Line up a set of rocks from largest to smallest.</li> </ul>
CK 2.4.2 KG2-3	Notice and explain some characteristics and patterns of objects in the sky, such as the sun, moon, and stars.	<ul style="list-style-type: none"> <li>Explain that the moon “comes up at night.”</li> <li>Explain that it is cool in the winter and rains more often.</li> </ul>	Show an understanding of characteristics and patterns of objects in the sky, such as the sun, moon, stars and clouds.	<ul style="list-style-type: none"> <li>Explain that clouds move and change shape.</li> <li>Ask the teacher why the sun and moon are both visible at the same time one day.</li> </ul>
CK 2.4.3 KG2-3	Discusses changes in the weather and season.	<ul style="list-style-type: none"> <li>Remind a friend to throw trash in the bin rather than leave it on the ground.</li> <li>Independently sort recyclable materials.</li> </ul>	Identify various weather conditions and seasons and how they affect what we wear and what we do.	<ul style="list-style-type: none"> <li>Express a desire that the rain will stop so that the class can go outside for play.</li> <li>Draw a picture of the seasons showing different weather conditions and people wearing different seasonal clothing.</li> </ul>
CK 2.4.4 KG2-3	Show an awareness of the importance of caring for the environment.		Take initiative to care for the environment.	<ul style="list-style-type: none"> <li>Sort recyclable and compostable materials.</li> <li>Turn off the water when brushing their teeth to save water.</li> <li>Bring a reusable water bottle to school to avoid making extra trash.</li> </ul>

### 3.0 CREATIVE ARTS

### KG2 and KG3 (4–6 Years)

<b>3.1 Artistic Expression</b>				
<i>Children will create their own artwork and begin to develop an appreciation for the artwork of others.</i>				
	<b>At or Around 5 Years</b>		<b>At or Around 6 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
CK 3.1.1 KG2-3	Create art that is usually recognizable and detailed.	<ul style="list-style-type: none"> <li>• Draw a house with a door and two windows.</li> <li>• Draw people with arms but perhaps without hands or fingers.</li> </ul>	Create art that is recognizable, detailed, and realistic.	<ul style="list-style-type: none"> <li>• Draw a person with eyes, ears, a mouth, a nose, and hair.</li> </ul>
CK 3.1.2 KG2-3	Describe some aspects of art, and express an opinion about it.	<ul style="list-style-type: none"> <li>• Say, "I like the green in this picture."</li> </ul>	Describe some aspects of art, and express an opinion about it with supporting reasons.	<ul style="list-style-type: none"> <li>• Ask a teacher how many legs a crab has before drawing it in the art center.</li> </ul>
CK 3.1.3 KG2-3	Use a variety of materials to create artwork.	<ul style="list-style-type: none"> <li>• Say, "These trees look like real trees."</li> <li>• Paint a picture with a mixture of brushes and finger painting.</li> </ul>	Use a variety of materials, tools, and techniques to create artwork.	<ul style="list-style-type: none"> <li>• When looking at a picture, explain, "I like the colors, but I don't think the fruit looks really real."</li> </ul>
CK 3.1.4 KG2-3	Use art as a means to express feelings, thoughts, and knowledge.	<ul style="list-style-type: none"> <li>• Ask a teacher to set a clay sculpture out to dry so they can keep it.</li> <li>• Draw a picture of their family when feeling sad.</li> </ul>	Use art as a means to communicate feelings, thoughts, knowledge, and ideas.	<ul style="list-style-type: none"> <li>• Use brushes of different sizes to create different effects within a painting.</li> <li>• Use only the side of a paint stamp to make a different print.</li> </ul>
CK 3.1.5 KG2-3	Show an appreciation for art and the understanding that there is no "right" or "wrong" way to create artwork.	<ul style="list-style-type: none"> <li>• Keep a plant diary in which they draw their science observations each day.</li> <li>• Say to a teacher, "I don't really like the photograph, but my brother does."</li> <li>• Explain, "It doesn't look like a real camel, because real camels are bigger, but this is the way I like to draw them."</li> </ul>	Show an appreciation for others' artwork.	<ul style="list-style-type: none"> <li>• Draw a picture in their journal that shows how their family spent the weekend.</li> <li>• Look at a friend's picture and tell them they like the blue sky and the way they drew their tree.</li> <li>• State that they don't like the art in the museum the class visited because they were all portraits (or "all people") and they wanted to see more animals.</li> </ul>

### 3.0 CREATIVE ARTS

### KG2 and KG3 (4–6 Years)

#### 3.2 Dramatic Play

*Children will explore roles and situations through pretend play, alone or with others.*

		At or Around 3 Years		At or Around 4 Years	
		Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
CK 3.2.1 KG2-3	Role-play familiar roles from life and fiction.		<ul style="list-style-type: none"> <li>• Pretend to be a favorite character.</li> <li>• Participate in a group role play in which each child plays a member of the family, including if applicable, pets and babies.</li> <li>• Tell a classmate, “No, you’re a baby. You just say ‘Wah wah.’”</li> </ul>	Role-play familiar roles from the lives of themselves and others and unfamiliar roles from both life and fiction (sometimes from different cultures that have been discussed in class).	<ul style="list-style-type: none"> <li>• Pretend to be a character from a new story in which the children do not yet know the ending.</li> <li>• After learning about Eskimos, pretend to go ice fishing.</li> <li>• Sit inside a big cardboard box and pretend it is the car.</li> </ul>
CK 3.2.2 KG2-3	Provide direction to peers during dramatic play scenarios.		<ul style="list-style-type: none"> <li>• Explain to friends what is going to happen next in the story so that they can act it out.</li> </ul>	Create simple sets and creative props during pretend play.	<ul style="list-style-type: none"> <li>• Sit underneath a table to explain that they are inside a house.</li> </ul>
CK 3.2.3 KG2-3	Use real and symbolic props and costumes to make scenarios more realistic.		<ul style="list-style-type: none"> <li>• Fill a kettle with water to serve to friends at a pretend tea party.</li> </ul>	Explore ideas, feelings, and emotions through pretend play scenarios.	<ul style="list-style-type: none"> <li>• Have a pretend fight with a friend and explore conflict resolution possibilities.</li> </ul>
CK 3.2.4 KG2-3	Differentiate between reality and fantasy.		<ul style="list-style-type: none"> <li>• Go to the art center to get a paintbrush to use as a wand while pretending to be a fairy princess. Go to the reading corner to get a story.</li> </ul>	Differentiate between reality and fantasy.	<ul style="list-style-type: none"> <li>• Role-play about their mother bringing home a new baby brother.</li> </ul>
CK 3.2.5 KG2-3	Engage in directive role play, such as acting out a role instructed by a teacher.		<ul style="list-style-type: none"> <li>• Tell a friend, “I’m not mad at you; that was just pretend.”</li> <li>• Say to a peer, “It would be fun to fly. Let’s pretend we are birds!”</li> </ul>	Engage in directive role play, pretending to be a specific character engaged in predetermined experiences, and read from a script.	<ul style="list-style-type: none"> <li>• Say, “There is a lion in our house!” Then when the teacher asks, “Is it a real lion?” say, “No! It’s a toy.”</li> <li>• Pretend to be a specific character and read the lines in a play about the little red hen.</li> </ul>

### 3.0 CREATIVE ARTS

### KG2 and KG3 (4–6 Years)

#### 3.3 Chants

*Children will show an increasing appreciation for lyrical chants and rhythmic sound.*

		At or Around 5 Years		At or Around 6 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	
CK 3.3.1 KG2-3	Participate in and talk about chants.	<ul style="list-style-type: none"> <li>• Talk about the events that a chant describes.</li> <li>• Participate in new chants.</li> </ul>	Show enjoyment in listening to chants, even when not directly participating.	<ul style="list-style-type: none"> <li>• Listen to a friend say a chant and clap afterward.</li> <li>• Chant the words to the national anthem with the class.</li> </ul>	
CK 3.3.2 KG2-3	Recite complex chants in part or in whole, alone or with a group.	<ul style="list-style-type: none"> <li>• Join friends in spontaneously chanting, "I am at KG with my friends."</li> </ul>	Recall the words and melodies of many different chants by memory.	<ul style="list-style-type: none"> <li>• Perform a chant in rounds without getting confused.</li> </ul>	
CK 3.3.3 KG2-3	Create chants, melodies, and rhythms.	<ul style="list-style-type: none"> <li>• Make up their own words to a familiar melody.</li> <li>• Make up simple words and a tune.</li> <li>• Shake a bell only at specific, appropriate times during a chant.</li> </ul>	With practice, perform one role in a group chanting activity while others perform different roles.	<ul style="list-style-type: none"> <li>• Play the tambour in an <i>ab</i> rhythm while another child plays in an <i>abb</i> rhythm.</li> </ul>	
CK 3.3.4 KG2-3			Appreciate different chants and their meanings.	<ul style="list-style-type: none"> <li>• Explain that the national anthem is a chant about loving their country.</li> </ul>	

**3.0 CREATIVE ARTS****KG2 and KG3 (4–6 Years)****3.4 Expressive Movement**

*Children will participate in and begin to develop an appreciation for expressive movement and will explore ways to express their own feelings and ideas through movement.*

<b>At or Around 5 Years</b>		<b>At or Around 6 Years</b>	
<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
CK 3.4.1 KG2-3	Use movement with and without accompanying sounds to express their feelings.	Follow a sequence of movements accompanied by chants.  Create their own movement sequences with or without an accompanying chant.	<ul style="list-style-type: none"> <li>• Participate with a group in a planned, learned movement series accompanied by chants.</li> <li>• Show the teacher a set of planned movements on the playground at recess.</li> </ul>
CK 3.4.2 KG2-3	Imitate and follow the movements of others.		

**4.0 Technology**

*Children will demonstrate an awareness and understanding of technology in their daily lives.*

<b>At or Around 5 Years</b>		<b>At or Around 6 Years</b>	
<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
CK 4.0.1 KG2-3	Identify some different types of familiar technologies and show comfort with them.	Identify different types of technology according to their function.  Use many different kinds of (available) technologies for a variety of purposes.	<ul style="list-style-type: none"> <li>• Explain that a computer is for working and playing.</li> <li>• Explain that a telephone is for calling your mom and for playing games.</li> <li>• Use a calculator to do an addition problem.</li> <li>• Use a mouse to select a program on a computer desktop.</li> <li>• Operate a touch screen device.</li> </ul>
CK 4.0.2 KG2-3	Use familiar technologies with independence.		

# Strategies for Adults Working With 4 to 6 Year Olds

## Mathematics

1. Make a variety of materials consistently and easily accessible to children for the purpose of developing mathematical understanding and practicing skills (e.g., blocks of different sizes and shapes, measurement tools, a variety of items to sort and classify, graphing paper, etc.).
2. Incorporate many opportunities for counting throughout the day.
3. Incorporate many opportunities for talking about mathematical concepts and practicing mathematical skills throughout the day. For example, talk about the daily schedule, ask children to line up for mealtime according to height, ask children to identify the numerals that appear in a book, and so on.
4. Provide children with opportunities to create and play with patterns. Encourage children to recognize patterns in their daily lives, including patterns of events.
5. Provide children with ample opportunities and materials to explore and practice with measurement and weight concepts. For example, provide a balance scale and weighted bells along with a variety of ordinary classroom materials.
6. Talk about two- and three-dimensional shapes in the environment. Encourage children to compare, contrast, and explore two- and three-dimensional shapes as they occur in the environment.
7. Provide children with opportunities and materials to make their own graphs. Show an interest in children's representation of their data, and ask them to explain their graphs.
8. Talk frequently and naturally about mathematical concepts to encourage children to practice mathematics in their daily life. Talk through simple computations so that children can hear the use of mathematics in everyday situations.

# Strategies for Adults Working With 4 to 6 Year Olds

## Science

1. Teach children the scientific method of inquiry: observing, questioning, predicting, experimenting, collecting and organizing data, and drawing conclusions.
2. Encourage children to observe nature and events. Provide time and opportunities for children to reflect, talk about, and record information about their observations.
3. Encourage children to ask questions, and model a variety of strategies for discovering new information, such as investigating in books, interviewing an “expert,” designing and testing out experiments, and so on.
4. Encourage children to think about cause-and-effect relationships, and engage children in “If... then” conversations. For example, ask, “If I leave this clay out overnight, then what do you think will happen to it?”
5. Engage children in simple and nutritious cooking projects, demonstrating simple scientific principles (e.g., freezing, melting, liquids, solids, etc.).
6. Provide a science discovery corner with materials and books that reflect what the children are learning and interested in. Allow children to bring things to share in the scientific discovery corner to encourage interest and inquiry initiative.
7. Provide opportunities for children to observe and learn about animals and plants in natural and classroom environments. For example, plan a trip to the zoo or the sea shore, allow children to create and maintain a classroom garden, keep appropriate school pets that children may visit and care for.
8. Engage children in activities and interactions that lead to thinking about how things live, grow, change, and die.
9. Demonstrate, explain, and engage children in activities about the environment and what people can do to protect it.

# Strategies for Adults Working With 4 to 6 Year Olds

## Creative Arts and Technology

1. Encourage children to explore their creativity by providing a variety of materials and opportunities for expressing themselves.
2. Ask children to describe their artwork and creative expressions. Encourage open, positive conversation about children's artwork and creative expressions.
3. Provide many materials and opportunities for children to express themselves creatively in a variety of ways, including artistically, theatrically, through movement, and so on.
4. Provide children with time and opportunities to engage in creative dramatic play of their choosing.
5. Show children many examples of different art styles, and encourage them to try out different styles in their own artistic expression.
6. Engage children in activities that call for thinking about and discussing how different types of technology can be used positively in daily life (e.g., communicating with loved ones, assisting people with physical disabilities, allowing people to travel places safely, etc.).
7. Monitor the quality and quantity of children's interaction with media technology and computer games, ensuring children have access only to high-quality programming that is free of violence and other negative messaging.
8. Actively participate with children while they engage with technology and model responsible technology use.







# Patriotism and Social Studies

The standard of *Patriotism and Social Studies* addresses the skills and attitudes children should acquire as they grow in the context of Saudi Arabian society.

As young children grow and develop socially, their interest and need to understand their place in a social world grows deeper. As they establish their sense of self-identity, children begin to take greater notice of other people, roles and responsibilities, and how people work and live together. They develop a sense of belonging associated with certain people and places, helping them form a sense of group identity. It is essential to support young Saudi Arabian children in developing this sense of group identity in relationship to their nation, which sits as a cornerstone in Saudi Arabian culture.

Similar to *Approaches to Learning*, the standard of *Patriotism and Social Studies* pays special attention to the attitudes children develop. Equally important, however, is a strong historical and cultural knowledge of Saudi Arabia and the skills to live well within its society. To help children achieve this goal, this standard addresses competencies including important historical events, national figures, geography, cultural traditions, an understanding of one's rights and responsibilities, and a developing sense of the passage of time.

Introduction

Approaches to Learning

Social-Emotional Development

Language and Early Literacy Development

Cognition and General Knowledge

**Patriotism**

Islamic Education

Health and Physical Development

This standard is organized into four strands: *Sense of Community, History and Culture, Geography, and Economics*.

## Sense of Community

This strand addresses the sense of identity that children develop within a group, specifically the sense of group identity that children begin to form in relationship to culture and specific locations. As children begin to appreciate and take pride in the characteristics of their group, those characteristics become an important component of their sense of self, which will later develop into a sense of citizenship in the Kingdom of Saudi Arabia. This strand is divided into two sub-strands: *Identity* and *Citizenship*.

Key focal points:

- Group identity
- Rule of law
- Participation in nationalistic behavior

## History and Culture

This strand focuses on the knowledge of historical events, humanitarian activities, and cultural traditions associated with the Saudi context, both past and present. It is subdivided into two sub-strands: *History*, and *Cultural Traditions*.

Key focal points:

- Understanding the passage of time by differentiating between past and present
- Historical events
- Cultural traditions and objects

## Geography

This strand addresses children's knowledge about the geographic area in which they live and focuses most heavily on knowledge of the country of Saudi Arabia, its features, boundaries, and resources. This strand also includes a focus on building knowledge of children's immediate surroundings and scaling up to a general understanding of the Gulf Region and where Saudi Arabia exists in the world. This strand is divided into two sub-strands: *Geographical Knowledge* and *Natural Resources*.

Key focal points:

- Geography
- Natural resources

## Economics

This strand addresses children’s knowledge and understanding about the marketplace and economic principles. This strand is subdivided into two sub-strands: *Economic systems and Workforce; and Exchange*.

Key focal points:

- Supply and demand
- Exchange of goods and services
- Currency use

## Age Groupings

Unlike the standards previously discussed in this document, the indicators and examples for this standard are presented within just two age groups: *At or Around 4 Years Old* and *At or Around 6 Years Old*. As many of the indicators detailed in this standard are contingent upon classroom learning, it is not expected that children will show skills and knowledge in this area until they have attended at least one year of kindergarten. Additionally, the development of the complex feelings of patriotism and citizenship are broad goals for children at this age. Children’s progress in this standard therefore is less noticeable year to year, and more evident as broad gains throughout their kindergarten years. For these reasons, indicators have not been identified for each year level, but are presented in larger segments to reflect very early skills (*At or Around 4 Years Old*) and more developed skills (*At or Around 6 Years Old*).

## Before 4 Years Old

There are many things parents can do to support their children in developing a sense of community within the Saudi Arabian culture that will encourage feelings of pride and citizenship for the nation. Parents should talk to their children about their community. Tell children stories about their past and about the community’s past. Talk about important aspects of the country, such as cultural traditions and current events. Allow children to participate in cultural traditions, festivals, and meals. Allow children to join on outings into the community, such as trips to the market, the mosque, and neighborhood meetings. Providing children with a foundational understanding of their community and the history of their country will support their later development in this standard.

## 1.0 SENSE OF COMMUNITY

## KG1 (3–4 Years)

### 1.1 Identity

*Children will develop a sense of themselves within a community.*

At or Around 4 Years		
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
P 1.1.1 KG1	Identify as a member of a group.	<ul style="list-style-type: none"> <li>• Tell others that they attend a kindergarten.</li> <li>• Describe parts of their neighborhood to someone who lives in a different part of the city.</li> <li>• Tell others about their name, their father’s name, and the names of members of their family.</li> <li>• Tell a visitor to the school that they are Saudi Arabian.</li> </ul>
P 1.1.2 KG1	Identify as a Muslim and recognize this as a positive affiliation.	<ul style="list-style-type: none"> <li>• Verbalize their belonging to the Muslim faith with comments like “I am a Muslim”; “Our religion is Islam”; “The Qur’an is my Holy Book.”</li> <li>• Say “Asslamu Alikum” (Peace be upon you) when entering the class.</li> </ul>
P 1.1.3 KG1	Show an understanding of some important roles and figures in the community.	<ul style="list-style-type: none"> <li>• Role-play as a doctor in the dramatic play center.</li> <li>• Explain to a classmate that the police help to keep them safe.</li> <li>• Speak to the classroom teachers with respect.</li> <li>• Tell their teacher that Arabic is the language of the Qur’an.</li> </ul> <p>Tell a friend that they are Arab and speak Arabic.</p>

## 1.0 SENSE OF COMMUNITY **KG1** (3–4 Years)

### 1.2 Citizenship

*Children will develop a growing understanding of how communities work together.*

<b>At or Around 4 Years</b>		
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
P 1.2.1 KG1	Begin to understand and accept that group members have both rights and responsibilities.	<ul style="list-style-type: none"> <li>Put toys back in their place when the teacher announces it is time to clean up.</li> <li>Offer to help the teacher clean up after a meal.</li> </ul>
P 1.2.2 KG1	Demonstrate an understanding that individuals differ in regards to gender and race, speak different languages, and have different abilities.	<ul style="list-style-type: none"> <li>Tell a friend to wait a few minutes—until they have finished playing—before sharing their toy.</li> <li>Tell a caregiver that Sahar is very good at drawing and Abdullah knows many chants.</li> </ul>
P 1.2.3 KG1	Begin to show appreciation and cooperation for the rule of law, especially in regard to classroom and home rules.	<ul style="list-style-type: none"> <li>Follow classroom rules.</li> <li>Follow the directional traffic rules that the teacher has established for children using tricycles in the kindergarten play yard.</li> </ul>
P 1.2.4 KG1	Begin to participate in citizenship building activities, such as reciting national chants and joining in national celebrations.	<ul style="list-style-type: none"> <li>Recite the national anthem in the morning with the teacher and other classmates.</li> </ul>
P 1.2.5 KG1	Begin to identify some important information about the country.	<ul style="list-style-type: none"> <li>Participate in planting trees with the class in the school garden.</li> <li>Identify a picture of the current King (King Salman).</li> </ul>
P 1.2.6 KG1	Begin to reflect citizenship through their actions.	<ul style="list-style-type: none"> <li>Play with currency as part of a supermarket dramatic play activity.</li> </ul>
P 1.2.7 KG1	Demonstrate an awareness of living within a specific country.	<ul style="list-style-type: none"> <li>Treat school materials with respect.</li> <li>Clean up after themselves after a meal.</li> <li>Name a city they have visited.</li> <li>Speak with pride about the Holy cities, Makkah and Medina.</li> <li>Draw a picture that they describe as their house.</li> </ul>

## 2.0 HISTORY AND CULTURE **KG1** (3–4 Years)

### 2.1 History

*Children will develop a growing understanding of the passage of time and events of the past.*

#### At or Around 4 Years

	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
P 2.1.1 KG1	Show an understanding of sequence of events.	<ul style="list-style-type: none"> <li>• Put pictures of a story into sequential order.</li> <li>• Describe familiar routines.</li> <li>• Ask their teacher about when recess will be.</li> </ul>
P 2.1.2 KG1	Sometimes reference time when talking about events.	<ul style="list-style-type: none"> <li>• Ask a teacher, “What are we doing next?”</li> <li>• Use words like <i>today, yesterday, and tomorrow</i>.</li> <li>• Say, “I want to be a teacher when I grow up.”</li> <li>• Talk about a trip they took with their family.</li> </ul>
P 2.1.3 KG1	Recall some recent past events and experiences.	<ul style="list-style-type: none"> <li>• Listen with interest to a story about Saudi Arabia’s founding.</li> <li>• Ask questions about King Salman and other kings of Saudi Arabia.</li> </ul>
P 2.1.4 KG1	Listen attentively to stories about the past.	<ul style="list-style-type: none"> <li>• Ask a parent to tell them about when they were a baby.</li> <li>• Tell the teacher about national events they have heard their parents discussing.</li> </ul>
P 2.1.5 KG1	Show awareness of some important country events, although their understanding and knowledge about events may be limited.	<ul style="list-style-type: none"> <li>• Role-play about Prince Sultan’s space trip in the dramatic play corner.</li> </ul>
P 2.1.6 KG1	Show an interest in historical national landmarks.	<ul style="list-style-type: none"> <li>• Play with toy models of old cars and other past forms of transportation, such as a camel.</li> <li>• Put together a puzzle of a historical palace.</li> <li>• Build a famous mosque out of blocks or play-dough.</li> </ul>

## 2.0 HISTORY AND CULTURE **KG1** (3–4 Years)

### 2.2 Cultural Traditions

*Children will develop a growing wealth of knowledge and understanding about cultural traditions in Saudi Arabia.*

At or Around 4 Years		
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
P 2.2.1 KG1	Show an interest in and enthusiasm for traditional Saudi Arabian costumes.	<ul style="list-style-type: none"> <li>• Dress up in traditional clothing provided in the dramatic play corner.</li> <li>• Wear pieces of traditional dress to school when permitted, such as on National Day.</li> </ul>
P 2.2.2 KG1	Explore some traditional food items and dishes.	<ul style="list-style-type: none"> <li>• Pick a book to take home from the reading corner about wedding costumes.</li> <li>• Tell a friend about their favorite traditional dish to eat at home.</li> </ul>
P 2.2.3 KG1	Show an interest in some traditional games and sports.	<ul style="list-style-type: none"> <li>• Enjoy a cooking activity about preparing a traditional meal in the school kitchen.</li> <li>• Play some traditional games with peers.</li> </ul>
P 2.2.4 KG1	Show an understanding of some important Saudi Arabian celebrations.	<ul style="list-style-type: none"> <li>• Describe a traditional game that they play with their family.</li> <li>• Tell a friend about the sweets their family ate at a festival.</li> <li>• Tell a teacher how their family celebrated Eid.</li> </ul>

**3.0 GEOGRAPHY****KG1 (3–4 Years)****3.1 Geographical Knowledge**

*Children will develop a growing knowledge and understanding about the geography of their local community and the Kingdom of Saudi Arabia.*

<b>At or Around 4 Years</b>		
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
P 3.1.1 KG1	Show an interest in some geographical aspects of the local area.	<ul style="list-style-type: none"> <li>• Look at a map of their city in the dramatic play corner.</li> <li>• Tell the teacher the name of their city.</li> <li>• Dress up in winter clothes in the dramatic play corner as part of a lesson on the Asir region.</li> <li>• Look at a topographical map with a magnifying glass.</li> <li>• Build a mountain in the sandbox.</li> <li>• Talk about animals that live in the desert.</li> <li>• Play with toy camels.</li> </ul>
P 3.1.2 KG1	Show awareness that climates vary throughout the country.	
P 3.1.3 KG1	Participate in activities that explore topography.	
P 3.1.4 KG1	Show knowledge of some information about the desert.	

**3.2 Natural Resources**

*Children will develop a growing wealth of knowledge and understanding about the natural resources of Saudi Arabia.*

<b>At or Around 4 Years</b>		
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
P 3.2.1 KG1	Explore information about some of the natural resources of the country, including oil, minerals, and dates.	<ul style="list-style-type: none"> <li>• Listen with interest to a book about oil production.</li> <li>• Watch with excitement as a teacher demonstrates an experiment showing how a volcano erupts.</li> <li>• Enthusiastically participate in eating dates with the class during a lesson about traditional food.</li> <li>• Listen to a story about camels and horses.</li> <li>• Play a matching game of underwater animals.</li> </ul>
P 3.2.2 KG1	Show knowledge of some of the animals important to Saudi Arabia.	

## 4.0 ECONOMICS

### KG1 (3–4 Years)

#### 4.1 Economic Systems and Workforce

Children will develop a growing understanding of economic interdependence and how people work together to grow, produce, distribute, and consume goods and services to meet their needs and wants.

At or Around 4 Years		
	Indicator Children will . . .	Examples Children may . . .
P 4.1.1 KG1	Identify several community helpers and the services they provide.	<ul style="list-style-type: none"> <li>• Mentions that garbage collectors and street cleaners are important for keeping the city clean.</li> </ul>
P 4.1.2 KG1	Identify several goods needed in a community and the sources for these goods.	<ul style="list-style-type: none"> <li>• Explains that you can buy food at the grocery store.</li> <li>• Tells a classmate about a toyshop they went to over the weekend.</li> </ul>

#### 4.2 Exchange

Children will develop a growing understanding of economic exchange and the use of currency to obtain goods and services.

At or Around 4 Years		
	Indicator Children will . . .	Examples Children may . . .
P 4.2.1 KG1	Demonstrate an understanding of the relationship between supply and demand.	<ul style="list-style-type: none"> <li>• Explain that there are not enough cookies for everyone in the class to have one.</li> </ul>
P 4.2.2 KG1	Notice when materials are becoming limited.	<ul style="list-style-type: none"> <li>• Tell the teacher there are no more sharpened pencils in the pencil cup.</li> </ul>
P 4.2.3 KG1	Identify some examples of Saudi currency notes.	<ul style="list-style-type: none"> <li>• Agree to trade their yellow truck for their friend's ball during outdoor play.</li> </ul>
P 4.2.4 KG1	Show understanding that goods and services can be traded.	<ul style="list-style-type: none"> <li>• Play with examples of currency notes in the dramatic play corner.</li> </ul>
P 4.2.5 KG1	Demonstrate understanding that money can be exchanged for goods and services.	<ul style="list-style-type: none"> <li>• During dramatic play, hand over some pretend currency notes to a teller in exchange for some fruit.</li> </ul>

# Strategies for Adults Working With 4 Years Old

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1. Model greetings for children, and encourage them to use them when entering the classroom or greeting someone who is arriving.
2. Recite national chants with the children on a regular basis. Join the children in chanting when they initiate national chants in play.
3. Speak to children in Arabic and encourage their attempts to speak it with you.
4. Provide a variety of interesting historical materials that the children may handle and explore during their play, such as games, tools, pictures, and currency.
5. Frequently remind children about the classroom and community rules. Engage children in conversation about these rules, and provide specific praise when they follow rules spontaneously. For example, "I see that you cleaned up your center the very first time I asked you! Thank you for following the rules!"
6. Provide children with the opportunity to take on responsibilities, and provide praise for children who show initiative in taking on responsibilities; for example, turning off the lights when leaving the room and throwing away trash after a meal.
7. Provide lots of literary materials about the country and its history and traditions.
8. Read stories about buying and selling goods in the community, such as at the market, grocery store, and shopping mall.
9. Provide children with a store in the dramatic play corner in which they can handle money and exchange it for goods.

## 1.0 SENSE OF COMMUNITY    **KG2 and KG3** (4–6 Years)

### 1.1 Identity

*Children will develop a sense of themselves within a community.*

At or Around 6 Years old		
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
P 1.1.1 KG2-3	Identify as a member of one or more social groups.	<ul style="list-style-type: none"> <li>• Tell their friend that they live in the Al-Safa district and that it has a grocery.</li> <li>• Talk proudly about the practices of a good Muslim, such as telling the truth and respecting the property of others.</li> </ul>
P 1.1.2 KG2-3	Identify as a member of the Muslim faith and show pride in this affiliation.	<ul style="list-style-type: none"> <li>• Mention that Arabic was the language of the Qur'an when it was revealed to Prophet Mohammad (Peace be upon him).</li> </ul>
P 1.1.3 KG2-3	Show awareness that Arabic is the native language of Saudi Arabia and show pride in speaking Arabic.	<ul style="list-style-type: none"> <li>• Talk about some characteristics of the Arabic language and how it is different from other languages.</li> <li>• Say, "Today I greeted the sanitation man who cleans the street."</li> </ul>
P 1.1.4 KG2-3	Show an understanding of important roles and figures in the community.	<ul style="list-style-type: none"> <li>• Mention that their father gave the laborer at the gas station cold water to drink.</li> <li>• Speak to the classroom teachers and staff with respect.</li> </ul>

## 1.0 SENSE OF COMMUNITY **KG2 and KG3** (4–6 Years)

### 1.2 Citizenship

*Children will develop a growing understanding of how communities work together.*

At or Around 6 Years old		
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
P 1.2.1 KG2-3	Begin to understand and accept that group members have both rights and responsibilities.	<ul style="list-style-type: none"> <li>• Ask a classmate to use materials that are currently in use rather than taking them at will.</li> <li>• Follow the teacher’s instructions to clean up and move to a new activity.</li> </ul>
P 1.2.2 KG2-3	Include other children in play and learning activities who are of a different gender, ethnicity, speak other languages, or who have special needs.	<ul style="list-style-type: none"> <li>• Organize a group of boys and girls to play together in the dramatic play corner.</li> </ul> <p>Help a student with special needs to read a story during free time.</p>
P 1.2.3 KG2-3	Show a growing appreciation and cooperation for the rules and laws, including those of the home, school, and outside community.	<ul style="list-style-type: none"> <li>• Allow a new student that does not yet speak Arabic to join a game and patiently demonstrate the rules to play.</li> <li>• Memorize and recite the national anthem.</li> </ul>
P 1.2.4 KG2-3	Participate in citizenship-building activities, such as reciting the national anthem and some familiar prayers.	<ul style="list-style-type: none"> <li>• Express their love of their homeland in their own way (e.g., a chant, a painting, a poem, a story, or acting).</li> </ul>
P 1.2.5 KG2-3	Identify some important information about the country, such as information about the currency, King, flag, and capital city.	<ul style="list-style-type: none"> <li>• Explain when asked why the Saudi flag is never pulled down.</li> <li>• Name Riyadh as the capital city.</li> </ul>
P 1.2.6 KG2-3	Demonstrate an awareness of the concept of home and country.	<ul style="list-style-type: none"> <li>• Build roads and neighborhoods with blocks, and call them by the names of the streets in their hometown.</li> <li>• Draw a picture of some important national landmarks.</li> </ul>
P 1.2.7 KG2-3	Practice citizenship-building behaviors.	<ul style="list-style-type: none"> <li>• Help a friend close the water tap all the way to avoid water waste.</li> <li>• Participate in a play and show respect for peers of different nationalities and languages.</li> </ul>

## 2.0 HISTORY AND CULTURE    **KG2 and KG3 (4–6 Years)**

### 2.1 History

*Children will develop a growing understanding of the passage of time and events of the past.*

At or Around 6 Years old		
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
P 2.1.1 KG2-3	Reference time when talking about events in the past or future.	<ul style="list-style-type: none"> <li>• Describe familiar routines at home and at school.</li> <li>• Talk about national holidays and festivals as events that occur throughout the year.</li> </ul>
P 2.1.2 KG2-3	Remember previous events and experiences.	<ul style="list-style-type: none"> <li>• Tell a story about their past birthday, referencing the event and time of year.</li> <li>• Describe a visit to the museum that they took with the class.</li> </ul>
P 2.1.3 KG2-3	Show an interest in the country's history.	<ul style="list-style-type: none"> <li>• Tell about what they were like when they were a child and what they liked to do.</li> <li>• Listen with interest to a story about how King Abdulaziz unified the Kingdom.</li> </ul>
P 2.1.4 KG2-3	Show knowledge of the kings and the founder of the Kingdom of Saudi Arabia.	<ul style="list-style-type: none"> <li>• Borrow a book from the reading corner about Saudi Arabia's kings.</li> <li>• Mention the name of King Abdulaziz and the names of some of his sons.</li> </ul>
P 2.1.5 KG2-3	Show an awareness of some national events.	<ul style="list-style-type: none"> <li>• Collect some pictures of King Abdulaziz and paste them on their notebook.</li> <li>• Talk about the expansion of the Two Holy Mosques.</li> </ul>
P 2.1.6 KG2-3	Explore materials that show how Saudi Arabia has changed over time.	<ul style="list-style-type: none"> <li>• Engage in simple conversation about the country's centennial anniversary.</li> <li>• Listen with interest as a museum docent explains about historical artifacts of the region.</li> </ul>
P 2.1.7 KG2-3	Show knowledge of a few historical landmarks throughout the country.	<ul style="list-style-type: none"> <li>• Compare current and past versions of Saudi Arabian currency.</li> <li>• Create a collage of photos of historical palaces.</li> <li>• Name some features of the Kingdom, such as Riyadh Tower, Jeddah Fountain, Musmak Palace, Mada'en Saleh, the village of Ein, Garah Mountain, the Grand Mosque and the Prophet's Mosque.</li> </ul>

## 2.0 HISTORY AND CULTURE **KG2 and KG3** (4–6 Years)

### 2.2 Cultural Traditions

*Children will develop a growing wealth of knowledge and understanding about cultural traditions in Saudi Arabia.*

At or Around 6 Years old		
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
P 2.2.1 KG2-3	Show knowledge about some traditional Saudi Arabian costumes, including where and when they are typically worn.	<ul style="list-style-type: none"> <li>• Draw pictures that include pieces of traditional Saudi Arabian clothes.</li> <li>• Role-play as a costume salesman in the dramatic play corner saying, “This is lqal and this thobe etc.”</li> </ul>
P 2.2.2 KG2-3	Identify some traditional food items and dishes.	<ul style="list-style-type: none"> <li>• Point out a traditional wedding costume on a class visit to the market.</li> <li>• Share a traditional meal from home during a national celebration at school.</li> </ul>
P 2.2.3 KG2-3	Show knowledge of some important Saudi Arabian celebrations.	<ul style="list-style-type: none"> <li>• Mention traditional food items they ate when telling a story about a wedding they attended.</li> <li>• Talk about how the family observes Ramadan.</li> <li>• Draw a picture of a wedding party.</li> </ul>

**3.0 GEOGRAPHY****KG2 and KG3 (4–6 Years)****3.1 Geographical Knowledge**

*Children will develop a growing knowledge and understanding about the geography of their local community and the Kingdom of Saudi Arabia.*

<b>At or Around 6 Years old</b>		
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
P 3.1.1 KG2-3	Demonstrate knowledge of geographical aspects of the country and of the broader region.	<ul style="list-style-type: none"> <li>• Look at a map of the Gulf region and point out Saudi Arabia.</li> <li>• Name two boundaries surrounding the Kingdom (e.g., the Red Sea, the Arabian Gulf, and bordering countries such as Kuwait and Bahrain).</li> </ul>
P 3.1.2 KG2-3	Demonstrate an understanding of climate variations throughout the Kingdom.	<ul style="list-style-type: none"> <li>• Tell the teacher that Yemen is one of Saudi Arabia’s neighboring countries.</li> <li>• Name some cities in Saudi Arabia.</li> </ul>
P 3.1.3 KG2-3	Participate in activities that explore the Kingdom’s topography.	<p>Explain that Riyadh is the capital of the Kingdom.</p> <ul style="list-style-type: none"> <li>• Say, “It is colder in Asir than it is here in Jeddah.”</li> </ul> <p>Tell the teacher that they visited the desert and it was very hot.</p>
P 3.1.4 KG2-3	Show knowledge of some information about the desert, including desert animals and human adaptations to life in the desert.	<p>Use materials like sand, grass, and • water to add topography to a map of the Kingdom.</p> <ul style="list-style-type: none"> <li>• Show pictures of materials such as rocks, shells, and desert sand that refer to topography.</li> <li>• Talk about how some tribes in the desert live by reading a book or taking an after school trip.</li> <li>• Talk about adaptations people might make to live in the desert.</li> </ul>

### 3.0 GEOGRAPHY

### KG2 and KG3 (4–6 Years)

#### 3.2 Natural Resources

*Children will develop a growing wealth of knowledge and understanding about the natural resources of Saudi Arabia.*

At or Around 6 Years old		
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
P 3.2.1 KG2-3	Show knowledge of and interest in some of the natural resources of the country, including oil, minerals, and dates.	<ul style="list-style-type: none"> <li>• Produce artwork using natural materials from a date palm.</li> <li>• Talk to the teacher about a video they saw at the museum about oil production.</li> </ul>
P 3.2.2 KG2-3	Show an interest in seas as important water resources in the Arab world.	<ul style="list-style-type: none"> <li>• Talk about the difference between salt water and fresh water.</li> <li>• Discuss the process of desalination after hearing a lesson on water resources.</li> </ul>
P 3.2.3 KG2-3	Show knowledge of several animals native to Saudi Arabia.	<ul style="list-style-type: none"> <li>• Create a poster about using water responsibly.</li> <li>• Report to the class about a book they read on big lizards that live in the desert.</li> </ul>

**4.0 ECONOMICS****KG2 and KG3 (4–6 Years)****4.1 Economic Systems and Workforce**

*Children will develop a growing understanding of economic interdependence and how people work together to grow, produce, distribute, and consume goods and services to meet their needs and wants.*

<b>At or Around 6 Years old</b>		
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
P 4.1.1 KG2-3	Identify several goods and services that a community needs and some of the sources for goods.	<ul style="list-style-type: none"> <li>• Talk about how food comes from a farm and is available in grocery stores for people to buy.</li> <li>• Explain that policemen provide an important service by keeping the community safe.</li> </ul>
P 4.1.2 KG2-3	Show an understanding of ownership and sharing.	<ul style="list-style-type: none"> <li>• Create a pretend toyshop in the dramatic play corner.</li> <li>• Explain that a particular backpack is theirs.</li> </ul>
P 4.1.3 KG2-3	Distinguish between wants and needs.	<ul style="list-style-type: none"> <li>• Explain that nobody owns the chairs in the classroom and they all need to share them nicely.</li> <li>• Tell the teacher that they need new shoes because they are getting worn out and that they want a particular pair because they are very pretty.</li> </ul>
P 4.1.4 KG2-3	Begin to show understanding that people work in order to earn money and pay for goods and services.	<ul style="list-style-type: none"> <li>• Tell the class that their father owns a shop and works very hard all the time.</li> <li>• Explain that their older brother got a job because he wants to buy a car.</li> </ul>

## 4.0 ECONOMICS

## KG2 and KG3 (4–6 Years)

### 4.2 Exchange

*Children will develop a growing understanding of economic exchange and the use of currency to obtain goods and services.*

At or Around 6 Years old		
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
P 4.2.1 KG2-3	Demonstrate an understanding of the relationship between supply and demand.	<ul style="list-style-type: none"> <li>• Explain that the toy they wanted at the store was sold out because everybody wanted it.</li> </ul>
P 4.2.2 KG2-3	Show understanding of bartering (trading).	<ul style="list-style-type: none"> <li>• Make a pretend store with a classmate and exclaim, "Everybody loves our cake! We need to make some more!"</li> </ul>
P 4.2.3 KG2-3	Show understanding that different amounts of money are required for different goods and services.	<ul style="list-style-type: none"> <li>• Decide to trade pieces of artwork that they created in the art corner.</li> </ul>
P 4.2.4 KG2-3	Show an interest in real money and in buying things.	<ul style="list-style-type: none"> <li>• In the pretend store in the dramatic play corner, tell a friend "That's not enough money to buy this pizza, but you could buy the hamburger."</li> </ul>
P 4.2.5 KG2-3	Identify different types of Saudi currency (notes and coins).	<ul style="list-style-type: none"> <li>• Show the teacher a note that their mom gave them to save for something special.</li> </ul>

# Strategies for Adults Working With 4 to 6 Years Old

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1. Provide a variety of interesting materials for children to explore about the country and its history, including books, artifacts, traditional clothing, and so on.
2. Allow children to join in prayers and national chants. Encourage their contribution to the activity, and help them when they need reminders about the words or steps.
3. Introduce the concept of classroom jobs. Help children perform their jobs, and provide encouragement as children begin to take responsibility for the classroom.
4. Plan outings into the community during which children can gain real-world experience about how their community works.
5. Invite a guest speaker from the community to talk to the children about their role in the community.
6. Invite guests into the classroom to share personal accounts of a historical event.
7. Provide plenty of books, objects, and real-life photographs of traditional cultural items and celebrations that children may explore independently.
8. Talk to children about their experiences, and encourage them to tell stories about their life and family.
9. Give children frequent opportunities to speak Arabic and talk to them about the language itself. For example, tell them about Classical versus colloquial Arabic and provide examples of each.
10. Provide culturally relevant materials in the dramatic play corner for children to explore and use in role plays.
11. Provide children with materials to create pretend stores and economic exchanges.
12. Talk about money and the marketplace. Read stories that provide interesting examples of the exchange of goods and services for money.





# Islamic Education

The standard of *Islamic Education* addresses essential knowledge and skills for young children to grow and develop in the Islamic faith.

Islam is at the center of personal and social life in Saudi Arabia, building the foundation for all of a child's other learning. Religious competence is thus extremely important for young Saudi Arabian children to fully develop in and understand their world.

As children learn about their world, they grow increasingly curious about how things work. A strong foundational understanding of Islam that begins in early childhood provides the guidance that children require to make sense of the world's mysteries and the hope and courage children need to live in a world they do not fully understand. Faith in and love of Allah provides young children their greatest tool for living in their world happily, peacefully, and responsibly.

This standard focuses on fostering the developmentally appropriate Islamic understanding and religious feelings as described in the Qur'an. It includes the understanding and performance of religious activities, knowledge about Islam and the Prophet, and the development of ethical behavior.

Introduction

Approaches to Learning

Social-Emotional Development

Language and Early Literacy Development

Cognition and General Knowledge

Patriotism

Islamic Education

Health and Physical Development

This standard is organized into two strands: *Islamic Knowledge* and *Islamic Behavior*.

## Islamic Knowledge

The study of Islam is a rich subject to which scholars dedicate entire careers. While young children cannot be expected to gain a fully complex understanding of Islamic history and practices, developing a strong knowledge of their religion is a noble pursuit, both morally and academically. This strand concentrates on age and developmentally appropriate expectations for young children as their ability for and interest in Islamic study grows.

Key focal points:

- Foundational beliefs: Allah is Creator; Five Pillars of Islam
- Introductory history
- Introduction to the Qur'an
- Islamic Behavior

Participation in Islamic life at an early age is essential for growth within the faith. Islam requires Muslims to fully commit themselves to Islam and the lifestyle Allah requires. Setting a foundation of religious practice in early childhood is important for helping children learn and love the religious commitments that Allah demands of them as they grow. This strand outlines basic expectations for participation within the faith.

Key focal points:

- Manners
- Moral behavior
- Prayer

## Age Groupings

Due to the abstract and complicated nature of religious understanding, progress at each year level is not expected in this standard. While peer-reviewed research about religious development in the early years is limited, a great deal of literature is available about the way children process information generally. From the ages of about 2 to 7 years old—a timeframe that coincides with Piaget's preoperational stage of development—children are gradually developing their thought processes and beginning to think logically. During this stage, children become more capable of processing abstract concepts, but this ability is still emerging.

James W. Fowler's stages of faith development echo this assessment, reporting that from about 3 to 7 years old, children are beginning to grasp the existence of morality, as well as concepts of sacred prohibitions and death. During this time, they are able to learn information about their religion and will think about their religious

affiliation as a part of their self-identity, though this understanding is more akin to the way children understand their physical characteristics than an attribute that is conditional (in this case, conditional on the acceptance of the faith and belief in the Islam's teachings).

As young children are not yet ready to think deeply about and form a full understanding of their religion, this standard is written to demonstrate an overview of development throughout the kindergarten years, without specifying year-to-year indicators. The set of indicators in the younger age group, *At or Around 4 Years*, reflects expectations for children from about 3 to 4 years old. The set of indicators and examples for the older age group, *At or Around 6 Years*, applies to development from about 4 to 6 years old.

## KG1 (3–4 Years)

### 1.0 Islamic Knowledge

*Children will demonstrate an increasing wealth of knowledge about Islam and its practices, characteristics, regulations, and customs.*

#### At or Around 4 Years old

	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
IE 1.0.1 KG1	Show familiarity with the pillars of Islam.	<ul style="list-style-type: none"> <li>• Mention that their father performs prayers.</li> <li>• Mention pilgrimage (Hajj) when they see a picture of a pilgrim.</li> </ul>
IE 1.0.2 KG1	Participate in the recitation of some prayers and supplications.	<ul style="list-style-type: none"> <li>• Repeat with the teacher, “In the name of God, I trust in God.”</li> <li>• Repeat with the teacher “Glory to God” when they see something they admire.</li> </ul>
IE 1.0.3 KG1	Recite some of the short suras.	<ul style="list-style-type: none"> <li>• Repeat surat Al-Fatiha with their teacher and classmates.</li> </ul>
IE 1.0.4 KG1	Verbalize an understanding that Allah is the Creator.	<ul style="list-style-type: none"> <li>• Repeat the verse of “Al-Kursi” (God’s Chair) with the teacher.</li> <li>• Say that God created fish.</li> </ul>
IE 1.0.5 KG1	Show an interest in learning the names for God.	<ul style="list-style-type: none"> <li>• Mention that God is the creator of all kinds of fruit that they taste in the exploration corner.</li> <li>• Mention that God created different plants.</li> </ul>
IE 1.0.6 KG1	Show an interest in Prophet Muhammad-Mohammad (Peace be upon him) and his life.	<ul style="list-style-type: none"> <li>• Listen with interest as the teacher explains that God has many names.</li> <li>• Ask the teacher to write one of the names of God on a picture of a mosque.</li> <li>• Listen with interest to stories about the Prophet’s life.</li> <li>• Ask an adult to tell them a favorite story about the Prophet.</li> </ul>

**KG1 (3–4 Years)****2.0 Islamic Behavior**

*Children will increasingly demonstrate appropriate Islamic behavior in their daily lives.*

<b>At or Around 4 Years old</b>		
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
IE 2.0.1 KG1	Begin to demonstrate Islamic etiquette.	<ul style="list-style-type: none"> <li>• Try to eat with only the right hand, regardless of naturally selected hand dominance.</li> <li>• Use the Islamic greeting “Assalamu Alaikum” (Peace be upon you) when entering the class-room.</li> <li>• Ask permission from their friend before starting to play blocks with him.</li> <li>• Help the teacher when she asks for help.</li> <li>• Speak quietly and clearly to adults.</li> <li>• Offer to help another child who has fallen on the playground.</li> <li>• Return the Qur’an to a specified place on the shelf, ensuring it does not touch the floor.</li> <li>• Stop playing and turn attention to the teacher when she reads the Qur’an.</li> <li>• Repeat with the teacher “Salla Allahu Alaihy wa salam (Peace be upon him)” when they say or hear the Prophet’s name.</li> </ul>
IE 2.0.2 KG1	Treat parents and other adults with respect.	
IE 2.0.3 KG1	Begin to practice Islamic morals, such as kindness, in their daily lives.	
IE 2.0.4 KG1	Treat the Qur’an with respect.	
IE 2.0.5 KG1	Remember to pray for the Prophet when his name is spoken.	

# Strategies for Adults Working With 4 Years Old

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1. Provide photographs and, where appropriate, real-world objects to help children understand different aspects of the Islamic religion. For example, show children photos of the Holy Mosques, prayer rugs, prayer beads, and so on.
2. Talk about the Five Pillars of Islam with children and encourage them to share their own stories and experiences in their religion.
3. Model the preparation and actions of prayer for children and encourage them to join you as you pray.
4. Listen with interest to children's thoughts and answer their questions about Islam.
5. Encourage children to talk about and participate in Islamic values.
6. Repeat the words of prayers for children slowly and clearly so they can understand and join in prayer.
7. Engage children in conversation about creation and other great acts of God.
8. Introduce children to the many names of God and encourage them to use the names that they remember.
9. Tell stories about the Prophet Mohammad (Peace be upon him) and model how to pray for the Prophet when his name is spoken.
10. Model important Islamic etiquette. Recognize children's efforts to practice Islamic etiquette.
11. Model moral behavior and recognize children as they practice moral behavior with adults and one other.
12. Treat children with respect.

## KG2 and KG3 (4–6 Years)

### 1.0 Islamic Knowledge

*Children will demonstrate an increasing wealth of knowledge about Islam and its practices, characteristics, regulations, and customs.*

At or Around 6 Years old		
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
IE 1.0.1 KG2-3	Know what the pillars of Islam are and show a growing understanding of their significance.	<ul style="list-style-type: none"> <li>• Tell the teacher that Muslims pray five times a day.</li> <li>• Talk about fasting during the month of Ramadan.</li> </ul>
IE 1.0.2 KG2-3	Participate in the recitation of some prayers and supplications with growing independence.	<ul style="list-style-type: none"> <li>• Repeat the two testimonies: "I bear witness that there is no god but Allah," and "I bear witness that Mohammad is the Messenger of Allah."</li> </ul>
IE 1.0.3 KG2-3	Recite some of the short suras.	<ul style="list-style-type: none"> <li>• Say "Alhamdulillah" (Thanks, God)" when they finish a task.</li> <li>• Say "Insha' Allah" (God willing) when they say something about the future.</li> </ul>
IE 1.0.4 KG2-3	Verbalize an understanding that Allah is the Creator.	<ul style="list-style-type: none"> <li>• Repeat the morning supplications with the teacher.</li> </ul>
IE 1.0.5 KG2-3	Know some of the names for God.	<ul style="list-style-type: none"> <li>• Recite surat Al-Nas to the class.</li> <li>• Recite various Qur'anic suras with the teacher.</li> <li>• Mention that God is the creator of the sun, the moon, the day, and the night.</li> </ul>
IE 1.0.6 KG2-3	Know some information about the Prophet Mohammad (Peace be upon him) and his life.	<ul style="list-style-type: none"> <li>• Say "God is the Creator."</li> <li>• Mention some good names of Allah.</li> <li>• Mention that God is the "Saver" when they fall to the ground but are not injured and mention that God is the "Sustainer" as he provides the rain.</li> <li>• Listen with interest to stories about the Prophet's life.</li> <li>• Tell a friend a favorite story about the Prophet.</li> </ul>

## KG2 and KG3 (4–6 Years)

### 2.0 Islamic Behavior

*Children will increasingly demonstrate appropriate Islamic behavior in their daily lives.*

<b>At or Around 6 Years old</b>		
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
IE 2.0.1 KG2-3	Demonstrate some Islamic etiquette.	<ul style="list-style-type: none"> <li>• Eat the food in front of them, on their side of the table, when eating with others from a big dish.</li> <li>• Sit down to drink water.</li> </ul>
IE 2.0.2 KG2-3	Treat parents and other adults with respect.	<ul style="list-style-type: none"> <li>• Eat only with their right hand.</li> </ul>
IE 2.0.3 KG2-3	Reflect Islamic morals, such as kindness, in their daily lives.	<ul style="list-style-type: none"> <li>• Use the Islamic greeting “Assalamu Alaikum” (Peace be upon you) and respond to it with “Wa Alikum Al-Salam Wa rahmatu Allahi Wa Barakatu” (Peace, mercy, and blessings of God be upon you).</li> </ul>
IE 2.0.4 KG2-3	Treat the Qur’an with respect.	<ul style="list-style-type: none"> <li>• Kiss their parents’ heads when greeting them.</li> <li>• Maintain classroom tools and equipment.</li> <li>• Return the books that they borrowed from the classroom library.</li> </ul>
IE 2.0.5 KG2-3	Pray for the Prophet when his name is spoken.	<ul style="list-style-type: none"> <li>• Perform ablution and dry their hands before holding the Qur’an.</li> <li>• Say “Alaihy Assalam” (Peace be upon him) when they mention or hear the Prophet’s name.</li> </ul>

# Strategies for Adults Working With 4 to 6 Years Old

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1. Provide photographs and, where appropriate, real-world objects to help children understand different aspects of the Islamic religion. For example, show children photos of the Holy Mosques, prayer rugs, prayer beads, the Qur'an, and so on.
2. Talk about the Five Pillars of Islam with children and encourage them to share their own stories and experiences in their religion, such as fasting for Ramadan or taking a previous pilgrimage to Makkah with their family.
3. Create an Islamic Education corner in which children can practice, play, and talk about what they know about Islam.
4. Model the preparation and actions of prayer for children and encourage them to join you as you pray. Repeat the words of prayers for children slowly and clearly so they can understand and join in prayer.
5. Listen with interest to children's thoughts and answer their questions about religion with patience and honesty.
6. Encourage children to talk about and participate in Islamic values. Discuss the meaning of various aspects of religion often and encourage children to try to explain their understandings in their own way.
7. Introduce children to the many names of God and encourage them to use the names that they remember. Discuss the meaning of some of God's names and ask children to think about why God has many names.
8. Tell religious stories often. Allow children to interact with religious stories by retelling their favorite stories, drawing pictures of stories, and acting out parts of stories in dramatic play.
9. Tell stories about the Prophet Mohammad (Peace be upon him) and model how to pray for the Prophet when his name is spoken. Discuss the meaning behind this prayer and recognize children when they remember to pray for the Prophet independently.
10. Act as a role model, demonstrating Islamic etiquette and morals. Recognize children's efforts to practice Islamic etiquette and behave morally.



IT'S A NEW  
FRAGRANCE



# Health and Physical Development

The *Health and Physical Development* standard addresses the knowledge and skills that children need to maintain personal wellness. This includes skills and knowledge in the areas of health, safety, and motor development.

With obesity, diabetes, and heart disease on the rise worldwide, providing young children with a foundation in healthy living is essential for encouraging wellness throughout a child's lifespan. Research increasingly suggests that physical health is related to mental health and cognitive function. Anecdotally, teachers report that physically healthy children tend to show increased energy and interest for certain active social play experiences that support development in other developmental domains.

Another growing area of concern in early childhood education is the limited amount of time young children spend outdoors. As technology has become more pervasive in children's play, physical activity in the natural world has significantly decreased. This is alarming to experts because research shows that access to green, outdoor spaces is linked to improved cognitive functioning and social competency.

In addition to the importance of promoting an active lifestyle, teaching young children about healthy hygienic and nutritional practices has a clear connection to children's well-being. Teaching children about safety and reasonable risk taking are essential for protecting children who may not yet have the cognitive ability to predict dangers in unfamiliar environments. Parents and educators can support children in this learning by building environments that give children the opportunity to practice and talk about healthy practices and ways to stay safe.

Introduction

Approaches to Learning

Social-Emotional Development

Language and Early Literacy Development

Cognition and General Knowledge

Patriotism

Islamic Education

Health and Physical Development

This standard is organized into two strands: *Health and Safety* and *Physical Development*.

## Health and Safety

This strand is subdivided into two sub-stands, *Health* and *Safety*. The *Health* sub-stand focuses on developing the healthy practices that will help children stay free from disease and health problems resulting from improper nutrition. By helping children develop good hygiene, attention to oral health, healthy nutrition and rest practices, and knowledge of basic bodily functions, children can learn to take responsibility for their health as they grow. The *Safety* sub-stand focuses on the knowledge and practices that help children prevent injury and stay safe in familiar and unfamiliar environments.

Key focal points:

- Hygiene and oral health
- Nutrition
- Knowledge of the body
- Injury prevention
- Personal safety

## Motor Development

This strand addresses a child's growth and ability to move his or her body with increasing control and coordination. Very young children may show great diversity in their physical development, as rapid growth requires children to constantly adapt to their changing body size and weight. Despite this variation, research indicates that humans develop physically along a predictable continuum—that is, children sit before they stand and stand before they walk. As children reach early schooling age (3–4 years old), their bodies begin to grow at a steadier pace and they become increasingly proficient in movement skills.

Key focal points:

- Gross motor development
- Fine motor development
- Coordination and balance

## Before 3 Years Old

From before a baby is born, prenatal physical health and nutrition is an important factor in brain development. During pregnancy, babies need a healthy mother who receives proper care and nutrition for optimal development. This is crucial in and of itself, but it is also important because children's physical health, well-being, and motor development are strongly tied to cognitive development and learning.

Motor development is an important vehicle for other learning. Babies exercise their vocal cords through vocalizations that adults reinforce with social interaction. These interactions are an important part of language and social-emotional development. Reaching for objects and turning toward stimuli help children access information and develop understanding about their world. As children grow, physical independence opens up their environment to new stimuli and experiences that are essential for further cognitive development and learning.

Proactive health and nutrition are also key factors in children's overall development and well-being. In addition to providing children with the building blocks their bodies need to optimally develop, practicing healthy habits in a child's earliest years set patterns that children will take with them into adolescence and adulthood that will contribute to their lifelong health and well-being.

Adults can support infants and toddlers in their health and physical development by encouraging proper nutrition and exercise and by teaching healthy habits such as proper hygiene and infection control. Providing interesting toys for children that incentivize infants to reach out and move toward objects will help them to develop muscles and support healthy development. Additionally, breastfeeding infants is highly recommended for providing proper nutrition. The World Health Organization and UNICEF recommend breastfeeding exclusively for at least six months as a result of its extraordinary range of benefits.

As children grow and become more physically independent, adults should provide an environment in which children may safely be physically active. Providing open space for children to walk and then run around as well as equipment that is designed for children's physical play will help children grow and develop freely. Adults should continue to provide interesting materials that encourage children to move around and engage with different areas of their environment.

Adults should support healthy nutrition and practices as children grow, such as making good food choices, eating appropriate portions, hand washing, and bodily fluid control. Help children wash their hands and let them watch you wash your hands as you demonstrate proper techniques. Also take time to recognize children's attempts to practice healthy hygiene. Make sure that tissues, paper towels, and hand washing stations are available for children and be attentive to their needs so as not to miss opportunities to teach proper hygiene practices.

Large strides occur in this area during the first three years of life. Though many sources offer some guidance about when children will likely reach different milestones, every child is different and will grow at his or her own rate.

Some ways infants and toddlers demonstrate healthy physical development over time include:

- Moving their arms and legs, randomly at first, and then with growing purpose
- Lifting their head and chest when placed on their stomach or being held

- Gaining increasing control of their body (e.g., rolling over, sitting up unsupported, crawling, pulling themselves up onto their feet, walking with assistance and then without support, etc.)
- Using small (fine) muscles to complete tasks (e.g., picking things up, turning the pages of a book, making marks on paper, etc.)
- Coordinating eye and hand movements (e.g., stacking blocks, putting a puzzle together, etc.)
- Participating in hygiene routines, at first with assistance and then with growing independence (e.g., washing hands, brushing teeth, getting dressed, etc.)
- Engaging often in active, physical play

**1.0 HEALTH AND SAFETY****KG1 (3–4 Years)****1.1 Health**

*Children show increasing knowledge and independence in caring for themselves.*

	<b>At or Around 3 Years</b>		<b>At or Around 4 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
HP 1.1.1 KG1	Begin to carry out self-care skills.	<ul style="list-style-type: none"> <li>• Dress themselves with minimal assistance, perhaps requiring help with buttons and laces.</li> <li>• Use soap and water to wash their hands, though they may need reminders from adults.</li> <li>• Ask for a tissue to wipe a runny nose.</li> <li>• Throw dirty tissues in the trash immediately after use.</li> <li>• Brush their teeth independently.</li> <li>• Rinse their mouth well and avoiding swallowing toothpaste.</li> <li>• Name some different types of foods when the teacher asks what the class likes to eat.</li> <li>• Name some pictures of food in a book at story time.</li> </ul>	Carry out self-care skills with independence.	<ul style="list-style-type: none"> <li>• Unpack their lunch and feed themselves independently.</li> </ul>
HP 1.1.2 KG1	Attend to personal hygiene with limited assistance.		Attend to personal hygiene.	<ul style="list-style-type: none"> <li>• Clean up their snack place and throw away trash.</li> </ul>
HP 1.1.3 KG1	Begin to show awareness of practices that prevent infectious diseases.		Employ practices that prevent infectious diseases.	<ul style="list-style-type: none"> <li>• Use hand sanitizer when it is available.</li> <li>• Use a tissue to blow their nose and throw the tissue in the trash.</li> </ul>
HP 1.1.4 KG1	Begin to attend to oral health activities with limited assistance.		Attend to oral health with increasing Independence	<ul style="list-style-type: none"> <li>• Brush their teeth independently, remembering to brush the inward facing side of their teeth as well as the outer facing side.</li> </ul>
HP 1.1.5 KG1	Demonstrate knowledge of different kinds of food.		Demonstrate knowledge of some healthy foods.	<ul style="list-style-type: none"> <li>• Look carefully to ensure a toothbrush belongs to them before using it.</li> <li>• Tell the teacher that apples are healthy and candy is not.</li> <li>• Pretend to cook a chicken dinner in the dramatic play area.</li> <li>• Pack away uneaten lunch explaining, "I can't eat it all."</li> </ul>
HP 1.1.6 KG1	Show awareness of bodily feelings.		Demonstrate awareness of hunger and fullness.	
HP 1.1.7 KG1	Show knowledge of some external body parts.		Show awareness of bodily feelings and needs.	
HP 1.1.8 KG1			Show knowledge of some internal body parts.	

**1.0 HEALTH AND SAFETY**

**KG1 (3–4 Years)**

**1.1 Health (continued)**

*Children show increasing knowledge and independence in caring for themselves.*

<b>At or Around 3 Years</b>		<b>At or Around 4 Years</b>	
<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
	<ul style="list-style-type: none"> <li>• Communicate feeling unwell, saying, “My tummy hurts,” and “I don’t feel good.”</li> <li>• Ask to use the toilet when needed.</li> <li>• Name some external body parts, such as legs and arms.</li> <li>• Identify areas of the body that hurt, such as the head and stomach.</li> </ul>		<ul style="list-style-type: none"> <li>• Tell a teacher, “I’m full,” when offered a second helping of snack.</li> <li>• Communicate feeling unwell and ask to lie down.</li> <li>• Agree to try using the bathroom when they have a stomachache.</li> <li>• Explain that the body has bones.</li> <li>• Tell a teacher, “I think my brain hurts,” when they have a headache.</li> <li>• Try to feel their heart-beat after running outside.</li> </ul>

**1.0 HEALTH AND SAFETY****KG1 (3–4 Years)****1.2 Safety**

*Children show increasing knowledge of and adherence to safe practices and the avoidance of danger.*

	<b>At or Around 3 Years</b>		<b>At or Around 4 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
HP 1.2.1 KG1	Follow safety rules with adult support and guidance.	<ul style="list-style-type: none"> <li>• Wait to hold an adult's hand before crossing a street.</li> <li>• Stay on the sidewalk when outside.</li> </ul>	Follow safety rules with limited adult support and guidance.	<ul style="list-style-type: none"> <li>• Walk when indoors.</li> <li>• Wait until the previous child gets off the slide before starting their descent.</li> </ul>
HP 1.2.2 KG1	Begin to show an awareness of emergency situations.	<ul style="list-style-type: none"> <li>• Listen to an adult when told to walk instead of run.</li> </ul>	Begin to demonstrate appropriate behavior regarding emergency situations.	<ul style="list-style-type: none"> <li>• Tell another child not to throw toys because it is "not safe."</li> </ul>
HP 1.2.3 KG1	Begin to show an awareness of hazards and dangerous behavior.	<ul style="list-style-type: none"> <li>• Follow the teacher's instructions to hold hands during an emergency drill without an extra reminder.</li> </ul>	Initiate their own safety procedures.	<ul style="list-style-type: none"> <li>• Alert a teacher immediately when seeing smoke, even if it is far in the distance.</li> </ul>
HP 1.2.4 KG1		<ul style="list-style-type: none"> <li>• Remain quiet until an emergency bell has stopped sounding.</li> <li>• Ask a teacher to tie their shoelaces when they come untied to avoid tripping.</li> <li>• Hold on to the railing when walking down stairs.</li> <li>• Ask the teacher to help him check a bird's nest on a tree branch.</li> </ul>	Show awareness of dangers in the environment that are to be avoided, such as electrical outlets and slippery floors.	<ul style="list-style-type: none"> <li>• Stay quiet during emergency drills.</li> <li>• Follow the teacher's instructions during emergency drills.</li> <li>• Stop running and slow to a walk when the floor is wet.</li> <li>• Ask the teacher to help them plug in a tape recorder.</li> <li>• Ask a caregiver to assist them to use a stapler.</li> </ul>

## 2.0 PHYSICAL DEVELOPMENT

### KG1 (3–4 Years)

#### 2.1 Gross Motor Development

*Children will show increasing control over large muscle groups.*

	At or Around 3 Years		At or Around 4 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>
HP 2.1.1 KG1	Demonstrate large muscle control and coordination.	<ul style="list-style-type: none"> <li>• Jump up and down several times.</li> <li>• Walk quickly without falling down.</li> </ul>	Demonstrate increasing control and coordination through a variety of large muscle movements.	<ul style="list-style-type: none"> <li>• Try to jump high enough to touch a spot on a wall.</li> <li>• Jump forward a long distance.</li> </ul>
HP 2.1.2 KG1	Manipulate objects through large muscle movements.	<ul style="list-style-type: none"> <li>• Take large, exaggerated steps forward or sideways.</li> </ul>	Manipulate objects through large muscle movements.	<ul style="list-style-type: none"> <li>• Hop, gallop, and leap during play.</li> </ul>
HP 2.1.3 KG1	Demonstrate developing large muscle balance and stability.	<ul style="list-style-type: none"> <li>• Clap their hands.</li> <li>• Catch a ball by trapping it with their arms, hands, and torso.</li> <li>• Kick a ball forward a short distance.</li> <li>• Pedal a tricycle.</li> <li>• Stand on one foot for one or two seconds.</li> <li>• Walk up or down the stairs while holding onto a rail.</li> <li>• Jump in place.</li> </ul>	Demonstrate increasing large muscle balance and stability.	<ul style="list-style-type: none"> <li>• Walk up stairs with one foot on each step.</li> <li>• Stand on one foot for a few seconds.</li> <li>• Try to walk along a line on the floor or a balance beam a few inches off the ground.</li> <li>• Stabilize their stance after spinning around in a circle.</li> </ul>

**2.0 PHYSICAL DEVELOPMENT****KG1 (3–4 Years)****2.2 Fine Motor Development**

*Children will show increasing control over small muscles groups.*

	<b>At or Around 3 Years</b>		<b>At or Around 4 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
HP 2.2.1 KG1	Demonstrate small muscle control and coordination with or without the use of objects.	<ul style="list-style-type: none"> <li>• Wiggle their fingers.</li> <li>• Turn the pages of a book one page at a time.</li> </ul>	Demonstrate small muscle control and coordination with increasing precision and strength.	<ul style="list-style-type: none"> <li>• Draw shapes and simple pictures using a variety of art materials.</li> <li>• Cut with scissors.</li> </ul>
HP 2.2.2 KG1	Demonstrate hand-eye coordination using small muscle groups and large objects like big puzzle pieces or blocks.	<ul style="list-style-type: none"> <li>• Turn a door handle to open the door.</li> <li>• Use eating utensils.</li> <li>• Scribble with a crayon.</li> <li>• Stack a few blocks.</li> <li>• Complete a puzzle with large pieces.</li> <li>• Put pegs into holes.</li> </ul>	Demonstrate hand-eye coordination using small muscle groups.	<ul style="list-style-type: none"> <li>• String beads.</li> <li>• Complete a puzzle with small pieces.</li> <li>• Pour liquid contents from one container to another.</li> </ul>

# Strategies for Adults Working With 3 to 4 Years Old

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1. Provide children with sufficient time and space to engage in physical activity.
2. Provide play equipment that is safe and well maintained for physical play.
3. Provide children with a variety of physical activities, including integrating physical activity into other academic areas of the day, such as science and mathematics.
4. Provide children with play equipment to improve their motor and coordination skills (e.g., balls to throw and catch, tricycles to ride, and balance beams to walk along, etc.).
5. Plan activities that allow children to develop their fine muscles (e.g., painting with brushes, drawing with a variety of materials, squeezing clay, etc.).
6. Provide clear and consistent safety rules for children and remind children of safety rules frequently.
7. Be an example for children regarding health and safety practices by always securing your safety belt when riding in a vehicle, washing your hands frequently, waiting for the “walk” signal at intersections before crossing roads, and so on.
8. Provide children with good examples of nutrition and physical activity by eating healthy food, drinking water, and encouraging them to join you in physical activity.
9. Develop regular mealtimes in the daily schedule.
10. Acknowledge children’s healthy nutrition choices (e.g., drinking water instead of juice at a meal, recognizing that they are full, etc.).
11. Provide opportunities for children to practice healthy routines, such as brushing their teeth and washing their hands. Offer direction and recognition for children as they learn these routines.
12. Encourage children to tell you about how they are feeling and help them identify symptoms of illness.

**1.0 HEALTH AND SAFETY****KG2 and KG (4–6 Years)****1.1 Health**

*Children show increasing knowledge and independence in caring for themselves.*

	<b>At or Around 5 Years</b>		<b>At or Around 6 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
HP 1.1.1 KG2-3	Carry out self-care activities with independence.	<ul style="list-style-type: none"> <li>• Wash their hands after toileting without being reminded.</li> <li>• Cover their mouth when coughing.</li> <li>• Refuse offers to share food.</li> <li>• Tell an adult that they are too sick to be at school.</li> <li>• Brush their teeth independently.</li> <li>• Try to floss, though they may need assistance.</li> <li>• Tell a teacher that fish is good for you.</li> <li>• Tell a teacher, "I am still hungry, so I just want a little more."</li> <li>• Communicate feeling unwell with increasing detail, saying "I think I have a fever."</li> <li>• Tell a friend to take a deep breath so they can listen to her lungs when playing hospital in the dramatic play area.</li> </ul>	Show increasing competence in caring for themselves.	<ul style="list-style-type: none"> <li>• Prepare a simple meal for themselves, such as cereal and milk.</li> <li>• Check their backpack to ensure their lunch and water bottle are packed.</li> <li>• Use soap and water to wash their hands, lathering for approximately 20 seconds before rinsing.</li> <li>• Explain that hand washing gets rid of germs.</li> <li>• Cough into their sleeve instead of their hand.</li> <li>• Tell a teacher that their doctor gave them antibiotics to make them better and that they are not contagious.</li> <li>• Explain that juice is healthy but people should not drink too much of it.</li> <li>• Tell a teacher about their allergies and ask for help identifying whether a food is safe to eat.</li> </ul>
HP 1.1.2 KG2-3	Attend to personal hygiene with independence.		Attend to and discuss personal hygiene.	
HP 1.1.3 KG2-3	Explain how some illnesses are transmitted, and take action to prevent the spread of infectious diseases		Employ and discuss practices that prevent infectious diseases.	
HP 1.1.4 KG2-3	Attend to oral health needs with independence.		Identify healthy foods and food groups and explain how they contribute to a healthy diet.	
HP 1.1.5 KG2-3	Demonstrate a greater awareness of hunger and fullness.		Show knowledge of foods that are unhealthy and that should be avoided, such as excessive sugar and soft drinks.	
HP 1.1.6 KG2-3	Identify healthy foods and some of the corresponding food groups.		Show knowledge of many internal body parts and some of their functions.	
HP 1.1.7 KG2-3	Show an awareness of bodily feelings and needs with increasing accuracy and specificity.			

**1.0 HEALTH AND SAFETY**

**KG2 and KG (4–6 Years)**

**1.1 Health (continued)**

*Children show increasing knowledge and independence in caring for themselves.*

	<b>At or Around 5 Years</b>		<b>At or Around 6 Years</b>	
	<b>Indicator</b> <i>Child will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
HP 1.1.8 KG2-3	Show knowledge of internal body parts and some of their functions.	<ul style="list-style-type: none"> <li>• Explain that your brain helps you think.</li> </ul>		<ul style="list-style-type: none"> <li>• Tell a story about when a doctor listened to their heart and said their blood was pumping really strong.</li> <li>• Name many familiar internal organs, such as the heart, lungs, brain, and stomach.</li> </ul>

**1.0 HEALTH AND SAFETY****KG2 and KG (4–6 Years)****1.2 Safety**

*Children show increasing knowledge of and adherence to safe practices and the avoidance of danger.*

	<b>At or Around 5 Years</b>		<b>At or Around 6 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
HP 1.1.1 KG2-3	Follow safety rules with limited support from adults.	<ul style="list-style-type: none"> <li>• Wait at the corner for a parent to catch up before crossing the street.</li> </ul>	Follow safety rules with independence.	<ul style="list-style-type: none"> <li>• Wear a safety helmet when riding a bicycle on the playground.</li> </ul>
HP 1.1.2 KG2-3	Demonstrate appropriate behavior while practicing or experiencing emergency situations, such as seeking out an adult to help.	<ul style="list-style-type: none"> <li>• Wear a safety helmet when riding a bicycle or tricycle on the playground.</li> <li>• Leave safety belts fastened in a vehicle until an adult says they can be removed.</li> </ul>	Show an understanding of emergency situations and exhibit appropriate behavior that contributes to the safety of themselves and others.	<ul style="list-style-type: none"> <li>• Put on heat proof gloves when putting food inside the oven in the dramatic play corner.</li> <li>• Tell a smaller child, “You must walk when you are inside.”</li> </ul>
HP 1.1.3 KG2-3	Show awareness of hazards and potential hazards.	<ul style="list-style-type: none"> <li>• Immediately alert an adult when a classmate is injured.</li> <li>• Independently follow safety routines during an emergency drill.</li> <li>• Remain quiet to listen for an adult’s instructions during emergency drills.</li> <li>• Clear the ground of objects that might cause another to trip and fall.</li> <li>• Explain that only adults should use sharp knives.</li> </ul>	Modify their behavior to increase safety.	<ul style="list-style-type: none"> <li>• Fasten their safety belt when preparing to ride in a moving vehicle.</li> <li>• Tell a classmate “Shh! We’re having an emergency drill. We have to be quiet so we can hear the teacher.”</li> <li>• Immediately tell a teacher, “Mohammed can’t breathe,” when a classmate is having an asthma attack.</li> <li>• Remind others to walk when indoors so that they do not run into each other.</li> </ul>

## 2.0 PHYSICAL DEVELOPMENT

## KG2 and KG (4–6 Years)

### 2.1 Gross Motor Development

Children will show increasing control over large muscle groups.

		At or Around 5 Years		At or Around 6 Years	
	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	Indicator <i>Children will . . .</i>	Examples <i>Children may . . .</i>	
HP 2.1.1 KG2-3	Demonstrate increasing control and coordination through a variety of large muscle movements.	<ul style="list-style-type: none"> <li>• Run and stop with control.</li> <li>• Walk on tiptoe.</li> <li>• Jump forward using their arms to propel themselves farther.</li> </ul>	Demonstrate control and coordination through a variety of large muscle movements.	<ul style="list-style-type: none"> <li>• Run well with consistent opposing arm movements.</li> <li>• Hop.</li> <li>• Gallop.</li> </ul>	
HP 2.1.2 KG2-3	Manipulate objects with increasing precision through large muscle movements.	<ul style="list-style-type: none"> <li>• Catch a small ball with their hands, though sometimes with the help of their body.</li> </ul>	Manipulate objects with precision through large muscle movements, showing hand-eye coordination.	<ul style="list-style-type: none"> <li>• Skip.</li> <li>• Hit a large target with a ball thrown overhead.</li> <li>• Kick a ball into a goal.</li> </ul>	
HP 2.1.3 KG2-3	Demonstrate increasing balance and stability.	<ul style="list-style-type: none"> <li>• Throw a ball overhand and underhand.</li> <li>• Kick a ball with either foot.</li> <li>• Jump rope.</li> <li>• Walk forward on a balance beam, stop in the middle, and turn to change directions.</li> <li>• Walk downstairs with one foot on each stair without using hand support along a rail or wall.</li> <li>• Walk a few paces with a beanbag balanced on their head.</li> </ul>	Demonstrate balance and stability.	<ul style="list-style-type: none"> <li>• Throw a basketball into a basket hung at an appropriate height.</li> <li>• Catch a small ball with their hands.</li> <li>• Hop forward on one foot several meters.</li> <li>• Stand on one foot.</li> <li>• Walk on a balance beam forward or backward.</li> <li>• Perform a cartwheel.</li> </ul>	

**2.0 PHYSICAL DEVELOPMENT****KG2 and KG (4–6 Years)****2.2 Fine Motor Development**

*Children will show increasing control over small muscles groups.*

	<b>At or Around 5 Years</b>		<b>At or Around 6 Years</b>	
	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>	<b>Indicator</b> <i>Children will . . .</i>	<b>Examples</b> <i>Children may . . .</i>
HP 2.1.1 KG2-3	Demonstrate small muscle control and coordination with increasing precision and strength.	<ul style="list-style-type: none"> <li>• Make adjustments to their grasp while using a writing utensil.</li> <li>• Cut a mostly straight line with scissors.</li> </ul>	Demonstrate small muscle control and coordination with precision and strength.	<ul style="list-style-type: none"> <li>• Use a three-finger grasp with thin writing utensils.</li> <li>• Use liquid glue with control to paste items.</li> </ul>
HP 2.1.2 KG2-3	Demonstrate hand-eye coordination using small muscle groups.	<ul style="list-style-type: none"> <li>• Button and unbutton clothing.</li> <li>• Operate a stapler or 3-hole punch.</li> <li>• Draw or write increasingly recognizable shapes and figures (including letters and numbers). Put a key into a keyhole to turn a lock.</li> <li>• Use large lined paper to complete writing activities.</li> <li>• Color inside the boundaries of objects.</li> </ul>	Demonstrate hand-eye coordination.	<ul style="list-style-type: none"> <li>• Draw or write neat, easily recognized shapes and figures (including letters and numbers).</li> <li>• Snap their fingers.</li> <li>• Play jacks by bouncing a small ball and picking up a certain number of jacks before the balls drops.</li> <li>• Make string shapes by moving string around their fingers to create specific shapes and designs.</li> <li>• Thread a needle with a large eye.</li> <li>• Use lined paper to complete writing activities.</li> </ul>

# Strategies for Adults Working With 4 to 6 Years Old

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1. Provide children with play spaces and safe equipment appropriate for a range of skill levels (e.g., tricycles and bicycles, balls of different sizes, swings, balance beams, activity gyms, etc.).
2. Encourage interest in physical activity by teaching children new physical games and sports to play.
3. Set up an obstacle course that requires children to use a range of physical activities (e.g., crawling, jumping, running, balancing, etc.).
4. Provide children with daily opportunities to be physically active. Ensure that some of this time is organized and some of it is free play.
5. Provide children with equipment that will strengthen their coordination skills. Offer balls for throwing and catching as well as targets for those balls (e.g., a basketball net or football goal) and so on.
6. Provide activities that strengthen hand muscles (e.g., hole punching, cutting with scissors, playing with clay, etc.).
7. Offer plenty of guidance and time for children to practice hygienic routines, dress themselves appropriately for the weather, feed themselves, and perform other self-care routines.
8. Acknowledge children's attempts to care for themselves independently.
9. Involve children in nutrition planning activities like food shopping, meal planning, and cooking.
10. Establish daily routines that support health (e.g., regular mealtimes, hand washing times and procedures, a regular bedtime, etc.).
11. Talk about safety rules with children and provide an example through your own actions.
12. Read stories about safety, and encourage children to think about the importance of safety protocols and the consequences of behaving in an unsafe manner.





classic

LIFESTYLE  
TEBOARDING  
KICK IMPOSSIBLE  
KICKFLIP  
KICKBACK  
KICKFLIP

# Glossary

## Introduction

**Adaptations:** Modifications made to the environment or activity plan to accommodate for a range of developmental and physical needs.

**Administrator:** The individual responsible for planning, implementing, and evaluating a kindergarten. This includes principals, executive directors, school directors, assistant directors, managers, supervisors, curriculum specialists, and other leaders in community-based organizations, schools, and other settings.

**Assessment:** The process of obtaining information from multiple indicators and sources of evidence, organizing and interpreting that information, and then evaluating it to make an appraisal. Assessment is used to (1) make sound decisions about teaching and learning, (2) identify significant concerns that may require focused intervention for individual children, and (3) help programs improve their educational and developmental interventions.

**Attachment theory:** A psychological model that attempts to describe the dynamics of long-term interpersonal relationships between humans. Attachment specifically refers to the bond between a child and his or her parents or caregivers.

**Brain architecture:** The structural formation of brain circuitry, comprised of billions of connections between neurons. This structure forms the basis of brain activity and is responsible for enabling behavior.

**Caregiver:** Any adult with responsibility for the care and well-being of a child. This may be a parent, grandparent, other family member, person in the community (such as a neighbor), teacher, or person hired to provide care.

**Checklist:** A list of items that can be scored as “yes” or “no.”

**Classroom-based assessment:** The type of assessment used by teachers on a day-to-day basis to collect information and evidence about each child’s development and learning to inform her or his practice. Methods for this include observation and recording, work sample collections, and audio and video recording. It does not typically include the use of norm-referenced assessments or tests.

**Cognitive:** A modifier used to refer to the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses.

**Content:** The substance or subject matter that is the object of children’s learning and also the knowledge (certain vocabulary and concepts) and skills in an area of learning.

**Continuum:** A collection or continuous progression of values each varying by minute degrees, but of which the beginning and end are entirely distinct.

**Curriculum:** The plans, materials, and content for experiences through which children’s learning will take place. Curriculum can refer to the written resource used by teachers in a school.

**Developmental screening:** A brief standardized procedure designed to quickly appraise a large number of children to find out which children need further evaluation. Screening typically is a process that includes use of a norm-referenced instrument, information provided by a child’s teacher, and information provided by a child’s family.

**Developmentally appropriate:** A modifier used to refer to content or other components of early childhood education that refers to the trajectory of children’s development as well as to children’s individual strengths, needs, learning styles, temperament, etc., and the social and cultural context in which children live.

**Diagnostic evaluation tool:** An instrument used by a specialist to perform an in-depth appraisal of a child to identify his or her specific abilities and needs. This is frequently administered after a teacher or family member has noticed a child potentially exhibiting special needs in a screening. Sometimes referred to as diagnostic assessment.

**Domains:** Specific areas of development and learning, typically used to refer to instructional practices for children.

**Early childhood community:** All members of the society with a specific interest in early childhood care and education, especially young children, parents and caregivers of young children, early childhood educators and professionals, and policy makers.

**Early childhood education (ECE):** A field of study, referring to group settings serving children from birth through age 8 (typically meaning third grade). Sometimes referred to as early care and education or early learning.

**Early childhood education setting:** Any place in which young children receive care and education. Typically, this refers to a school or a classroom within a school.

**Early childhood educators/early childhood professionals:** Professionals who work with or on behalf of young children—specifically teachers, administrators, and trainers.

**Empathy:** The ability to identify and share another person’s emotional state.

**Evidence-based framework:** A structure that is built upon scientifically valid research.

**Expert:** A person with a comprehensive and authoritative knowledge of a particular area.

**Identified special needs:** One or more developmental or physical delays or disabilities that have been formally diagnosed by a specialized professional.

**Inclusion:** The values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of their families, community, and society.

**Infant:** A child between the ages of birth to 15 months.

**Kindergarten (in Saudi Arabia):** (1) A school for children 3–6 years of age and (2) a term that refers to the level of schooling children receive between the ages of 3–4, 4–5, and 5–6 years.

**Language:** A method of human communication, spoken, written, or nonverbal, in which words, sounds, or gestures are used in a structured and conventional way.

**Literacy:** The ability to read and write. Likewise, pre-literacy skills support a child's ability to read and write.

**Mentoring:** A relationship-based process between colleagues in similar professional roles through which a more experienced individual with adult learning knowledge and skills (the mentor) provides guidance and acts as an example to the less experienced protégé (the mentee).

**Milestones:** Actions or events that mark a significant change or stage in development.

**Play:** Physical or mental activity that a child engages in for enjoyment or amusement. In early childhood settings play provides opportunities for children to learn concepts and to develop and practice skills. Play includes physical play, object play, pretend or dramatic play, constructive play, and games with rules.

**Social and emotional development:** Describes children's relationships with others, their self-understanding, and their ability to understand and regulate their emotions.

**Teacher:** The adult with primary responsibility for a group of children, who spends the vast majority of time with this one group of children who occupy an individual classroom or well-defined space.

**Teacher training:** A learning experience, or series of experiences, specific to an area of inquiry and a related set of skills or dispositions that is delivered by a professional(s) with subject matter and adult learning knowledge and skills.

**Teaching:** Has a goal of enhancing development and learning. Teachers use their knowledge and judgment to make intentional decisions about which materials, interactions, and learning experiences are likely to be most effective for the group and for each individual child within that group.

## Approaches to Learning

**Attend (to something):** To focus one's attention on a stimulus.

**Flexibility:** An ability and willingness to change or compromise.

**Prior knowledge:** Information that children have previously learned through their experiences.

**Self-initiated (activities):** Activities that a child has chosen and begun independently of adult instruction.

**Senses:** The means by which humans and other living creatures perceive stimuli, specifically the senses of sight, hearing, taste, touch, and smell.

## Social-Emotional Development

**Associative play:** A stage of Mildred Parten's stages of play theory, in which children are still playing mostly independently but show an interest in the actions of others. A child in this stage might copy what another child is doing or interact with another child without linking their activities.

**Begin to:** A term used in the document to indicate that a child is beginning to show development in a skill or knowledge area but is not yet at a mastery level.

**Circle:** A time when all children convene in a group for the purposes of sharing experiences, practicing back-and-forth communication skills, and, particularly for older children, introducing a concept or skill.

**Cooperative play:** A stage of Mildred Parten's stages of play theory, in which children interact with one other for the purpose of play.

**Delayed Gratification:** The ability to resist the temptation of an immediate reward and instead wait for a later, potentially larger reward.

**Imaginative (or pretend) play:** A type of play in which a child is acting as though an invented scenario is actually happening.

**Prosocial behavior:** Behavior that is positive and cooperative and enhances the social environment.

**Routines and transitions:** These include arrival and departure, cleanup, hand washing, meals and snacks, and moving from one activity to another (such as preparing to go outdoors, sit at the table for mealtime, etc.).

**Small group:** A group of up to six children, formed to enable teachers to offer more focused experiences. Teachers may be introducing a new skill or concept, engaging children in solving a problem, or applying a concept they have already introduced.

## Language and Early Literacy Development

**Alphabetic Awareness:** The knowledge of letters, including their names, forms, and sounds.

**Antonym:** A term meaning opposite.

**Compound sentence:** A single sentence that contains more than one subject and verb. This is often also described as a single sentence that can be segmented into two separate grammatically correct sentences. (e.g., "The horses ran, and the camels walked." OR "The horses ran. The camels walked.")

**Conjunction:** A word used to connect two distinct clauses or sentences, such as and, but, and or.

**Decode:** Applying one's knowledge of letter-sound relationships to correctly pronounce written words.

**Emergent:** In reference to skill development, means that a skill is in the process of development. While the skill is not yet established, clear indicators of development are apparent.

**Encode:** Applying one's knowledge of letter-sound relationships to write spoken words.

**Environmental print:** The text that appears in the environment. This can take the form of signs, labels, logos, etc.

**Grasp:** A term used to refer to one's hand position around a writing instrument.

**Onset:** A term that refers to the first consonant or consonant blend in a word. (For example, the onset of the word "car" is /c/. The onset of the word "chair" is /ch/.)

**Orally blend:** To combine sounds to make a word or syllable.

**Parts of speech:** The categories to which words are assigned, according to their syntactic functions. (For example, action words—or verbs—are one part of speech.)

**Phoneme:** Any distinct unit of sound found in a specific language.

**Phonological awareness:** The ability to hear sounds in spoken language.

**Print concepts:** Knowledge of print, including an understanding that print carries meaning and follows specific rules.

**Segment:** In reference to sounds, means to separate the individual sounds in a word. (For example, the word "dog" contains three sounds: /d/ /o/ and /g/.)

**Social conventions:** A culture's rules for how and when to use language.

**Sound units:** Single sounds.

**Syllables:** Units of speech containing one vowel sound, with or without surrounding consonant sounds. May be a whole or partial word.

**Synonym:** A word that means exactly the same or nearly the same as another word.

**Toddler:** A child between the ages of 12 to 36 months.

## Cognition and General Knowledge

**Compare:** To describe the relationship between two or more things by thinking about their similarities and differences.

**Environmental science:** The study of the earth's environment, including topics related to the properties of the earth and nature.

**Geometry:** The area of mathematics that involves shape, size, position, direction, and describes and classifies the physical world.

**Inferences:** Conclusions arrived at through logical reasoning.

**Inquiry:** A systematic process for using knowledge and skills to acquire and apply new knowledge.

**Life science:** The study of living organisms.

**Measurement:** The area of mathematics that involves comparing area, length, and volume.

**Numerals:** Symbols that represent numbers.

**One-to-one correspondence:** Linking a single number with one and only one object at a time.

**Ordinal numbers:** Numbers that indicate the position of an object in a sequence (e.g., "first," "second," etc.).

**Physical science:** The study of inanimate natural objects.

**Props:** Objects used during dramatic play to enhance the dramatization.

**Role play:** A type of play that involves acting like another person or thing, imaginary or real.

**Rote counting:** The action of reciting numbers in order.

**Sort and classify:** A process of categorizing, or grouping, objects according to established criteria.

## Patriotism and Social Studies

**Geography:** The study of the physical features of the earth and of human activity as it affects and is affected by the land and resources.

**Gulf Region:** The geographical area around and including the Arabian Gulf including the countries of Kuwait, Bahrain, Iraq, Oman, Qatar, United Arab Emirates, and the Kingdom of Saudi Arabia.

**Natural resources:** Materials or substances that occur in nature and can be used for economic gain.

**Topography:** The arrangement of the natural and artificial physical features of an area.

## Health and Physical Development

**Fine motor:** Physical activity that uses the smaller muscle groups of the hands, fingers, and wrists.

**Gross motor:** Physical activity that uses the major muscle groups of the arms, legs, and torso.

**Hand-eye coordination:** The ability to process visual input and coordinate eye movement with hand movement to assist with actions such as catching, reaching, and grasping.

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- Young, M.E. 1996. "Early Childhood Development: Investing in the Future." *The World Bank: Directions in Development* (15318): 3–7.
- Zigler, E.F., D.G. Singer, & S.J. Bishop-Josef, eds. 2004. *Children's Play: The Roots of Reading*. Washington, DC: Zero to Three.

## Early Learning Standards Resources

A Correlation of Opening the World of Learning to the South Carolina Early Learning Standards for 4-Year-Olds

[http://assets.pearsonschool.com/correlations/SC\\_4Yr\\_OWL\\_2014.pdf](http://assets.pearsonschool.com/correlations/SC_4Yr_OWL_2014.pdf)

Arizona Early Learning Standards

[www.azed.gov/early-childhood/files/2011/11/arizona-early-learning-standards-3rd-edition.pdf](http://www.azed.gov/early-childhood/files/2011/11/arizona-early-learning-standards-3rd-edition.pdf)

Australian Children's Education & Quality Authority, Guide to the National Quality Standard-California Department of Education Preschool Learning Foundations, Volume 1

[www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf](http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf)

California Department of Education Preschool Learning Foundations, Volume 2

[www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf](http://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf)

California Department of Education Preschool Learning Foundations, Volume 3

[www.cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol3.pdf](http://www.cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol3.pdf)

Colorado Early Learning and Development Guidelines

[www.cde.state.co.us/early/eldgs](http://www.cde.state.co.us/early/eldgs)

District of Columbia Common Core Early Learning Standards

<http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20Early%20Learning%20Standards2013.pdf>

Florida Early Learning and Developmental Standards for Four-Year-Olds

[http://flbt5.floridaearlylearning.com/BT5\\_Uploads/ListofStandardsandBenchmarks.pdf](http://flbt5.floridaearlylearning.com/BT5_Uploads/ListofStandardsandBenchmarks.pdf)

Georgia Early Learning and Development Standards

[www.gelds.dec.state.ga.us/Default.aspx](http://www.gelds.dec.state.ga.us/Default.aspx)

Illinois Early Learning and Development Standards: For Preschool

[www.isbe.state.il.us/earlychi/pdf/early\\_learning\\_standards.pdf](http://www.isbe.state.il.us/earlychi/pdf/early_learning_standards.pdf)

Massachusetts Early Learning Guidelines for Infants and Toddlers

[www.eec.state.ma.us/docs1/Workforce\\_Dev/Layout.pdf](http://www.eec.state.ma.us/docs1/Workforce_Dev/Layout.pdf)

Nevada Pre-Kindergarten Standards: Building a Foundation for School Readiness and Success in Pre K–12 and Beyond

<http://nsla.nevadaculture.org/statepubs/epubs/31428003048838.pdf>

New York State Prekindergarten Foundation for the Common Core.  
[http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/nyslsprek.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf)

New York State Early Learning Guidelines  
[www.earlychildhoodnyc.org/pdfs/eng/ELG.pdf](http://www.earlychildhoodnyc.org/pdfs/eng/ELG.pdf)

North Carolina Foundations for Early Learning and Development  
[http://ncchildcare.nc.gov/pdf\\_forms/NC\\_foundations.pdf](http://ncchildcare.nc.gov/pdf_forms/NC_foundations.pdf)

Pennsylvania Learning Standards for Early Childhood: Infants–Toddlers  
[http://static.pdesas.org/content/documents/Pennsylvania\\_Early\\_Childhood\\_Education\\_Standards\\_for\\_Infant-Toddler.pdf](http://static.pdesas.org/content/documents/Pennsylvania_Early_Childhood_Education_Standards_for_Infant-Toddler.pdf)

Pennsylvania Learning Standards for Early Childhood: Pre-Kindergarten  
[http://static.pdesas.org/content/documents/Pennsylvania\\_Early\\_Childhood\\_Education\\_Standards\\_for\\_Pre-K.pdf](http://static.pdesas.org/content/documents/Pennsylvania_Early_Childhood_Education_Standards_for_Pre-K.pdf)

Revised Tennessee Early Learning Developmental Standards for Four-Year-Olds  
[http://www.tennessee.gov/education/standards/early\\_learning/TNELDS\\_4yearolds.pdf](http://www.tennessee.gov/education/standards/early_learning/TNELDS_4yearolds.pdf)

Revised Texas Prekindergarten Guidelines  
[www.dars.state.tx.us/ECIS/miw/section\\_7-1/7.1Transition\\_NeedsAssmt\\_PKG.pdf](http://www.dars.state.tx.us/ECIS/miw/section_7-1/7.1Transition_NeedsAssmt_PKG.pdf)

State of Alaska Early Learning Guidelines: A Resource for Parents and Early Educators  
<https://education.alaska.gov/publications/EarlyLearningGuidelines.pdf>

Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines  
[www.earlylearningtexas.org/media/20496/texas%20infant%20toddler%20and%20three-year-old%20early%20learning%20guidelines.pdf](http://www.earlylearningtexas.org/media/20496/texas%20infant%20toddler%20and%20three-year-old%20early%20learning%20guidelines.pdf)

Wisconsin Model Early Learning Standards: Guiding Principles  
<http://www.collaboratingpartners.com/wmels-guiding-principles.php>

## Lectures

Joan Lombardi, "Writing Workshop" (lecture presented at meeting at NAEYC Headquarters, Washington, DC June 12-13, 2014).

Sharon L. Kagan, "Excellence for every child: Standards without Standardization" (lecture presented at NAEYC's Professional Development Institute Minneapolis, MN June 8-11, 2014).

## Recommended Child Development Websites

Harvard Center on the Developing Child  
<http://developingchild.harvard.edu>

PBS Development Tracker  
[www.pbs.org/parents/child-development](http://www.pbs.org/parents/child-development)





Saudi Early Learning Standards  
Children 3 to 6 Years Old