

**Preparing Virginia's Preschool Children for School
Success:**
Aligning Expectations and Measuring Quality

Developed by the Virginia Head Start Collaboration Office Advisory Committee

Alignment Subcommittee

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Introduction: This document has been developed as a resource for early childhood professionals who work with young children in Head Start, The Virginia Preschool Initiative or other early childhood programs, to assist programs in ensuring that their approach to child development and learning is comprehensive, balanced, and in line with the research-based standards developed by the Office of Head Start, the Virginia Department of Education, and the Virginia Early Childhood Development Alignment Project.

Purpose and Goals: The purpose of this document is to provide a tool for use by Head Start, VPI and other early childhood programs that aligns *Head Start Child Development and Early Learning Framework* (HSCDELFF) with *Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year Olds* and the *Milestones for Child Development*. In addition, the relevant skills and competencies teachers need to provide support for children's progress in each of the developmental domains are included from the *Competencies for Early Childhood Professionals*, a document created by the Virginia Early Childhood Development Alignment Project.

Legislative Mandate: The legislative mandate for the development of this document by the Virginia Head Start Collaboration Office is contained in the Head Start Act of 2007, Sec. 642B (a)(2)(B)(iii), requiring the Collaboration Office to promote the alignment of curricula used in Head Start programs with the *Head Start Child Development and Early Learning Framework* and the state early learning standards (*Virginia's Foundation Blocks for Early Learning* and the *Milestones of Child Development*.) In addition, the Head Start Act Sec.642A(a)(3) requires Head Start programs to communicate with their local educational agencies for continuity of developmentally appropriate curricular objectives that are aligned with the state's early learning standards.

Format of the Document: The document is arranged by developmental domain as defined in the HSCDELFF. Each domain has a separate section that lists all of the standards for the three documents related to that domain. At the bottom of each section there is a section listing the relevant sections from the *Competencies for Early Childhood Professionals* that outline the skills and competencies needed to support development in that domain. The two columns on the right list the relevant standards for classroom quality contained in the tools used by the Virginia Star Quality Initiative, the Classroom Assessment Scoring System (CLASS) and the Early Childhood Environmental Rating Scale-Revised (ECERS-R)

Challenges: Although there are many commonalities, each of the documents is organized differently. All of the documents are intended to be used as a tool in developing curriculum and classroom activities that support development in each of the domains.

The *Head Start Child Development and Early Learning Framework* introduction states that the Framework is intended to provide early childhood programs with a description of the developmental building blocks that are most important for a child's school and long-term success. It reflects the

legislative mandates of the *Improving Head Start for School Readiness Act of 2007* and current research in child development and learning. It provides domains and elements within each domain. These are accompanied by examples of knowledge, behaviors or skills within each domain element that are intended to provide more information about that domain and how a child would be expected to progress in that domain. The examples are not intended to be used as indicators of progress. The Framework introduction emphasizes the necessity of using multiple sources of information in the context of on-going assessment of child progress in each developmental domain.

The introduction of *Virginia's Foundation Blocks for Early Learning* states that the purpose of the document is to provide a set of minimum standards in the domains included, with indicators of success for entering kindergarten that are derived from scientifically-based research. The standards are aligned with the Virginia Kindergarten Standards of Learning, Virginia's Phonological Awareness Literacy Screening (PALS), and a national guide, *Teaching Our Youngest, A Guide for Preschool Teachers and Child Care and Family Providers* produced by the Early Childhood-Head Start Task Force (2002). The material is organized by foundation blocks, followed by expectation indicators, and is built toward the Virginia Kindergarten Standards of Learning.

The *Milestones of Child Development* is intended to help parents, teachers, and other adults "focus on children's observable behaviors and interactions, and to provide strategies for adults to provide optimal learning environments and experiences for young children." (p.iv)

References: The information contained in this document is abbreviated by necessity to make the document more user-friendly. For more comprehensive descriptions of each of the domains and domain elements, it is recommended that the reader obtain the original document from the source listed below:

Head Start Child Development and Early Learning Framework: <http://eclkc.ohs.acf.hhs.gov/hslc> click on National Center for Quality Teaching and Learning link.

Virginia's Foundation Blocks for Early Learning: www.earlychildhood.virginia.gov/documents/foundationblocks.pdf

Milestones of Child Development: www.earlychildhood.virginia.gov/documents/milestones.pdf

Virginia Competencies for Early Childhood Professionals: www.earlychildhood.virginia.gov/documents/Competencies.pdf

Section 1

Physical Development & Health

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Physical Development and Health				
<p>Physical Health Status The maintenance of healthy age appropriate physical well-being.</p> <ul style="list-style-type: none"> • Possesses good overall health, including oral, visual, and auditory health and is free from communicable or preventable diseases • Participates in prevention and management of chronic health conditions and avoids toxins, such as lead. • Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age. • Gets sufficient rest and exercise to support healthy development. 	<p>Physical and Motor Development Foundation Block 3 <u>Personal Fitness</u> The child will participate in structured and unstructured physical activities designed to increase heart rate and breathing while improving muscular strength and flexibility.</p> <p>a) Participate in activities that allow the child to experience a rise in the heart rate and breathing rate</p> <p>b) Demonstrate the ability to determine if the heart is beating faster after activity</p> <p>c) Participate in activities designed to strengthen major muscle groups</p> <p>d) Participate in activities that enhance flexibility</p>	<p>Physical Development and Health—Healthy physical development occurs along a relatively predictable sequence, with good health practices fostering the knowledge and skills needed to thrive physically, mentally, emotionally, and socially.</p> <p>Strand 3: Health and Well-Being—The general condition of the body and mind promoted through good personal hygiene and basic personal care practices, eating a variety of nutritious foods, rest and recuperation, and an awareness of basic health and safety rules.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> • Show increased physical growth, strength, stamina, and flexibility. (C5) • Participate actively in games, outdoor play, and other forms of exercise. (C9) • Demonstrate the stamina and energy to participate in daily activities. (C14) 	<p>Emotional Support</p> <ul style="list-style-type: none"> • Teacher Sensitivity • Regard for Student Perspectives 	<p>Personal Care Routines</p> <p>10. Meals/Snacks</p> <p>11. nap/rest</p> <p>13. Health Practices</p>
<p>Health Knowledge and Practice The understanding of healthy</p>	<p>Physical and Motor Development Foundation Block 4</p>	<p>Physical Development and Health—Healthy physical development occurs along a</p>	<p>Emotional Support</p> <ul style="list-style-type: none"> • Positive Climate 	<p>Personal Care Routines</p> <p>10. Meals/Snacks</p> <p>11. nap/rest</p>

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Physical Development and Health				
<p>and safe habits and practicing healthy habits. Completes personal care tasks such as dressing, brushing teeth, toileting and washing hands independently from adults.</p> <ul style="list-style-type: none"> Communicates and understanding of the importance of health and safety routines and rules. Follows basic health and safety rules and responds appropriately to harmful or unsafe situations. Distinguishes food on a continuum from most healthy to less healthy. Eats a variety of nutritious foods. Participates in structured and unstructured physical activities. Recognizes the importance of doctor and dentist visits. Cooperates during doctor and dentist visits and health and developmental screenings. 	<p><u>Responsible Behaviors</u> The child will demonstrate good listening skills and cooperative behaviors.</p> <p>a) Demonstrate safe behaviors by applying rules regarding behaviors in a physical activity setting b) Share equipment and space, and take turns with help from the teacher c) Work well with all children d) Listen to and follow simple directions</p> <p>Physical and Motor Development Foundation Block 5 <u>Physically Active Lifestyle</u> The child will participate in physical activity and explain why physical activity is good for health.</p> <p>a) Identify the activities that they like and dislike. b) Describe what it means to be physically active and then have the opportunity to actively pursue the activities they have described c) Participate in structured and unstructured physical activity every day</p>	<p>relatively predictable sequence, with good health practices fostering the knowledge and skills needed to thrive physically, mentally, emotionally, and socially.</p> <p>Strand 3: Health and Well-Being—The general condition of the body and mind promoted through good personal hygiene and basic personal care practices, eating a variety of nutritious foods, rest and recuperation, and an awareness of basic health and safety rules.</p> <p>Indicators Children Are Learning To...</p> <p>Demonstrate increased participation in self care.(C6) Demonstrate personal health and hygiene skills and understand that those practices help to maintain good health. (C7) Show awareness of healthy eating habits. (C8) Participate actively in games, outdoor play, and other forms of exercise (C9) Identify harmful objects, substances, or behaviors. (C10)</p>	<ul style="list-style-type: none"> Teacher Sensitivity Regard for Student Perspectives <p>Classroom Organization</p> <ul style="list-style-type: none"> Productivity <p>Instructional Support</p> <ul style="list-style-type: none"> Language Modeling 	<p>13. Health Practices 14. Safety Practices</p> <p>Interactions 30. General Supervision of children</p>

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Physical Development and Health				
	d) Participate in activities geared toward different levels of proficiency e) Identify places at home, in the neighborhood and in the communities where children can play safely and be physically active	Be aware of and follow universal safety rules.(C11) Perform self-care tasks independently. (C12) Identify body parts and understand their functions. (C13)		
Gross Motor Skills The control of large muscles for movement, navigation and balance. <ul style="list-style-type: none"> Develops motor control and balance for a range of physical activities such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping. Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle. Understands movement concepts, such as control of the body, how the body moves(such as an awareness of space and directionality), and that the 	Physical and Motor Development Foundation Block 1 Skilled Movement The child will build body awareness, strength and coordination through locomotor activities, non-locomotor (stability) activities and manipulative skills. <i>Locomotor Activities</i> a) Demonstrate progress in performing the mature level of selected locomotor skills b) Demonstrate initial, elementary and mature forms of walking and running. (Note: Initial is the first efforts at a movement skill; Elementary is the intermediate phase; and	Physical Development and Health —Healthy physical development occurs along a relatively predictable sequence, with good health practices fostering the knowledge and skills needed to thrive physically, mentally, emotionally, and socially. Strand 1: Gross Motor Development — Characterized by movements of the entire body or large portions of the body, including the abilities to roll over, walk, run, jump, hop, skip, and climb. Indicators Children Are Learning To... <ul style="list-style-type: none"> Show increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and 	Emotional Support <ul style="list-style-type: none"> Teacher Sensitivity Regard for Student Perspectives Classroom Organization <ul style="list-style-type: none"> Instructional Learning Formats Instructional Support <ul style="list-style-type: none"> Language Modeling 	Space and Furnishings 7. Space for gross motor play 8. Gross motor equipment Activities 21. Music/Movement Interaction 29. Supervision of gross motor activities Program Structure 34. Schedule 35. Free play 37. Provisions for children with disabilities

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Child Outcomes			Measuring Classroom Quality	
Physical Development and Health				
<p>body can move independently or in coordination with other objects.</p>	<p>Mature is the form the movement should resemble when done correctly.)</p> <p><i>Non-Locomotor Skills</i></p> <p>a) Maintain a stable static position while practicing specific balances</p> <p>b) Maintain balance while performing a controlled spin</p> <p>c) Maintain balance while walking on a painted line or a low balance beam that is no more than three inches above the floor</p> <p>d) Maintain balance while climbing up steps and walking on a horizontal ladder placed on the floor</p> <p>e) Perform criss-cross pattern activities that will stimulate the brain</p> <p>Physical and Motor Development Foundation Block 2 <u>Movement Principles and Concepts</u> The child will demonstrate the use of the movement concepts of directions, levels, pathways, and effort.</p>	<p>galloping. (A6)</p> <ul style="list-style-type: none"> • Coordinate movements in more complex gross motor tasks, such as throwing, catching, kicking, bouncing balls, and using the slide and swing. (A7) • Make successful transitions between sequential motor skills. (A8) • Coordinate movements to perform simple tasks. (A9) • Demonstrate increasing stamina, endurance, control, balance, and coordination. (A10) • Use balance and control to perform large motor tasks. (A11) • Coordinate movements to perform more complex tasks. (A12) 		

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Child Outcomes			Measuring Classroom Quality	
Physical Development and Health				
	<p>a) Apply knowledge of movement concepts by performing various locomotor movements while changing directions (right, left, up, down, forward and backward), levels (high, medium, and low), pathways (straight, curved, and zigzag), and effort (fast, slow, hard, and soft)</p> <p>b) Identify fundamental movement patterns</p> <p>c) Begin and expand movement vocabulary</p> <p>d) Perform various locomotor movements demonstrating changes in directions, levels, pathways, effort, and relationships in space while listening to music, or responding to a drum beat, the beat of a tambourine, verbal instruction, or other signal</p>			
<p>Fine Motor Skills The control of small muscles for such purposes as using utensils, self care, building and exploring.</p> <ul style="list-style-type: none"> • Develops hand strength and dexterity. • Develops eye-hand coordination to use everyday tools, such as 	<p>Physical and Motor Development Foundation Block 1 <u>Skilled Movement</u> The child will build body awareness, strength and coordination through locomotor activities, non-locomotor (stability) activities and</p>	<p>Physical Development and Health—Healthy physical development occurs along a relatively predictable sequence, with good health practices fostering the knowledge and skills needed to thrive physically, mentally, emotionally, and socially.</p>	<p>Emotional Support</p> <ul style="list-style-type: none"> • Teacher sensitivity • Regard for Student Perspectives <p>Classroom Organization</p> <ul style="list-style-type: none"> • Instructional Learning Formats 	<p>Space and Furnishings</p> <ol style="list-style-type: none"> 1. Indoor space 2. Furniture for routine care, play and learning. <p>Activities</p> <p>19. Fine motor</p>

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Child Outcomes			Measuring Classroom Quality	
Physical Development and Health				
<p>pitchers for pouring or utensils for eating.</p> <ul style="list-style-type: none"> Manipulates a range of objects, such as blocks or books. Manipulates writing, drawing, and art tools. 	<p>manipulative skills.</p> <p><i>Manipulative Skills</i></p> <p>a) Manipulate a variety of objects during structured and unstructured physical activity settings</p> <p>b) Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task</p>	<p>Strand 2: Fine Motor Development—</p> <p>Characterized by the ability to coordinate smaller muscles in the arms, hands, and fingers, such as through grasping, cutting with scissors, or fastening buttons.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> Demonstrate growing strength, dexterity, and control needed to perform a variety of fine motor tasks. (B4) Demonstrate advancing strength, control, and eye-hand coordination. (B5) Use strength and control to perform simple tasks. (B6) Use eye-hand coordination to perform simple tasks. (B7) Imitate writing by scribbling, usually without regard to direction or location. (B8) Show beginning control of writing, drawing, and art tools. (B9) Persist in accomplishing 	<ul style="list-style-type: none"> Productivity <p>Instructional Support</p> <ul style="list-style-type: none"> Language Modeling 	<p>Interaction</p> <p>30. General supervision of children</p> <p>Program Structure</p> <p>34. Schedule</p> <p>35. Free play</p> <p>37. Provisions for children with disabilities</p>

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Child Outcomes			Measuring Classroom Quality	
Physical Development and Health				
		<p>more difficult fine motor tasks. (B10)</p> <ul style="list-style-type: none"> • Progress in abilities to use writing, drawing and art tools and various types of technology. (B11) 		
<p>Competencies for Early Childhood Professionals Section I (1-5) Health, Safety and Nutrition Practices; Section II (1), Basic Child Development; Section V (3), (5) Learning Environment</p>				

Section 2

Social & Emotional Development

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Social and Emotional Development				
<p>Social Relationships The healthy relationships and interactions with adults and peers.</p> <ul style="list-style-type: none"> Communicates with familiar adults and accepts or requests guidance. Cooperates with others. Develops friendships with peers. Establishes secure relationships with adults Uses socially appropriate behavior with peers and adults, such as helping, sharing and taking turns. Resolves conflict with peers alone and/or with adult intervention as appropriate. Recognizes and labels others' emotions. Expresses empathy and sympathy to peers. Recognizes how actions affect others and accepts consequences of one's actions. 	<p>Personal and Social Development Foundation Block 4 <u>Interaction with Others</u> The child will interact easily with one or more children and with familiar adults.</p> <ol style="list-style-type: none"> Initiate and sustain interactions with other children Demonstrate verbal strategies for making a new friend Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest Participate successfully in group settings Demonstrate respectful and polite vocabulary Begin to recognize and respond to the needs, rights, and emotions of others <p>Virginia Personal and Social Development Foundation Block 5</p>	<p>Social Emotional Development Strand 2: Learning About Self (Self-Perceptions)— Knowledge and beliefs about one's own characteristics, strengths, and weaknesses; judgments and feelings about one's value and worth; beliefs about one's competence in specific areas; and, a developing sense of choice and purpose about one's roles and activities.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> Show increasing ability to distinguish between self and others. (B9) Adjust comfortably to new surroundings. (B10) Demonstrate confidence and pride in accomplishments. (B11) Continue to perceive self as worthwhile and accepted. (B12) Begin to understand consequences of actions, 	<p>Emotional Support</p> <ul style="list-style-type: none"> Positive Climate Teacher sensitivity Regard for student perspectives <p>Classroom Organization</p> <ul style="list-style-type: none"> Behavior Management <p>Instructional Support</p> <ul style="list-style-type: none"> Concept development Quality of Feedback Language Modeling 	<p>Space and Furnishings</p> <ol style="list-style-type: none"> Furniture for routine care, play and learning Furnishings for relaxation and comfort Room arrangement for play Space for privacy Child related display <p>Personal Care Routines</p> <ol style="list-style-type: none"> Greeting/ departing Nap/ rest <p>Language-Reasoning</p> <ol style="list-style-type: none"> Encouraging children to communicate. Informal use of language <p>Activities</p> <ol style="list-style-type: none"> Dramatic play Promoting the acceptance of diversity <p>Interaction</p> <ol style="list-style-type: none"> Discipline Staff-child interactions

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Child Outcomes			Measuring Classroom Quality	
Social and Emotional Development				
	<p>Social Problem-Solving The child will learn and use non-physical ways to resolve conflicts.</p> <p>a) Express feelings through appropriate gestures, actions, and words b) Recognize conflicts and seek possible solutions c) Allow others to take turns d) Increase the ability to share materials and toys with others over time. e) Include others in play activities</p> <p>History and Social Science Foundation Block 7 Civics/Citizenship The child will participate as a member/citizen of a classroom community.</p> <p>a) Cooperate with others in a joint activity b) Recognize the need for rules to help get along with others c) Participate in creating rules for the classroom d) State personal plans for learning center activities e) Participate in discussing and generating solutions to a</p>	<p>especially as choices affect others. (B13)</p> <ul style="list-style-type: none"> • Demonstrate increased awareness of own abilities, characteristics, feelings, and preferences. (B14) • See self as able to have power and make responsible choices. (B15) • Laugh at own mistakes or accidents so long as there is no serious consequence. (B16) <p>Strand 3: Expression of Feelings and Self-Regulation- The ability to enhance and maintain emotional well-being as the effective foundation for social relationships across the life-span by understanding, appropriately expressing, and learning to manage one's emotional perceptions and responses.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> • Use socially acceptable behavior when completing tasks or problem solving. (C10) 		<p>33. Interactions among children Program Structure 34. Schedule 35. Free Play 37. Provisions for children with disabilities</p>

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Child Outcomes			Measuring Classroom Quality	
Social and Emotional Development				
	class problem f) Share thoughts and opinions in group settings g) Demonstrate responsible behaviors in caring for classroom materials h) Identify the needs of other people by helping them	<ul style="list-style-type: none"> Name and talk about own emotions and can associate them with varying facial expressions.(C11) Enjoy some rough-and-tumble with trusted friends. (C12) 		
<p>Self Concept & Self Efficacy The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.</p> <p>Identifies personal characteristics, preferences, thoughts, and feelings. Demonstrates age-appropriate independence in a range of activities, routines, and tasks. Shows confidence in a range of abilities and in the capacity to accomplish tasks and take</p>	<p>Virginia Personal and Social Development Foundation Block 1 <u>Self-Concept</u> The child will demonstrate self-confidence and self-reflection.</p> <p>a) Demonstrate knowledge of personal information including first and last name, gender, age, and birthday b) Begin to recognize and express own emotions using words rather than actions c) Recognize self as a unique individual and respect</p>	<p>Social and Emotional Development Strand 2: Learning About Self (Self-Perceptions)— Knowledge and beliefs about one's own characteristics, strengths, and weaknesses; judgments and feelings about one's value and worth; beliefs about one's competence in specific areas; and, a developing sense of choice and purpose about one's roles and activities.</p> <p>Indicators Children Are Learning To... Show increasing ability to</p>	<p>Emotional Support</p> <ul style="list-style-type: none"> Positive Climate Teacher sensitivity Regard for student perspectives <p>Classroom Organization</p> <ul style="list-style-type: none"> Behavior Management Productivity Instructional Learning Formats <p>Instructional Support</p> <ul style="list-style-type: none"> Concept 	<p>Space and Furnishings</p> <ol style="list-style-type: none"> Furniture for routine care, play and learning Furnishings for relaxation and comfort Room arrangement for play Space for privacy Child related display <p>Personal Care Routines</p> <ol style="list-style-type: none"> Greeting/ departing Nap/ rest

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Child Outcomes			Measuring Classroom Quality	
Social and Emotional Development				
<p>on new tasks. Demonstrates age-appropriate independence in decision making regarding activities and materials.</p>	<p>differences of others d) Develop personal preferences regarding activities and materials e) Demonstrate self-direction in use of materials f) Develop increased independence in school activities throughout the day</p> <p>History and Social Science Foundation Block 6 <u>Economics/Making Choices</u> The child will identify that people have wants and make choices. a) Identify choices b) Recognize that everyone has wants. c) Choose daily tasks</p>	<p>distinguish between self and others. (B9) Adjust comfortably to new surroundings. (B10) Demonstrate confidence and pride in accomplishments. (B11) Continue to perceive self as worthwhile and accepted. (B12) Begin to understand consequences of actions, especially as choices affect others.(B13) Demonstrate increased awareness of own abilities, characteristics, feelings, and preferences. (B14) See self as able to have power and make responsible choices. (B15) Laugh at own mistakes or accidents so long as there is no serious consequence. (B16)</p> <p>Cognition and General Knowledge—the acquisition of information and understanding about basic concepts, natural</p>	<p>development</p> <ul style="list-style-type: none"> Quality of Feedback Language Modeling 	<p>Language-Reasoning 16. Encouraging children to communicate. 18. Informal use of language Activities 24. Dramatic play 28. Promoting the acceptance of diversity Interaction 31. Discipline 32. Staff-child interactions 33. Interactions among children 34. Schedule 35. Free Play 37. Provisions for children with disabilities</p>

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Child Outcomes			Measuring Classroom Quality	
Social and Emotional Development				
		<p>phenomena, and social interactions and functions.</p> <p>Strand 3 Sub-Strand C. Economics—Awareness of the principles of supply and demand, including the roles of resource availability, decision-making, jobs, and currency.</p> <p>Indicators Children Are Learning To... Make choices. (C3)</p> <p>Strand 3 Sub-Strand D. Families and Communities—Developing knowledge of one's own family, community, and culture, and positive citizenship behaviors, including the concepts of social interdependency and mutual benefits.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> • Identify personal characteristics, including gender and family composition. (D6) • Recognize ways in which people are alike and different. (D7) • Develop understanding of individual, family, culture, and 		

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Child Outcomes			Measuring Classroom Quality	
Social and Emotional Development				
		<p>community. (D8) Exhibit positive citizenship behaviors such as sharing, taking turns, following rules, and taking responsibility for chores. (D9)</p> <ul style="list-style-type: none"> • Respect differences among people, such as gender, race, special needs, culture, language, and family structures. (D10) • Exhibit enhanced positive citizenship behaviors. (D11) 		
<p>Self-regulation The ability to recognize and regulate emotions, attention, impulses, and behavior.</p> <ul style="list-style-type: none"> • Recognizes and labels emotions. • Handles impulses and behavior with minimal direction from adults. • Follows simple rules, routines, and directions. • Shifts attention between tasks and moves through transitions with minimal direction from adults. 	<p>Personal and Social Development Foundation Block 2 <u>Self-Control:</u> The child will show self-direction and responsibility.</p> <ol style="list-style-type: none"> Contribute ideas for classroom rules and routines Follow rules and routines within the learning environment Use classroom materials purposefully and respectfully Manage transitions and adapt to changes in routine Develop positive responses to challenges 	<p>Social and Emotional Development—includes systematic changes in social relationships, self-perceptions, and understanding and managing or regulating emotions in both personal and social contexts.</p> <p>Strand 3: Expression of Feelings and Self-Regulation—The ability to enhance and maintain emotional well-being as the effective foundation for social relationships across the life-span by understanding, appropriately expressing, and learning to manage one’s emotional perceptions and</p>	<p>Classroom Organization</p> <ul style="list-style-type: none"> • Behavior management <p>Emotional Support</p> <ul style="list-style-type: none"> • Positive Climate • Teacher Sensitivity • Regard for Student Perspectives 	<p>Space and Furnishings</p> <ol style="list-style-type: none"> Indoor space Furnishing for relaxation and comfort Room arrangement for play Space for privacy <p>Language and Reasoning</p> <ol style="list-style-type: none"> Encouraging children to communicate Informal use of language

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Child Outcomes			Measuring Classroom Quality	
Social and Emotional Development				
		<p>responses.</p> <p>Indicators</p> <p>Children Are Learning To...</p> <ul style="list-style-type: none"> Follow simple rules and routines with guidance. (C8) Manage transitions. (C9) Use socially acceptable behavior when completing tasks or problem solving. (C10) Name and talk about own emotions and can associate them with varying facial expressions. (C11) Enjoy some rough-and-tumble with trusted friends. (C12) 		<p>Interaction</p> <p>28. Promoting the acceptance of diversity</p> <p>31. Discipline</p> <p>32. Staff-child interactions</p> <p>33. Interactions among children</p> <p>Program Structure</p> <p>34. Schedule</p> <p>35. Free Play</p> <p>37. Provisions for children with disabilities.</p> <p>41. Staff interaction and cooperation.</p>
<p>Emotional & Behavioral Health:</p> <p>A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.</p> <ul style="list-style-type: none"> Expresses a range of emotions appropriately, such as excitement, happiness, sadness and fear. Refrains from disruptive, 	<p>Personal and Social Development Foundation Block 5</p> <p><u>Social Problem Solving:</u></p> <p>The child will learn and use non-physical ways to resolve conflicts.</p> <p>a) Express feelings through appropriate gestures, actions, and words</p> <p>b) Recognize conflicts and seek possible solutions</p> <p>c) Allow others to take turns</p>	<p>Strand 3: Expression of Feelings and Self-Regulation—The ability to enhance and maintain emotional well-being as the effective foundation for social relationships across the life-span by understanding, appropriately expressing, and learning to manage one’s emotional perceptions and responses.</p> <p>Indicators</p>	<p>Emotional Support</p> <ul style="list-style-type: none"> Positive Climate Teacher Sensitivity Regard for Student Perspectives <p>Classroom Organization</p> <ul style="list-style-type: none"> Behavior management <p>Instructional Support</p>	<p>Language and Reasoning</p> <p>16. Encouraging children to communicate</p> <p>18. Informal use of language</p> <p>Interaction</p> <p>28. Promoting the acceptance of diversity</p> <p>31. Discipline</p>

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Social and Emotional Development				
<p>aggressive, angry or defiant behaviors.</p> <ul style="list-style-type: none"> Adapts to new environments with appropriate emotions and behaviors. 	<p>d) Increase the ability to share materials and toys with others over time</p> <p>e) Include others in play activities</p>	<ul style="list-style-type: none"> Use socially acceptable behavior when completing tasks or problem solving. (C10) Name and talk about own emotions and can associate them with varying facial expressions. (C11) Enjoy some rough-and-tumble with trusted friends. (C12) 	<ul style="list-style-type: none"> Language Modeling 	<p>32. Staff-child interactions</p> <p>33. Interactions among Children</p> <p>Parents and Staff</p> <p>38. Provisions for parents</p> <p>41. Staff interaction and cooperation</p> <p>42. Supervision and evaluation of staff</p>
<p>Competencies for Early Childhood Professionals: Section VI: Effective Interactions</p>				

Section 3

Approaches to Learning

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Approaches to Learning				
<p>Initiative & Curiosity An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.</p> <ul style="list-style-type: none"> • Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities. • Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks. • Asks questions and seeks new information. 	<p>Virginia Personal and Social Development Foundation Block 3 <u>Approaches to Learning</u> The child will show eagerness and persistence as a learner.</p> <p>a) Show interest and curiosity in learning new concepts and trying new activities and experiences b) Demonstrate ability to learn from experiences c) Increase attention to a task or activity over time d) Seek and accept help when needed</p>	<p>Approaches to Learning Strand 2: Initiative and Curiosity— Characterized by a sense of inquisitiveness, interest in pursuing new information, keenness for new knowledge, and desire to learn.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> • Develop increased ability to make independent choices. (B6) • Find and use materials to follow through on an idea. (B7) Initiate play with others. (B8) • Offer to help with chores. (B9) Invent projects and work on them with little assistance. (B10) Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks. (B11) 	<p>Emotional Support</p> <ul style="list-style-type: none"> • Positive Climate • Teacher Sensitivity • Regard for Student Perspectives <p>Classroom Organization</p> <ul style="list-style-type: none"> • Instructional Learning Formats <p>Instructional Support</p> <ul style="list-style-type: none"> • Concept Development • Quality of Feedback • Language Modeling 	<p>Space and Furnishings</p> <p>4. Room arrangement for play 6. Child related display</p> <p>Personal Care Routines</p> <p>14. Safety practices</p> <p>Language-Reasoning</p> <p>16. Encouraging children to communicate 17. Using language to develop reasoning skills 18. Informal use of language</p> <p>Activities</p> <p>28. Promoting the acceptance of diversity</p> <p>Interaction</p> <p>30. General supervision of children</p>

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Approaches to Learning				
				31. Discipline 32. Staff-child interactions 33. Interactions among children 34. Schedule 35. Free Play 37. Provisions for children with disabilities
<p>Persistence & Attentiveness The ability to begin and finish activities with persistence and attention.</p> <ul style="list-style-type: none"> • Maintains interest in a project or activity until completed. • Sets goals and develops and follows through on plans. • Resists distractions, maintains attention and continues the task at hand through frustration or challenges. 	<p>Virginia Personal and Social Development Foundation Block 3 <u>Approaches to Learning</u> The child will show eagerness and persistence as a learner.</p> <p>a) Show interest and curiosity in learning new concepts and trying new activities and experiences b) Demonstrate ability to learn from experiences c) Increase attention to a task or activity over time d) Seek and accept help when needed</p>	<p>Strand 1: Persistence— Continued attentiveness that indicates the ability to retain meaningful information and ideas and to use best practices in future activities and situations. Children Are Learning To...</p> <ul style="list-style-type: none"> • Grow in ability to persist in and complete tasks, activities, projects, and experiences. (A6) • Increase persistence in activities despite frustration or disappointment. (A7) • Recognize and solve problems independently. (A8) • Set goals, develop plans, and complete tasks. (A9) • Show growing capacity to 	<p>Emotional Support</p> <ul style="list-style-type: none"> • Teacher Sensitivity • Regard for Student Perspectives <p>Classroom Organization</p> <ul style="list-style-type: none"> • Instructional Learning Formats <p>Instructional Support</p> <ul style="list-style-type: none"> • Quality of Feedback • Language Modeling 	<p>Space and Furnishings</p> <ol style="list-style-type: none"> 1. Indoor space 2. Furniture for routine care, play and learning 4. Room arrangement for play 6. Child related display <p>Language-Reasoning</p> <ol style="list-style-type: none"> 16. Encouraging children to communicate <p>Interaction</p> <ol style="list-style-type: none"> 32. Staff-child interactions <p>Program Structure</p> <ol style="list-style-type: none"> 34. Schedule 35. Free play

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Approaches to Learning				
		maintain concentration over time. (A10)		37. Provisions for children with disabilities
<p>Cooperation An interest and engagement in group experiences.</p> <ul style="list-style-type: none"> Plans and completes learning activities with peers. Joins in cooperative play with others and invites others to play. Models or teaches peers. Helps, shares and cooperates in a group. 	<p>Personal and Social Development Foundation Block 4 <u>Interaction with Others</u> The child will interact easily with one or more children and familiar adults.</p> <p>a) Initiate and sustain interactions with other children</p> <p>b) Demonstrate verbal strategies for making a new friend</p> <p>c) Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest</p> <p>d) Participate successfully in group settings</p> <p>e) Demonstrate respectful and polite vocabulary</p> <p>f) Begin to recognize and respond to the needs, rights, and emotions of others</p>	<p>Social and Emotional Development: Strand 1: Relationships with Others The ability to form and to maintain relationships, to negotiate interactions in a positive manner, to develop pro-social behaviors, such as empathy, respect, and sensitivity, to interpret behavior in differing social contexts, and to perceive expectations across social groups through ever-widening experiences.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> Demonstrate increasing social problem-solving. (A7) Develop friendships with one or more peers. (A8) Successfully enter and engage in group pretend play. (A9) Show empathy and caring for others. (A10) Cooperate with others. (A11) Demonstrate increased ability to resolve conflicts. (A12) Interact easily with one or more children 	<p>Emotional Support Positive Climate Teacher Sensitivity Regard for Student Perspectives</p> <p>Classroom Organization Behavior Management</p> <p>Instructional Support Quality of Feedback Language Modeling</p>	<p>Space and Furnishings</p> <ol style="list-style-type: none"> Indoor space Furniture for routine care, play and learning Room arrangement for play Child related display <p>Language-Reasoning</p> <ol style="list-style-type: none"> Books and picture Encouraging children to communicate Informal use of language Promoting acceptance of diversity <p>Interaction</p> <ol style="list-style-type: none"> Staff-child interactions <p>Program Structure</p> <ol style="list-style-type: none"> Schedule Free play Group time Provisions for children with

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Approaches to Learning				
		and adults. (A13		disabilities

Competencies for Early Childhood Professionals: Section III: Appropriate Child Observation and Assessment; Section V (2)(3) Learning Environment: Learning Strategies, Approaches to Learning.				
Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Creative Arts Expression				
Music The use of voice and instruments to create sounds. <ul style="list-style-type: none"> Participates in music activities, such as listening, singing, or performing. Experiments with musical instruments. 	No expectations found for this category.	Fine Arts —includes the dance arts, music, theatre arts, and visual arts through which young children develop independence, self esteem, and self-expression and through which they integrate other domains, such as mathematics, science, cultural histories, language, and social cooperation. Strand 2: Music —provides an avenue for children to express thoughts, feelings, and energy through finger plays, simple instruments, or humming or singing along to a familiar song. Indicators Children Are Learning To... <ul style="list-style-type: none"> Participate with increasing interest and 	Emotional Support <ul style="list-style-type: none"> Positive Climate Teacher Sensitivity Regard for Student Perspectives Classroom Organization <ul style="list-style-type: none"> Instructional Learning Formats 	Space and Furnishings 4. Room arrangement for play Activities 21. Music/ movement 28. Promoting acceptance of diversity Program Structure 34. Schedule 35. Free play 36. Group time 37. Provisions for children with disabilities

Competencies for Early Childhood Professionals: Section III: Appropriate Child Observation and Assessment; Section V (2)(3) Learning Environment: Learning Strategies, Approaches to Learning.

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Creative Arts Expression				
		enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. (B7) <ul style="list-style-type: none"> • Use music as an avenue to express thoughts, feelings, and energy. (B8) • Show interest in more complicated instruments (e.g., piano, guitar). (B9) • Respond to variations in music – pitch, volume, tempo, beat, rhythm, and pattern. (B10) 		
<p>Creative Movement and Dance The use of the body to move to music and express oneself.</p> <ul style="list-style-type: none"> • Expresses what is felt and heard in various musical tempos and styles. • Moves to different patterns of beat and rhythm in music. • Uses creative movement to express concepts, ideas or feelings. 	<p>Physical and Motor Development Foundation Block 2 <u>Movement Principles and Concepts</u> The child will demonstrate the use of the movement concepts of directions, levels, pathways, and effort. a) Apply knowledge of movement concepts by performing various locomotor movements while changing directions (right, left, up, down, forward and backward), levels</p>	<p>Fine Arts—includes the dance arts, music, theatre arts, and visual arts through which young children develop independence, self esteem, and self-expression and through which they integrate other domains, such as mathematics, science, cultural histories, language, and social cooperation. Strand 1: Dance Arts—An artistic form of nonverbal communication in which</p>	<p>Emotional Support</p> <ul style="list-style-type: none"> • Positive Climate • Teacher Sensitivity • Regard for Student Perspectives <p>Classroom Organization</p> <ul style="list-style-type: none"> • Instructional Learning Formats 	<p>Space and Furnishings 4. Room arrangement for play</p> <p>Activities 21. Music/ movement 28. Promoting acceptance of diversity</p> <p>Program Structure 34. Schedule 35. Free play 36. Group time</p>

Competencies for Early Childhood Professionals: Section III: Appropriate Child Observation and Assessment; Section V (2)(3) Learning Environment: Learning Strategies, Approaches to Learning.

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Creative Arts Expression				
	(high, medium, and low), pathways (straight, curved, and zigzag), and effort (fast, slow, hard, and soft) d) Perform various locomotor movements demonstrating changes in directions, levels, pathways, effort, and relationships in space while listening to music, or responding to a drum beat, the beat of a tambourine, verbal instruction, or other signal	movement communicates feelings and needs, self-expression, and creativity. Indicators Children Are Learning To... <ul style="list-style-type: none"> Express feelings and ideas through drama and movement. (A7) Participate in creative movement, dance, and drama. (A8) Show creativity using their bodies. (A9) 		37. Provisions for children with disabilities
Art The use of a range of media and materials to create drawings, pictures, or other objects. <ul style="list-style-type: none"> Uses different materials and techniques to make art creations. Creates artistic works that reflect thoughts, feelings, experiences, or knowledge. Discusses one's own artistic creations and those of others. 	No expectations found for this category.	Fine Arts —includes the dance arts, music, theatre arts, and visual arts through which young children develop independence, self esteem, and self-expression and through which they integrate other domains, such as mathematics, science, cultural histories, language, and social cooperation. Strand 4 Visual Arts —The exploration and creation of works of art during which young children develop important basic concepts such as color, line, shape, texture, pattern, and space.	Emotional Support <ul style="list-style-type: none"> Positive Climate Teacher Sensitivity Regard for Student Perspectives Classroom Organization <ul style="list-style-type: none"> Instructional Learning Formats Instructional Support <ul style="list-style-type: none"> Concept Development Quality of Feedback Language modeling 	Space and Furnishings 4. Room arrangement for play Activities 19. Fine motor 20. Art 28. Promoting acceptance of diversity Program Structure 34. Schedule 35. Free play 37. Provisions for children with disabilities

Competencies for Early Childhood Professionals: Section III: Appropriate Child Observation and Assessment; Section V (2)(3) Learning Environment: Learning Strategies, Approaches to Learning.

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Creative Arts Expression				
		<p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> • Explore colors and shapes of objects. (D5) • Create art to express and represent what they know, think, believe, or feel. (D6) • Develop ability to plan, to work alone and with others, and to demonstrate care and persistence in a variety of art projects. (D7) • Respond to artistic creations or events. (D8) • Create drawings, paintings, models, and other art creations that are more detailed, creative or realistic. (D9) • Understand and develop the vocabulary to share opinions about artistic creations and experiences. (D10) • 		
<p>Drama The portrayal of events, characters, or stories through acting and using props and language.</p>	<p>History and Social Science Foundation Block 2 <u>History/Change Over Time</u> The child will develop an awareness of change over</p>	<p>Fine Arts—includes the dance arts, music, theatre arts, and visual arts through which young children develop</p>	<p>Emotional Support</p> <ul style="list-style-type: none"> • Positive Climate • Teacher Sensitivity • Regard for Student Perspectives 	<p>Space and Furnishings 4. Room arrangement for play</p>

Competencies for Early Childhood Professionals: Section III: Appropriate Child Observation and Assessment; Section V (2)(3) Learning Environment: Learning Strategies, Approaches to Learning.

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Creative Arts Expression				
<ul style="list-style-type: none"> • Uses dialogue, actions, and objects to tell a story and express thoughts and feelings about one's self or a character. • Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations. 	<p>time. e) Recount episodes from stories about the past f) Take on a role from a specific time, use symbols and props, and act out a story/narrative g) Describe past times based on stories, pictures, visits, songs and music</p> <p>History and Social Science Foundation Block 5 <u>Economics/World of Work</u> The child will develop an increased awareness of the kinds of work people do and the variety of tools people use in their jobs. e) Role-play the job of workers</p> <p>History and Social Science Foundation Block 6 <u>Economics/Making Choices</u> The child will identify that people have wants and make choices. d) Role-play purchasing situations where choices are made</p>	<p>independence, self esteem, and self-expression and through which they integrate other domains, such as mathematics, science, cultural histories, language, and social cooperation.</p> <p>Strand 3 Theatre Arts— Includes dramatic play through which young children engage in imitation and acting out social roles, experiences, and fantasy in creative and imaginative ways.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> • Understand that objects, photos, or illustrations can stand for real things. (C7) • Participate with others in dramatic play, negotiating roles and setting up events. (C8) • Tell about and/or role-play characters from familiar stories or known people and own imagination. (C9) • Enact or depict coherent stories with interactive roles and multiple episodes. (C10) 	<p>Classroom Organization</p> <ul style="list-style-type: none"> • Instructional Learning Formats <p>Instructional Support</p> <ul style="list-style-type: none"> • Concept Development • Quality of Feedback • Language modeling 	<p>Language-Reasoning 15 Books and pictures</p> <p>Activities 22. Blocks 21. Music and movement 24. Dramatic play 28. Promoting acceptance of diversity</p> <p>Interaction 34. Schedule 35. Free play 37. Provisions for children with disabilities</p>

Competencies for Early Childhood Professionals: Section III: Appropriate Child Observation and Assessment; Section V (2)(3) Learning Environment: Learning Strategies, Approaches to Learning.				
Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Creative Arts Expression				
Competencies for Early Childhood Professionals: Section V :Learning Environment: (3.9) Curriculum-Fine Arts				

Section 4

Language and Literacy

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Language Development				
<p>Receptive Language The ability to comprehend or understand language.</p> <ul style="list-style-type: none"> • Attends to language during conversations, songs, stories, or other learning experiences. • Comprehends increasingly complex and varied vocabulary • Comprehends different forms of language, such as questions or exclamations. • Comprehends different grammatical structures or rules for using language. 	<p>Literacy Foundation Block 1 <u>Oral Expression</u> The child will develop listening and speaking skills by communicating experiences and ideas through oral expression.</p> <p>a) Listen with increasing attention to spoken language, conversations, and stories read aloud</p> <p>g) Listen attentively to stories in a whole class setting</p> <p>Virginia Literacy Foundation Block 2 <u>Vocabulary</u> The child will develop an understanding of words and word meanings through the use of appropriate vocabulary.</p> <p>b) Listen with increasing understanding to conversations and directions</p> <p>c) Follow simple, one-step oral directions</p> <p>f) Expose children to a wide-variety of experiences to build vocabulary</p>	<p>Language and Literacy—the meaning and structure of words and sentences, how to use words to convey meaning, and how to understand and use printed materials.</p> <p>Strand 1: Listening and Speaking—Awareness of the social conventions of language usage, and the ability to listen, to understand, and to follow verbal conversation, including the ability to integrate verbal and non-verbal cues that inform interpretation related to social and emotional contexts.</p> <p>Children Are Learning To...</p> <ul style="list-style-type: none"> • Demonstrate increased understanding of oral language through actions and responses to directions and questions. (A8) • Progress in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. (A9) • Progress in clarity of 	<p>Emotional Support</p> <ul style="list-style-type: none"> • Positive Climate • Teacher Sensitivity • Regard for Student Perspectives <p>Classroom Organization</p> <ul style="list-style-type: none"> • Productivity • Instructional Learning Formats <p>Instructional Support</p> <ul style="list-style-type: none"> • Concept Development • Quality of Feedback • Language modeling 	<p>Space and Furnishings</p> <p>4. Room arrangement for play</p> <p>6. Child related display</p> <p>Language-Reasoning</p> <p>15. Books and pictures</p> <p>16. Encouraging children to communicate</p> <p>17. Using language to develop reasoning skills</p> <p>18. Informal use of language</p> <p>Activities</p> <p>28. Promoting acceptance of diversity</p> <p>Interaction</p> <p>32. Staff-child interactions</p> <p>33. Interactions among children</p> <p>34. Schedule</p> <p>35. Free play</p> <p>36. Group time</p> <p>37. Provisions for</p>

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Language Development				
		<p>pronunciation and towards speaking in sentences of increasing length and grammatical complexity. (A10)</p> <ul style="list-style-type: none"> • Develop increasing abilities to understand and use language for a variety of purposes. (A11) • Enjoy hearing and creating humorous stories characterized by exaggeration. (A12) <p>Strand 4: Comprehension— The understanding of oral and written language, heavily dependent upon word knowledge or vocabulary, that results from the child's active construction of meaning.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> • Show increased comprehension and response to stories read aloud. (D5) • Recall specific characters or actions from familiar stories. (D6) • Understand the meaning of some environmental print. (D7) 		<p>children with disabilities</p>

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Language Development				
		<ul style="list-style-type: none"> • Demonstrate understanding of basic plots of simple stories in a variety of ways. (D8) • Begin to understand the connection between books and personal experiences. (D9) • Understand the main idea of simple information. (D10) • Use strategies such as questioning or predicting to comprehend printed material. (D11) • Attempt, often unsuccessfully, to create jokes by using the method for making jokes based on double meanings of words. (D12) 		
<p>Expressive Language: The ability to use language.</p> <ul style="list-style-type: none"> • Engages in communication and conversation with others. • Uses language to express ideas and needs. • Uses increasingly complex and varied vocabulary. 	<p>Literacy Foundation Block 1 <u>Oral Expression</u> The child will develop listening and speaking skills by communicating experiences and ideas through oral expression.</p> <p>b) Correctly identify characters, objects, and actions in a picture book,</p>	<p>Language and Literacy—the meaning and structure of words and sentences, how to use words to convey meaning, and how to understand and use printed materials.</p> <p>Strand 1: Listening and Speaking—Awareness of the social conventions of</p>	<p>Emotional Support</p> <ul style="list-style-type: none"> • Positive Climate • Teacher Sensitivity • Regard for Student Perspectives <p>Classroom Organization</p>	<p>Space and Furnishings</p> <p>4. Room arrangement for play</p> <p>6. Child related display</p> <p>Language-Reasoning</p> <p>15. Books and pictures</p> <p>16. Encouraging</p>

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Language Development				
<ul style="list-style-type: none"> • Uses different forms of language. • Uses different grammatical structures for a variety of purposes. • Engages in storytelling. • Engages in conversation with peers and adults. 	<p>as well as stories read aloud, and begin to comment about each</p> <p>c) Make predictions about what might happen in a story</p> <p>d) Use two words to ask and answer questions that include actions</p> <p>e) Use appropriate language for a variety of purposes, e.g., ask questions, express needs, get information</p> <p>f) Engage in turn taking exchanges and rules of polite conversation with adults and peers</p> <p>Virginia Literacy Foundation Block 2 <u>Vocabulary</u> The child will develop an understanding of words and word meanings through the use of appropriate vocabulary.</p> <p>a) Use single words to label objects</p> <p>e) Use new vocabulary with increasing frequency to express and describe feelings and ideas</p> <p>f) Expose children to a wide-variety of</p>	<p>language usage, and the ability to listen, to understand, and to follow verbal conversation, including the ability to integrate verbal and non-verbal cues that inform interpretation related to social and emotional contexts.</p> <ul style="list-style-type: none"> • Demonstrates increased understanding of oral language through actions and responses to directions and questions. (A8) • Progress in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. (A9) • Progress in clarity of pronunciation and toward speaking in sentences of increasing length and grammatical complexity. (A10) • Develop increasing abilities to understand and use language for a variety of purposes. (A11) • Enjoy hearing and creating humorous stories characterized by exaggeration. (A12) 	<ul style="list-style-type: none"> • Productivity • Instructional Learning Formats <p>Instructional Support</p> <ul style="list-style-type: none"> • Concept Development • Quality of Feedback • Language modeling 	<p>children to communicate</p> <p>17. Using language to develop reasoning skills</p> <p>18. Informal use of language</p> <p>Activities</p> <p>24. Dramatic Play</p> <p>28. Promoting acceptance of diversity</p> <p>Interaction</p> <p>32. Staff-child interactions</p> <p>33. Interactions among children</p> <p>Program Structure</p> <p>34. Schedule</p> <p>35. Free play</p> <p>36. Group time</p> <p>37. Provisions for children with disabilities</p>

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Language Development				
	<p>experiences to build vocabulary</p> <p>History and Social Science Foundation Block 4 <u>Geography/Descriptive Words</u> The child will use words to indicate relative location of objects and people including direction words, comparison words, and attribute words.</p> <p>a) Use words to indicate relative location</p> <p>b) Use words to describe features of locations in the environment and manmade structures found in stories and seen in everyday experiences</p> <p>c) Develop control in using direction words- on, under, over, behind, near, far, above, below, toward, and away - one direction at a time</p> <p>d) Develop control in using comparison words– closer, farther away, taller, shorter, higher, lower, alike, different, inside, and outside</p> <p>e) Develop fluency using attribute words-hard, soft, rough, smooth</p> <p>f) Use labels and symbols for what the child has seen</p>	<p>Strand 4: Comprehension— The understanding of oral and written language, heavily dependent upon word knowledge or vocabulary, that results from the child's active construction of meaning.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> • Demonstrate understanding of basic plots of simple stories in a variety of ways. (D8) • Begin to understand the connection between books and personal experiences. (D9) • Understand the main idea of simple information. (D10) • Use strategies such as questioning or predicting to comprehend printed material. (D11) • Attempt, often unsuccessfully, to create jokes by using the method for making jokes based on double meanings of words. (D12) 		

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
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Child Outcomes	Measuring Classroom Quality
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Language Development

	<p>Mathematics Foundation Block 3 <u>Measurement</u> The child will identify and compare the attributes of length, capacity, weight, time, and temperature. c) Use the appropriate vocabulary when comparing temperatures, e.g., hot, cold d) Use appropriate vocabulary when describing duration of time, e.g., hour, day, week, month, morning, afternoon, night, day</p>			
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Competencies for Early Childhood Professionals:
 Section V Learning Environment: (2) Learning Strategies (3.5) Curriculum-Language and Literacy;
 Section VI Effective Interactions: (4) Communication

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Literacy Knowledge and Skills				
<p>Book Appreciation and Knowledge An interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.</p> <ul style="list-style-type: none"> Shows interest in shared reading experiences and looking at books independently. Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics such as title, author and illustrator. Asks and answers questions and makes comments about print materials. Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics. Retells stories or information from books through conversation, artistic works, creative movement or drama. 	<p>Virginia Literacy Foundation Block 5 <u>Print and Book Awareness</u> The child will demonstrate knowledge of print concepts.</p> <p>a) Identify the front of a book b) Identify the location of the title of a book e) Identify part of the book that “tells the story” (print as opposed to pictures) f) Turn pages one at a time from the front to the back of a book</p>	<p>Language and Literacy—the meaning and structure of words and sentences; how to use words to convey meaning, and how to understand and use printed materials.</p> <p>Strand 3: Print Awareness and Concepts—The construction of meaning from print and skills such as print convention, directionality, and the concepts of the word, the sentence, and punctuation.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> Show growing awareness of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus. (C5) Show growing interest in reading-related activities. (C6) Show increased awareness of print concepts. (C7) Recognize a word as a unit of print that is formed by individual letters. (C8) Read some environmental print. (C9) 	<p>Emotional Support</p> <ul style="list-style-type: none"> Positive Climate Teacher Sensitivity Regard for Student Perspectives <p>Classroom Organization</p> <ul style="list-style-type: none"> Productivity Instructional Learning Formats <p>Instructional Support</p> <ul style="list-style-type: none"> Concept Development Quality of Feedback Language modeling 	<p>Space and Furnishings</p> <p>4. Room arrangement for play</p> <p>Language-Reasoning</p> <p>15. Books and pictures 16. Encouraging children to communicate 17. Using language to develop reasoning skills 18. Informal use of language</p> <p>Activities</p> <p>24. Dramatic Play 28. Promoting acceptance of diversity</p> <p>Interaction</p> <p>32. Staff-child interactions 33. Interactions among children 34. Schedule 35. Free play 36. Group time 37. Provisions for children</p>

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Literacy Knowledge and Skills				
		<p>Strand 4: Comprehension— The understanding of oral and written language, heavily dependent upon word knowledge or vocabulary, that results from the child's active construction of meaning.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> • Show increased comprehension and response to stories read aloud. (D5) • Recall specific characters or actions from familiar stories. (D6) • Understand the meaning of some environmental print. (D7) • Demonstrate understanding of basic plots of simple stories in a variety of ways. (D8) • Begin to understand the connection between books and personal experiences. (D9) • Understand the main idea of simple information. (D10) • Use strategies such as questioning or predicting to comprehend 		with disabilities

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Literacy Knowledge and Skills				
		<p>printed material. (D11)</p> <ul style="list-style-type: none"> Attempt, often unsuccessfully, to create jokes by using the method for making jokes based on double meanings of words. <p>(D12)</p>		
<p>Phonological Awareness An awareness that language can be broken into words, syllables, and smaller pieces of sound.</p> <ul style="list-style-type: none"> Identifies and discriminates between words in language. Identifies and discriminates between separate syllables in words. Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. 	<p>Literacy Foundation Block 3 <u>Phonological Awareness</u> The child will manipulate the various units of sounds in words</p> <p>a) Discriminate similarities and differences in sounds (environmental, letter)</p> <p>b) Identify words that rhyme, generate simple rhymes</p> <p>c) Successfully detect beginning sounds in words</p> <p>d) Listen to multi-syllable words</p>	<p>Strand 2: Phonological Awareness and Alphabetic Knowledge—The ability to hear the different sounds of language and to understand how sounds of spoken language can be segmented, combined, and manipulated.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> Begin to identify words that rhyme. (B6) Show growing ability to discriminate and identify sounds. (B7) Identify matching sounds and produce original rhymes. (B8) Show growing ability to hear and discriminate separate syllables in words. (B9) Show growing awareness of beginning and ending sounds of words. (B10) Develop beginning awareness of alphabet 	<p>Emotional Support</p> <ul style="list-style-type: none"> Positive Climate Teacher Sensitivity Regard for Student Perspectives <p>Classroom Organization</p> <ul style="list-style-type: none"> Productivity Instructional Learning Formats <p>Instructional Support</p> <ul style="list-style-type: none"> Concept Development Quality of Feedback Language modeling 	<p>Space and Furnishings</p> <p>4. Room arrangement for play</p> <p>Language-Reasoning</p> <p>15. Books and pictures</p> <p>16. Encouraging children to communicate</p> <p>17. Using language to develop reasoning skills</p> <p>Activities</p> <p>21. Music and movement</p> <p>18. Informal use of language</p> <p>28. Promoting acceptance of diversity</p> <p>Interaction</p> <p>32. Staff-child interactions</p>

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Literacy Knowledge and Skills				
		letters.(B11) <ul style="list-style-type: none"> Recognize that sounds are associated with letters of the alphabet and that they form words. (B12) Understand that letters of the alphabet are a special category of visual graphics that can be individually named. (B13) Laugh at and create silly words while exploring phonology. (B14) 		33. Interactions among children Program Structure 34. Schedule 35. Free play 36. Group time 37. Provisions for children with disabilities
Alphabet Knowledge The names and sounds associated with letters. <ul style="list-style-type: none"> Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named. Recognizes that letters of the alphabet have distinct sounds associated with them. Attends to the beginning letters and sounds in familiar words. Identifies letters and associated correct sounds with letters. 	Literacy Foundation Block 4 <u>Letter Knowledge and Early Word Recognition</u> The child will demonstrate basic knowledge of the alphabetic principle. <ol style="list-style-type: none"> Correctly identify 10-18 alphabet (uppercase) letters by name in random order Select a letter to represent a sound (8-10 letters) Correctly provide the most common sound for 5-8 letters Read simple/familiar high-frequency words, including his or her name Notice letters around 	Strand 2: Phonological Awareness and Alphabetic Knowledge —The ability to hear the different sounds of language and to understand how sounds of spoken language can be segmented, combined, and manipulated. Indicators Children Are Learning To... <ul style="list-style-type: none"> Begin to identify words that rhyme. (B6) Show growing ability to discriminate and identify sounds. (B7) Identify matching sounds and produce original rhymes. (B8) Show growing ability to hear and discriminate separate syllables in 	Emotional Support <ul style="list-style-type: none"> Positive Climate Teacher Sensitivity Regard for Student Perspectives Classroom Organization <ul style="list-style-type: none"> Productivity Instructional Learning Formats Instructional Support <ul style="list-style-type: none"> Quality of Feedback Language modeling 	Space and Furnishings <ol style="list-style-type: none"> Room arrangement for play Child related display Language-Reasoning <ol style="list-style-type: none"> Books and pictures Encouraging children to communicate Using language to develop reasoning skills Informal use of language Activities <ol style="list-style-type: none"> Promoting acceptance of diversity

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Literacy Knowledge and Skills				
	<p>him/her in familiar, everyday life, and ask how to spell words, names or titles</p>	<p>words. (B9)</p> <ul style="list-style-type: none"> Show growing awareness of beginning and ending sounds of words. (B10) Develop beginning awareness of alphabet letters.(B11) Recognize that sounds are associated with letters of the alphabet and that they form words. (B12) Understand that letters of the alphabet are a special category of visual graphics that can be individually named. (B13) Laugh at and create silly words while exploring phonology. (B14) . 		<p>32. Staff-child interactions 33. Interactions among children</p> <p>Program Structure 34. Schedule 35. Free play 36. Group time 37. Provisions for children with disabilities</p>
<p>Print Concepts & Conventions The concepts about print and early decoding (identifying letter-sound relationships).</p> <ul style="list-style-type: none"> Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs. Understands that print conveys meaning. Understands conventions, such as print moves from left to right and top to 	<p>Literacy Foundation Block 4 <u>Letter Knowledge and Early Word Recognition</u> The child will demonstrate basic knowledge of the alphabetic principle. d) Read simple/familiar high-frequency words, including his or her name</p> <p>Virginia Literacy Foundation Block 5 <u>Print and Book Awareness</u></p>	<p>Strand 3: Print Awareness and Concepts—The construction of meaning from print and skills such as print convention, directionality, and the concepts of the word, the sentence, and punctuation. Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> Show growing awareness of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus. (C5) 	<p>Emotional Support</p> <ul style="list-style-type: none"> Positive Climate Teacher Sensitivity Regard for Student Perspectives <p>Classroom Organization</p> <ul style="list-style-type: none"> Productivity Instructional Learning Formats <p>Instructional Support</p> <ul style="list-style-type: none"> Concept 	<p>Space and Furnishings</p> <p>4. Room arrangement for play 6. Child related display</p> <p>Language-Reasoning</p> <p>15. Books and pictures 16. Encouraging children to communicate 17. Using language to develop reasoning skills</p>

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Literacy Knowledge and Skills				
<p>bottom of a page.</p> <ul style="list-style-type: none"> Recognizes words as a unit of print and understands that letters are grouped to form words. Recognizes the association between spoken or signed and written words. 	<p>The child will demonstrate knowledge of print concepts.</p> <p>c) Identify where reading begins on a page (first word or group of words)</p> <p>d) Demonstrate directionality of reading left to right on a page</p>	<ul style="list-style-type: none"> Show growing interest in reading-related activities. (C6) Show increased awareness of print concepts. (C7) Recognize a word as a unit of print that is formed by individual letters. (C8) Read some environmental print. (C9) 	<p>Development</p> <ul style="list-style-type: none"> Quality of Feedback Language modeling 	<p>18. Informal use of language</p> <p>Activities</p> <p>28. Promoting acceptance of diversity</p> <p>Interaction</p> <p>32. Staff-child interactions</p> <p>33. Interactions among children</p> <p>Program Structure</p> <p>34. Schedule</p> <p>35. Free play</p> <p>36. Group time</p> <p>37. Provisions for children with disabilities</p>
<p>Early Writing</p> <p>The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols and letters.</p> <ul style="list-style-type: none"> Experiments with writing tools and materials. Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving 	<p>Literacy Foundation Block 6</p> <p><u>Written Expression</u></p> <p>The child will write using a variety of materials.</p> <p>a) Distinguish print from pictures</p> <p>b) Copy or write letters using various materials</p> <p>c) Print first name independently</p> <p>d) Print 5 - 8 letters with a writing tool.</p>	<p>Strand 5: Early Writing—The ability to express or communicate in writing (using both the motor and cognitive elements of language) as developed through the skills of drawing, scribbling, and the use of invented spelling.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> Use scribbles and unconventional shapes to convey messages. (E6) Represent ideas and 	<p>Emotional Support</p> <ul style="list-style-type: none"> Positive Climate Teacher Sensitivity Regard for Student Perspectives <p>Classroom Organization</p> <ul style="list-style-type: none"> Productivity Instructional Learning Formats <p>Instructional Support</p>	<p>Space and Furnishings</p> <p>4. Room arrangement for play</p> <p>6. Child related display</p> <p>Language-Reasoning</p> <p>15. Books and pictures</p> <p>16. Encouraging children to communicate</p> <p>17. Using language to</p>

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Literacy Knowledge and Skills				
<p>an opinion.</p> <ul style="list-style-type: none"> • Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas. • Copies, traces, or independently writes letters or words. 	<p>e) Copy 3 - 5 letter words f) Use inventive spellings to convey messages or tell story</p>	<p>stories through pictures, dictation, and play. (E7)</p> <ul style="list-style-type: none"> • Experiment with a growing variety of writing tools and materials, such as pencils, crayons, and computers. (E8) • Use letter-like shapes, symbols, and letters to convey meaning. (E9) • Understand purposes for writing. (E10) • Begin to use familiar words (e.g., mom, love) in writing and drawing. (E11) 	<ul style="list-style-type: none"> • Concept Development • Quality of Feedback • Language modeling 	<p>develop reasoning skills 18. Informal use of language</p> <p>Activities 20. Art 28. Promoting acceptance of diversity</p> <p>Interaction 32. Staff-child interactions 33. Interactions among children</p> <p>Program Structure 34. Schedule 35. Free play 36. Group time 37. Provisions for children with disabilities</p>
<p>Competencies for Early Childhood Professionals: Section V Learning Environment: (3.5) Curriculum</p>				

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
English Language Development <i>(for children who speak a home language other than English)</i>				
<p><i>Note: For further explanation about this domain, please see p. 21 of the HSCDELDF document.</i></p> <p>Receptive English Language Skills The ability to comprehend or understand the English language.</p> <ul style="list-style-type: none"> • Participates with movement and gestures while other children and the teachers dance and sing in English. • Acknowledges or responds nonverbally to common words or phrases, such as "hello", "goodbye", "snack time", "bathroom", when accompanied by adult gestures. 	<p>Note: Although there are no specific school readiness expectations regarding children whose home language is other than English, a statement regarding Limited English Proficiency is included in the Virginia Foundation Blocks document.</p> <p><i>The following expectations are those with the closest correlation to the HSCDELDF expectations in this domain.</i></p> <p>Literacy Foundation Block 1 <u>Oral Expression</u> The child will develop listening and speaking skills by communicating experiences and ideas through oral expression. d) Use two words to ask and answer questions that include actions e) Use appropriate language for a variety of purposes, e.g., ask questions, express needs, get information</p>	<p>Note: Although there is no specific reference in the Milestones regarding children whose home language is other than English, the following milestones provide the closest correlation with the HSCDELDF school readiness expectations in this domain.</p> <p>Language and Literacy—the meaning and structure of words and sentences, how to use words to convey meaning, and how to understand and use printed materials.</p> <p>Strand 1: Listening and Speaking—Awareness of the social conventions of language usage, and the ability to listen, to understand, and to follow verbal conversation, including the ability to integrate verbal and non-verbal cues that inform interpretation related to social and emotional contexts.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> • Demonstrate increased understanding of oral language through actions and responses to directions and questions. 	<p>Emotional Support</p> <ul style="list-style-type: none"> • Positive Climate • Teacher Sensitivity • Regard for Student Perspectives <p>Classroom Organization</p> <ul style="list-style-type: none"> • Productivity • Instructional Learning Formats <p>Instructional Support</p> <ul style="list-style-type: none"> • Concept Development • Quality of Feedback • Language modeling 	<p>Space and Furnishings</p> <ol style="list-style-type: none"> 1. Indoor space 3. Furnishing for relaxation and comfort 4. Room arrangement for play 5. Space for privacy <p>Language-Reasoning</p> <ol style="list-style-type: none"> 16. Encouraging children to communicate 18. Informal use of language <p>Activities</p> <ol style="list-style-type: none"> 28. Promoting the acceptance of diversity <p>Interaction</p> <ol style="list-style-type: none"> 31. Discipline 32. Staff-child interactions 33. Interactions among children <p>Program Structure</p> <ol style="list-style-type: none"> 34. Schedule 35. Free Play 37. Provisions for

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
English Language Development <i>(for children who speak a home language other than English)</i>				
<ul style="list-style-type: none"> Points to body parts when asked, "Where is your nose, hand, leg...?" Comprehends and responds to increasingly complex and varied English vocabulary, such as "Which stick is the longest??" "Why do you think the caterpillar is hungry?" Follow multi-step directions in English with minimal cues or assistance. 	<p>Literacy Foundation Block 2 <u>Vocabulary</u> The child will develop an understanding of words and word meanings through the use of appropriate vocabulary.</p> <p>b) Listen with increasing understanding to conversations and directions c) Follow simple, one-step oral directions</p>	<p>(A8)</p> <ul style="list-style-type: none"> Progress in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. (A9) Progress in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. (A10) Develop increasing abilities to understand and use language for a variety of purposes. (A11) Enjoy hearing and creating humorous stories characterized by exaggeration. (A12) 		<p>children with disabilities.</p> <p>41. Staff interaction and cooperation.</p>
<p>Expressive English Language Skills The ability to speak or use English.</p> <ul style="list-style-type: none"> Repeats word or phrase to self such as "bus" while group sings the "Wheels on the Bus" or "brush teeth" after lunch. Requests items in English such as "car", 	<p>Literacy Foundation Block 1 <u>Oral Expression</u> The child will develop listening and speaking skills by communicating experiences and ideas through oral expression.</p> <p>d) Use two words to ask and answer questions that include actions</p>	<p>Language and Literacy—the meaning and structure of words and sentences, how to use words to convey meaning, and how to understand and use printed materials.</p> <p>Strand 1: Listening and Speaking—Awareness of the social conventions of language usage, and the ability to listen, to understand, and to follow verbal conversation,</p>	<p>Emotional Support</p> <ul style="list-style-type: none"> Positive Climate Teacher Sensitivity Regard for Student Perspectives <p>Classroom Organization</p> <ul style="list-style-type: none"> Productivity Instructional Learning Formats 	<p>Space and Furnishings</p> <ol style="list-style-type: none"> Indoor space Furnishing for relaxation and comfort Room arrangement for play Space for privacy <p>Language-Reasoning</p> <ol style="list-style-type: none"> Encouraging

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
English Language Development <i>(for children who speak a home language other than English)</i>				
<p>"milk", "book,""ball."</p> <ul style="list-style-type: none"> • Uses one or two English words, sometimes joined to represent a bigger idea, such as "throwball." • Uses increasingly complex and varied English vocabulary. • Constructs sentences, such as "The apple is round." or "I see a fire truck with lights on." 	<p>e) Use appropriate language for a variety of purposes, e.g., ask questions, express needs, get information f) Engage in turn taking exchanges and rules of polite conversation with adults and peers</p> <p>Literacy Foundation Block 2 <u>Vocabulary</u> The child will develop an understanding of words and word meanings through the use of appropriate vocabulary.</p> <p>a) Use single words to label objects d) Engage in turn taking exchanges with adults and peers e) Use new vocabulary with increasing frequency to express and describe feelings and ideas</p>	<p>including the ability to integrate verbal and non-verbal cues that inform interpretation related to social and emotional contexts.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> • Demonstrate increased understanding of oral language through actions and responses to directions and questions. (A8) • Progress in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. (A9) • Progress in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. (A10) • Develop increasing abilities to understand and use language for a variety of purposes. (A11) • Enjoy hearing and creating humorous stories characterized by exaggeration. (A12) 	<p>Instructional Support</p> <ul style="list-style-type: none"> • Concept Development • Quality of Feedback • Language modeling 	<p>children to communicate</p> <p>18. Informal use of language 28. Promoting the acceptance of diversity</p> <p>Interaction 31. Discipline 32. Staff-child interactions 33. Interactions among children</p> <p>Program Structure 34. Schedule 35. Free Play 37. Provisions for children with disabilities.</p>
<p>Engagement in English Literacy Activities Understanding and responding to books,</p>	<p>Literacy Foundation Block 1 <u>Oral Expression</u> The child will develop</p>	<p>Language and Literacy—the meaning and structure of words and sentences, how to use words to convey meaning, and how to</p>	<p>Emotional Support</p> <ul style="list-style-type: none"> • Positive Climate • Teacher Sensitivity • Regard for Student 	<p>Space and Furnishings</p> <p>1. Indoor space 3. Furnishing for relaxation</p>

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
English Language Development <i>(for children who speak a home language other than English)</i>				
<p>storytelling, and songs presented in English.</p> <ul style="list-style-type: none"> • Demonstrates eagerness to participate in songs, rhymes and stories in English. • Points to pictures and says the word in English, such as "frog," "baby," "run." • Learns part of a song or poem in English and repeats it. • Talks with peers or adults about a story read in English. • Tells a story in English with a beginning, middle, and end from a book or about a personal experience. 	<p>listening and speaking skills by communicating experiences and ideas through oral expression.</p> <p>b) Correctly identify characters, objects, and actions in a picture book, as well as stories read aloud, and begin to comment about each.</p> <p>c) Make predictions about what might happen in a story</p>	<p>understand and use printed materials.</p> <p>Strand 1: Listening and Speaking—Awareness of the social conventions of language usage, and the ability to listen, to understand, and to follow verbal conversation, including the ability to integrate verbal and non-verbal cues that inform interpretation related to social and emotional contexts.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> • Demonstrate increased understanding of oral language through actions and responses to directions and questions. (A8) • Progress in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. (A9) • Progress in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. (A10) • Develop increasing abilities to understand and use language for a variety of purposes. 	<p>Perspectives</p> <p>Classroom Organization</p> <ul style="list-style-type: none"> • Productivity • Instructional Learning Formats <p>Instructional Support</p> <ul style="list-style-type: none"> • Concept Development • Quality of Feedback • Language modeling 	<p>and comfort</p> <p>4. Room arrangement for play</p> <p>5. Space for privacy</p> <p>Language-Reasoning</p> <p>15. Books and pictures</p> <p>16. Encouraging children to communicate</p> <p>18. Informal use of language</p> <p>28. Promoting the acceptance of diversity</p> <p>Interaction</p> <p>31. Discipline</p> <p>32. Staff-child interactions</p> <p>33. Interactions among children</p> <p>Program Structure</p> <p>34. Schedule</p> <p>35. Free Play</p> <p>37. Provisions for children with disabilities</p>

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
English Language Development <i>(for children who speak a home language other than English)</i>				
		<p>(A11)</p> <ul style="list-style-type: none"> Enjoy hearing and creating humorous stories characterized by exaggeration. <p>(A12)</p>		
Competencies for Early Childhood Professionals: Section VI Effective Interactions (1.6) Relationships: Respecting Diversity (1.7) Relationships: Accepting Individual Differences				

Section 5

Cognition and General Knowledge

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Logic and Reasoning				
<p>Reasoning and Problem Solving The ability to recognize, understand and analyze a problem and draw on knowledge or experience to seek solutions to a problem.</p> <ul style="list-style-type: none"> • Seeks multiple solutions to a question, task or problem. • Recognizes cause and effect relationships. • Classifies, compares, and contrasts objects, events and experiences. • Uses past knowledge to build new knowledge. 	<p>Mathematics Foundation Block 3 <u>Measurement</u> The child will identify and compare the attributes of length, capacity, weight, time, and temperature. d) Use appropriate vocabulary when describing duration of time, e.g., hour, day, week, month, morning, afternoon, night, day.</p> <p>Science, Foundation Block 1 <u>Scientific Investigation, Reasoning and Logic</u> The child will make observations, separate objects into groups based on similar attributes, compare lengths and mass, and develop questions based upon observation using the five senses. a) Identify basic properties of objects by direct observation b) Describe objects using pictures and words c) Sequence objects according to size</p>	<p>Strand 1 Sub-Strand G. Time and Sequence—Developing an understanding of the concept of time (especially as it relates to daily routines) and the sequencing of objects and events. Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> • Use words to describe time (e.g., hour, day, week, month, morning, afternoon, night). (G6) • Demonstrate improved understanding of past, present, and future using words such as before, after, now, and then. (G7) • Demonstrate beginning understanding of sequence. (G8) • Identify the positions of objects or persons in sequence (e.g., first, second, third, last, before, after). (G9) 	<p>Emotional Support</p> <ul style="list-style-type: none"> • Positive Climate • Teacher Sensitivity • Regard for Student Perspectives <p>Classroom Organization</p> <ul style="list-style-type: none"> • Instructional Learning Formats <p>Instructional Support</p> <ul style="list-style-type: none"> • Concept Development • Quality of Feedback • Language modeling 	<p>Language-Reasoning</p> <p>15. Books and pictures 16. Encouraging children to communicate. 17. Using language to develop reasoning skills. 18. Informal use of language</p> <p>Activities</p> <p>25. Nature/science 26. Math/number</p> <p>Interaction</p> <p>32. Staff child interactions 33. Interactions among children.</p> <p>Program Schedule</p> <p>34. Schedule 35. Free Play 36. Group time 37. Provisions for children with disabilities.</p>

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Logic and Reasoning				
	d) Separate a set of objects into two groups based on one physical attribute e) Compare the length and mass of different objects f) Identify the body parts that correspond with each of the five senses.			
Symbolic Representation The use of symbols or objects to represent something else. <ul style="list-style-type: none"> • Represents people, places or things through drawings, movement, and three-dimensional objects. • Engages in pretend play and acts out roles. • Recognizes the difference between pretend or fantasy situations and reality. 		Approaches to Learning: Strand 3: Creativity and Inventiveness -Characterized by originality fluency, flexibility, and the ability to extend existing knowledge, using imagination and moving beyond conventional thinking. Indicators Children Are Learning To... <ul style="list-style-type: none"> • Imitate action observed in another situation. (C5) • Approach tasks experimentally, adapting as the activity evolves. (C6) • Use imagination to create original thoughts, ideas, or products. (C7) • increased flexibility, imagination, and inventiveness. (C8) • Use creativity and inventiveness to complete projects or tasks. (C9) • Make changes to a familiar 		

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Logic and Reasoning				
		story. (C10) <ul style="list-style-type: none"> Represent reality in a variety of ways. (C11) 		
Competencies for Early Childhood Professionals: Section V :Learning Environment: (2)Learning Strategies (3) Curriculum				

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Mathematics Knowledge and Skills				
Number Concepts and Quantities The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list). <ul style="list-style-type: none"> Recognizes numbers and quantities in the everyday environment. Recites numbers in the correct order and understands that 	Mathematics Foundation Block 1 <u>Number and Number Sense</u> The child will count with understanding, and use numbers to tell how many, describe order, and compare. <ol style="list-style-type: none"> Count objects to 20 or more Count a group (set/collection) of three to five objects by touching each object as it is counted and saying the correct number 	Cognition and General Knowledge —the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions. Strand 1 Sub-Strand A. Number and Operations —Building understanding of the concept of numbers, quantity, ways of representing numbers, one-to-one correspondence, and counting.	Emotional Support <ul style="list-style-type: none"> Positive Climate Teacher Sensitivity Regard for Student Perspectives Classroom Organization <ul style="list-style-type: none"> Productivity Instructional Learning Formats Instructional Support	Space and Furnishings <ol style="list-style-type: none"> Room arrangement for play Child related display Language-Reasoning <ol style="list-style-type: none"> Books and pictures Encouraging children to communicate Using language to develop reasoning skills

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Mathematics Knowledge and Skills				
<p>numbers come "before" or "after" one another.</p> <ul style="list-style-type: none"> • Associates quantities and the names of numbers with written numerals. • Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity. • Uses the number name of the last object counted to represent the number of objects in the set. 	<p>(one-to-one correspondence) c) Count the items in a collection of one to five items and know the last counting word tells "how many"</p>	<p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> • Begin to count by rote. (A5) • Begin to associate number concepts, vocabulary, quantities and written numerals in meaningful ways. (A6) • Demonstrate advancing knowledge of numbers and counting. (A7) • Begin to make use of one-to-one correspondence in counting objects and matching groups of objects. (A8) 	<ul style="list-style-type: none"> • Concept Development • Quality of Feedback • Language modeling 	<p>18. Informal use of language</p> <p>Activities 22. Blocks 26. Math/ number 28. Promoting acceptance of diversity</p> <p>Interaction 32. Staff-child interactions 33. Interactions among children</p> <p>Program Structure 34. Schedule 36. Group time 35. Free play 37. Provisions for children with disabilities.</p>
<p>Number Relationships and Operations The use of numbers to describe relationships and solve problems.</p> <ul style="list-style-type: none"> • Uses a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describes the comparison with terms, 	<p>Mathematics Foundation Block 1 <u>Number and Number Sense</u> The child will count with understanding, and use numbers to tell how many, describe order, and compare. d) Compare two groups (sets/collections) of matched objects (less than five) and describe the groups using the terms more, fewer, or same.</p>	<p>Cognition and General Knowledge—the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions. Strand 1 Sub-Strand A. Number and Operations—Building understanding of the concept of numbers, quantity, ways of representing numbers, one-to-one correspondence,</p>	<p>Emotional Support</p> <ul style="list-style-type: none"> • Positive Climate • Teacher Sensitivity • Regard for Student Perspectives <p>Classroom Organization</p> <ul style="list-style-type: none"> • Instructional Learning Formats <p>Instructional Support</p>	<p>Space and Furnishings</p> <p>4. Room arrangement for play 6. Child related display</p> <p>Language-Reasoning 15. Books and pictures 16. Encouraging children to communicate</p>

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Mathematics Knowledge and Skills				
<p>such as more, less, greater than, fewer, or equal to.</p> <ul style="list-style-type: none"> Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects. Identifies the new number created when numbers are combined or separated. 	<p>Mathematics Foundation Block 2 <u>Computation</u> The child will recognize change in groups (sets/collections). a) Describe changes in groups (sets/collections) by using more when groups of objects (sets) are combined (added together) b) Describe changes in groups (sets/collections) by using fewer when groups of objects (sets) are separated (taken away)</p>	<p>and counting.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> Increase in ability to compare numbers of objects using appropriate vocabulary. (A9) Develop increasing ability to count in sequence and to use one-to-one correspondence. (A10) Show increased curiosity and interest in numbers and counting as a means for solving problems and determining quantity. (A11) 	<ul style="list-style-type: none"> Concept Development Quality of Feedback Language modeling 	<p>17. Using language to develop reasoning skills 18. Informal use of language</p> <p>Activities 22. Blocks 26. Math/ number 28. Promoting acceptance of diversity</p> <p>Interaction 32. Staff-child interactions 33. Interactions among children</p> <p>Program Structure 34. Schedule 36. Group time 35. Free play 37. Provisions for children with disabilities.</p>
<p>Geometry and Spatial Sense The understanding of shapes, their properties and how objects are related to one another.</p> <ul style="list-style-type: none"> Recognizes and names 	<p>Mathematics Foundation Block 4 <u>Geometry</u> The child will describe simple geometric shapes (circle, triangle, rectangle, and square) and indicate their</p>	<p>Cognition and General Knowledge—the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions. Strand 1 Sub-Strand E.</p>	<p>Emotional Support</p> <ul style="list-style-type: none"> Positive Climate Teacher Sensitivity Regard for Student Perspectives <p>Classroom</p>	<p>Space and Furnishings 4. Room arrangement for play 6. Child related display Language-Reasoning 15. Books and pictures 16. Encouraging children</p>

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Mathematics Knowledge and Skills				
<p>common shapes, their parts and attributes.</p> <ul style="list-style-type: none"> Combines and separates shapes to make other shapes. Compares objects in size and shape. Understands directionality, order, and position of objects, such as up, down, in front, behind. 	<p>position in relation to him/herself and to other objects.</p> <p>a) Match and sort shapes (circle, triangle, rectangle, and square)</p> <p>b) Describe how shapes are similar and different</p> <p>c) Recognize shapes (circle, triangle, rectangle, and square) by pointing to the appropriate figure when the teacher names the shape</p> <p>d) Describe the position of objects in relation to other objects and themselves using the terms next to, beside, above, below, under, over, top, and bottom.</p>	<p>Spatial Sense—Acquiring an understanding of the physical relationship (i.e., direction and position) between self and objects, or between two or more objects, in one’s environment.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> Show understanding of different relationships of objects in space. (E5) Show understanding of several positional words. (E6) Show increasing understanding of directionality, order and position of objects and words such next to, beside, above, below, under, over, top, bottom. (E7) 	<p>Organization</p> <ul style="list-style-type: none"> Instructional Learning Formats <p>Instructional Support</p> <ul style="list-style-type: none"> Concept Development Quality of Feedback Language modeling 	<p>to communicate</p> <p>17. Using language to develop reasoning skills</p> <p>18. Informal use of language</p> <p>Activities</p> <p>22. Blocks</p> <p>25. Nature/science</p> <p>26. Math/ number</p> <p>28. Promoting acceptance of diversity</p> <p>Interaction</p> <p>32. Staff-child interactions</p> <p>33. Interactions among children</p> <p>Program Structure</p> <p>34. Schedule</p> <p>36. Group time</p> <p>35. Free play</p> <p>37. Provisions for children with disabilities.</p>
<p>Patterns</p> <p>The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.</p>	<p>Mathematics Foundation Block 6</p> <p><u>Patterns and Relationships</u></p> <p>The child will identify simple patterns of concrete objects, and use them to recognize</p>	<p>Cognition and General Knowledge—the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.</p>	<p>Emotional Support</p> <ul style="list-style-type: none"> Positive Climate Teacher Sensitivity Regard for Student Perspectives 	<p>Space and Furnishings</p> <p>4. Room arrangement for play</p> <p>6. Child related display</p> <p>Language-Reasoning</p>

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Mathematics Knowledge and Skills				
<ul style="list-style-type: none"> Sorts, classifies, and serializes (puts in a pattern) objects using attributes such as color, shape, or size. Recognizes, duplicates, and extends simple patterns. Creates patterns through the repetition of a unit. 	<p>relationships.</p> <p>a) Sort and classify objects according to one or two attributes (color, size, shape, and texture)</p> <p>b) Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue</p> <p>c) Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square.</p> <p>Science Foundation Block 1 <u>Scientific Investigation, Reasoning, and Logic</u> The child will make observations, separate objects into groups based on similar attributes, compare lengths and mass, and develop questions based upon observation using the five senses.</p> <p>c) Sequence objects according to size</p> <p>d) Separate a set of objects into two groups based on one</p>	<p>Strand 1 Sub-Strand C. Patterns and Relationships—Recognizing and/or creating planned or random repetitions of events, colors, lines, values, textures, and sound, including pitch, timbre, volume, and other qualities.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> Recognize, sort, and classify objects by a single characteristic (e.g., color, size, shape, and texture). (C7) Continue to understand the relationship between objects. (C8) Recognize and copy simple patterns (e.g., sounds, objects, shapes). (C9) Use patterns to predict relationships between objects. (C10) Create original patterns using a variety of materials according to one or more attributes (e.g., color, size, shape). (C11) 	<p>Classroom Organization</p> <ul style="list-style-type: none"> Productivity Instructional Learning Formats <p>Instructional Support</p> <ul style="list-style-type: none"> Concept Development Quality of Feedback Language modeling 	<p>15. Books and pictures</p> <p>16. Encouraging children to communicate</p> <p>17. Using language to develop reasoning skills</p> <p>18. Informal use of language</p> <p>Activities</p> <p>22. Blocks</p> <p>25. Nature/science</p> <p>26. Math/ number</p> <p>28. Promoting acceptance of diversity</p> <p>Interaction</p> <p>32. Staff-child interactions</p> <p>33. Interactions among children</p> <p>Program Structure</p> <p>34. Schedule</p> <p>36. Group time</p> <p>35. Free play</p> <p>37. Provisions for children with disabilities.</p>

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Mathematics Knowledge and Skills				
	physical attribute			
<p>Measurement and Comparison The understanding of attributes and relative properties of objects as related to size, capacity, and area.</p> <ul style="list-style-type: none"> • Compares objects using attributes of length, weight and size (bigger, longer, taller, heavier). • Orders objects by size or length. • Uses nonstandard and standard techniques and tools to measure and compare. 	<p>Mathematics Foundation Block 3 <u>Measurement</u> The child will identify and compare the attributes of length, capacity, weight, time, and temperature.</p> <p>a) Recognize attributes of length by using the terms longer or shorter when comparing two objects</p> <p>b) Know the correct names for the standard tools used for telling time and temperature; and measuring length, capacity, and weight (clocks, calendars, thermometers, rulers, measuring cups, and scales)</p> <p>Science Foundation Block 1 <u>Scientific Investigation, Reasoning, and Logic</u> The child will make observations, separate objects into groups based on similar attributes, compare</p>	<p>Cognition and General Knowledge—the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.</p> <p>Strand 1 Sub-Strand B. Measurement—Determining the size, volume, quantity, and other measurable qualities and using the appropriate tools to do so.</p> <ul style="list-style-type: none"> • Explore measuring tools (e.g., measuring cup, ruler, scale). (B6) • Describe physical objects in terms of relative size (e.g., big, little, small, tall, short, long, heavy, light). (B7) • Demonstrate understanding of concepts related to quantity (e.g., many, a lot, full, empty, whole, part, all, none). (B8) • Use non-standard units of measurement to explore the environment. (B9) • Use standard tools to explore and understand the environment. (B10) • Compare objects based on 	<p>Emotional Support</p> <ul style="list-style-type: none"> • Positive Climate • Teacher Sensitivity • Regard for Student Perspectives <p>Classroom Organization</p> <ul style="list-style-type: none"> • Productivity • Instructional Learning Formats <p>Instructional Support</p> <ul style="list-style-type: none"> • Concept Development • Quality of Feedback • Language modeling 	<p>Activities</p> <p>4. Room arrangement for play</p> <p>6. Child related display</p> <p>Language-Reasoning</p> <p>15. Books and pictures</p> <p>16. Encouraging children to communicate</p> <p>17. Using language to develop reasoning skills</p> <p>18. Informal use of language</p> <p>Activities</p> <p>22. Blocks</p> <p>23. Sand/water</p> <p>25. Nature/science</p> <p>26. Math/ number</p> <p>28. Promoting acceptance of diversity</p> <p>Interaction</p> <p>32. Staff-child interactions</p> <p>33. Interactions among children</p>

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Mathematics Knowledge and Skills				
	<p>lengths and mass, and develop questions based upon observation using the five senses.</p> <p>e) Compare the length and mass of different objects.</p>	<p>differences in length, weight, and temperature using appropriate vocabulary. (B11)</p> <ul style="list-style-type: none"> Show progress in using standard and nonstandard measures for length, capacity, weight, time, and temperature. (B12) 		<p>Program Structure</p> <p>34. Schedule</p> <p>36. Group time</p> <p>35. Free play</p> <p>37. Provisions for children with disabilities.</p>
<p>Competencies for Early Childhood Professionals:</p> <p>Section V :Learning Environment:</p> <p>(2.3) Learning Strategies -Facilitating Curiosity, Exploration, and Play</p> <p>(3.6) Curriculum-Learning about Mathematical Concepts</p>				

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Science Knowledge and Skills				
<p>Scientific Skills and Method The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.</p> <ul style="list-style-type: none"> • Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships. • Observes and discusses common properties, differences, and comparisons among objects. • Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations. • Collects, describes, and records information through discussions, drawings, maps and 	<p>Science Foundation Block 1 <u>Scientific Investigation, Reasoning, and Logic</u> The child will make observations, separate objects into groups based on similar attributes, compare lengths and mass, and develop questions based upon observation using the five senses.</p> <p>a) Identify basic properties of objects by direct observation</p> <p>b) Describe objects using pictures and words</p> <p>f) Identify the body parts that correspond with each of the five senses</p> <p>Mathematics Foundation Block 5 <u>Data Collection and Statistics</u> The child will participate in the data gathering process in order to answer questions of interest.</p> <p>a) Collect information to answer questions of interest</p>	<p>Cognition and General Knowledge—the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.</p> <p>Strand 2 Sub-Strand B Scientific Inquiry and Exploration—The processes through which children apply and test their scientific knowledge, including sensory observations, asking questions, and data collection and analysis.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> • Know that living things are made up of different parts (e.g., body parts). (A5) • Explore characteristics, basic needs, and life cycles of living things. (A6) • Discover and describe naturally occurring patterns (e.g., weather phenomena, shells, etc.) (A7) • Show beginning understanding of the interrelationships in earth/space systems. (A8) 	<p>Emotional Support</p> <ul style="list-style-type: none"> • Positive Climate • Teacher Sensitivity • Regard for Student Perspectives <p>Classroom Organization</p> <ul style="list-style-type: none"> • Productivity • Instructional Learning Formats <p>Instructional Support</p> <ul style="list-style-type: none"> • Concept Development • Quality of Feedback • Language modeling 	<p>Space and Furnishings</p> <p>4. Room arrangement for Play</p> <p>2. Furniture for routine play and learning</p> <p>6. Child related display</p> <p>Language-Reasoning</p> <p>15. Books and pictures</p> <p>16. Encouraging children to communicate</p> <p>17. Using language to develop reasoning skills</p> <p>18. Informal use of language</p> <p>Activities</p> <p>20. Art</p> <p>22. Blocks</p> <p>23. Sand/water</p> <p>25. Nature/science</p> <p>26. Math/ number</p> <p>28. Promoting acceptance of diversity</p> <p>Interaction</p> <p>32. Staff-child interactions</p> <p>33. Interactions among children</p>

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Science Knowledge and Skills				
<p>charts.</p> <ul style="list-style-type: none"> Describes and discusses predictions, explanations, and generalizations based on past experience. 	<p>to children.</p>	<ul style="list-style-type: none"> Recognize matter in its three forms (i.e., solid, liquid, gas). (A9) Describe the observable properties of objects using pictures and words. (A10) Expand knowledge of and respect for their environment, living creatures, and plant life. (A11) 		<p>Program Structure</p> <p>34. Schedule 36. Group time 35. Free play 37. Provisions for children with disabilities.</p>
<p>Conceptual Knowledge of the Natural and Physical World</p> <p>The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.</p> <ul style="list-style-type: none"> Observes, describes and discusses living things and natural processes. Observes, describes and discusses properties of materials and transformation of substances. 	<p>Science Foundation Block 2 <u>Force, Motion and Energy</u> The child will describe and categorize properties of materials using magnets.</p> <p>a) Describe the effects magnets have on other objects; they stick to some but not to others. Introduce the words “attracted to” and “not attracted to”</p> <p>b) Describe the effects magnets have on other magnets; they stick together or push apart.</p> <p>Science Foundation Block 3 <u>Matter</u></p>	<p>Cognition and General Knowledge—the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.</p> <p>Strand 2 Sub-Strand A. Scientific Knowledge—Understanding of and information about the earth and living things, including their relationships and interdependencies.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> Know that living things are made up of different parts (e.g., body parts). (A5) Explore characteristics, basic needs, and life cycles of living things. (A6) Discover and describe naturally 	<p>Emotional Support</p> <ul style="list-style-type: none"> Positive Climate Teacher Sensitivity Regard for Student Perspectives <p>Classroom Organization</p> <ul style="list-style-type: none"> Productivity Instructional Learning Formats <p>Instructional Support</p> <ul style="list-style-type: none"> Concept Development Quality of Feedback Language modeling 	<p>Space and Furnishings</p> <p>4. Room arrangement for play 6. Child related display</p> <p>Language-Reasoning</p> <p>15. Books and pictures 16. Encouraging children to communicate 17. Using language to develop reasoning skills 18. Informal use of language</p> <p>Activities</p> <p>22. Blocks 23 Sand/water 25. Nature/science 26. Math/ number 28. Promoting acceptance of</p>

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Science Knowledge and Skills				
	<p>The child will develop language to describe an object's position, movement and physical properties. The child will also describe properties of water.</p> <p>a) Identify colors (red, orange, yellow, green, blue, purple) and white and black</p> <p>b) Identify shapes (circle, triangle, square, and rectangle) of an object</p> <p>c) Identify textures (rough/smooth) and feel (hard/soft)</p> <p>d) Describe relative size and weight (big/little, large/small, heavy/light, wide/thin, long/short)</p> <p>e) Describe position (over/under, in/out, above/below) and speed (fast/slow)</p> <p>f) Recognize water in its three forms (solid, liquid, gas)</p> <p>Science Foundation Block 4 <u>Life Processes</u> The child will compare the growth of a person to the growth of a plant and an animal and be able to</p>	<p>occurring patterns (e.g., weather phenomena, shells, etc.) (A7)</p> <ul style="list-style-type: none"> Show beginning understanding of the interrelationships in earth/space systems. (A8) Recognize matter in its three forms (i.e., solid, liquid, gas). (A9) Describe the observable properties of objects using pictures and words. (A10) Expand knowledge of and respect for their environment, living creatures, and plant life (A11) 		<p>diversity</p> <p>Interaction</p> <p>32. Staff-child interactions</p> <p>33. Interactions among children</p> <p>Program Structure</p> <p>34. Schedule</p> <p>36. Group time</p> <p>35. Free play</p> <p>37. Provisions for children with disabilities.</p>

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Science Knowledge and Skills				
	<p>describe basic life processes and basic needs of each.</p> <p>a) Describe what living things need to live and grow (food, water, and air)</p> <p>b) Recognize that “baby” plants and animals are similar but not identical to their parents and to one another.</p> <p>Science Foundation Block 5 <u>Interrelationships in Earth/Space Systems</u> The child will be able to create a shadow. a) Create a shadow and describe how it was created.</p> <p>Science Foundation Block 6 <u>Earth Patterns, Cycles and Change</u> The child will identify simple patterns in his/her daily life. The child will identify things that change over time. a) Make daily weather observations b) Observe and classify the shapes and forms of many common natural objects including seeds, cones, and</p>			

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
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Child Outcomes	Measuring Classroom Quality
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Science Knowledge and Skills

leaves c) Recognize the order or stages of animal and plant growth d) Describe home and school routines Science Foundation Block 7 <u>Resources</u> The child will practice reusing, recycling and conserving energy on a daily basis. a) Recognize that some objects can be recycled b) Recognize that some objects can be reused c) Identify ways that energy can be conserved				
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Competencies for Early Childhood Professionals:
 Section V :Learning Environment: (2.3)Learning Strategies-Facilitating Curiosity, Exploration and Play; (3.7) Curriculum-Learning about the World (Scientific Knowledge, Scientific Inquiry and Exploration)

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
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Child Outcomes		Measuring Classroom Quality		
Social Studies Knowledge and Skills				
<p>Self, Family and Community The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.</p> <ul style="list-style-type: none"> Identifies personal and family structure Understands similarities and respects differences among people. Recognizes a variety of jobs and the work associated with them. Understands the reasons for rules in the home and classroom and for laws in the community. Describes or draws aspects of the geography of the classroom, home and community. 	<p>History and Social Science Foundation Block 1 <u>History/Similarities and Differences</u> The child will identify ways in which people are alike and different.</p> <ol style="list-style-type: none"> Recognize ways in which people are alike and different. Describe his/her own unique characteristics and those of others Make the connection that he/she is both a member of a family and a member of a classroom community Engage in pretend play to understand self and others. Participate in activities and traditions associated with different cultural heritages. <p>History and Social Science Foundation Block 5 <u>Economics/World of Work</u> The child will develop an increased awareness of the kinds of work people do and the variety of tools people use in their jobs.</p> <ol style="list-style-type: none"> Identify pictures of work and name the jobs people do Describe what people do in their community job Match tools to jobs 	<p>Cognition and General Knowledge—the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.</p> <p>Strand 3 Sub-Strand C. Economics—Awareness of the principles of supply and demand, including the roles of resource availability, decision-making, jobs, and currency.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> Develop awareness of jobs and what is required to perform them. (C4) Demonstrate awareness of money being needed to purchase goods and services. (C5) Identify tools (including technology) used at home, school, and work. (C6) Develop awareness of economic concepts, including jobs, money, and tools. (C7) 	<p>Emotional Support</p> <ul style="list-style-type: none"> Positive Climate Teacher Sensitivity Regard for Student Perspectives <p>Classroom Organization</p> <ul style="list-style-type: none"> Behavior Management Productivity Instructional Learning Formats <p>Instructional Support</p> <ul style="list-style-type: none"> Concept Development Quality of Feedback Language modeling 	<p>Space and Furnishings</p> <ol style="list-style-type: none"> Room arrangement for play Child related display <p>Personal Care Routines</p> <ol style="list-style-type: none"> Greeting and departing <p>Language-Reasoning</p> <ol style="list-style-type: none"> Books and pictures Encouraging children to communicate Informal use of language <p>Activities</p> <ol style="list-style-type: none"> Dramatic play Use of TA, video and/or computers <p>Program Structure</p> <ol style="list-style-type: none"> Group play Provisions for children with disabilities Promoting acceptance of diversity. <p>Parents and Staff</p> <ol style="list-style-type: none"> Provisions for parents Staff interaction and cooperation

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Social Studies Knowledge and Skills				
	d) Match job sites to work done e) Role-play the job of workers			
<p>People and the Environment The understanding of the relationship between people and the environment in which they live.</p> <ul style="list-style-type: none"> Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations. Recognizes that people share the environment with other people, animals, and plants. Understands that people can take care of the environment through activities, such as recycling. 	<p>Science Foundation Block 7 Resources The child will practice reusing, recycling and conserving energy on a daily basis.</p> <p>a) Recognize that some objects can be recycled b) Recognize that some objects can be reused c) Identify ways that energy can be conserved.</p> <p>History and Social Science Foundation Block 3 Geography/Location The child will develop an increased awareness of the physical relationship between and among people and places.</p> <p>a) Identify and describe prominent features of the classroom, school, neighborhood and community b) Engage in play where one item represents another – miniature vehicles, people, blocks c) Make and walk on paths between objects ex., from the</p>	<p>Cognition and General Knowledge—the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.</p> <p>Strand 3 Sub-Strand B. Geography—Understanding of directionality, position, and location, and knowledge of the physical features of, and humans’ relationship with, the Earth.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> Use some words to indicate direction, position, and relative location. (B5) Identify and describe characteristics of own surroundings and geographic region. (B6) Demonstrate beginning knowledge of the relationship between people, places, and regions. (B7) Identify common geographic tools. (B8) 	<p>Emotional Support</p> <ul style="list-style-type: none"> Positive Climate Teacher Sensitivity Regard for Student Perspectives <p>Classroom Organization</p> <ul style="list-style-type: none"> Productivity Instructional Learning Formats <p>Instructional Support</p> <ul style="list-style-type: none"> Concept Development Quality of Feedback Language modeling 	<p>Space and Furnishings</p> <p>2. Furnishings for routine care, play and learning. 4. Room arrangement for play 6. Child related display</p> <p>Language-Reasoning</p> <p>15. Books and pictures 16. Encouraging children to communicate 18. Informal use of language</p> <p>Activities</p> <p>24. Dramatic play 25. Use of TA, video and/or computers</p> <p>Program Structure</p> <p>35. Free play 36. Group play 37. Provisions for children with disabilities 28. Promoting acceptance of diversity.</p>

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Child Outcomes			Measuring Classroom Quality	
Social Studies Knowledge and Skills				
	<p>door to the window d) Represent objects in the order in which they occur in the environment e) Experience seeing things from different elevations</p> <p>History and Social Science Foundation Block 4 <u>Geography/Descriptive Words</u> The child will use words to indicate relative location of objects and people including direction words, comparison words, and attribute words. a) Use words to indicate relative location b) Use words to describe features of locations in the environment and man-made structures found in stories and seen in everyday experiences</p>	<ul style="list-style-type: none"> Understand and use direction and position words to describe and compare location and spatial relationships. (B9) Create representations of locations and space during play. (B10) Use labels and symbols that show enhanced understanding of geographic concepts. (B11) 		<p>Parents and Staff 38. Provisions for parents 41. Staff interaction and cooperation</p>
<p>History and Events The understanding that events happened in the past and how these events relate to one's self, family and community.</p>	<p>History and Social Science Foundation Block 2 <u>History/Change Over Time</u> The child will develop an awareness of change over time. a) Describe ways children have</p>	<p>Cognition and General Knowledge—the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and</p>	<p>Emotional Support</p> <ul style="list-style-type: none"> Positive Climate Teacher Sensitivity Regard for Student 	<p>Space and Furnishings 1. Indoor space 4. Room arrangement for play</p>

Head Start Child Development and Early Learning Framework	Virginia's Foundation Blocks for Early Learning	Milestones of Child Development	CLASS	ECERS-R
Child Outcomes			Measuring Classroom Quality	
Social Studies Knowledge and Skills				
<ul style="list-style-type: none"> • Differentiates between past, present and future. • Recognizes events that happened in the past, such as family or personal history. • Understands how people live and what they do changes over time. 	<p>changed since they were babies</p> <p>b) Express the difference between past and present using words such as before, after, now, and then</p> <p>c) Order/sequence events and objects</p> <p>d) Ask questions about artifacts from everyday life in the past</p> <p>e) Recount episodes from stories about the past</p> <p>f) Take on a role from a specific time, use symbols and props, and act out a story/narrative</p> <p>g) Describe past times based on stories, pictures, visits, songs and music</p>	<p>functions.</p> <p>Strand 3 Sub-Strand A. History—Understanding of the continuum of events occurring in succession—the past to the present and into the future, including the concepts of causality and prediction.</p> <p>Indicators Children Are Learning To...</p> <ul style="list-style-type: none"> • Order/sequence events and objects. (A6) • Distinguish between events that happen in the past, present, and future. (A7) • Understand that artifacts reveal information about the past. (A8) • Engage in storytelling about past experiences. (A9) 	<p>Perspectives</p> <p>Classroom Organization</p> <ul style="list-style-type: none"> • Productivity • Instructional Learning Formats <p>Instructional Support</p> <ul style="list-style-type: none"> • Concept Development • Quality of Feedback • Language modeling 	<p>Language-Reasoning</p> <p>16. Encouraging children to communicate</p> <p>18. Informal use of language</p> <p>28. Promoting the acceptance of diversity</p> <p>Interaction</p> <p>31. Discipline</p> <p>32. Staff-child interactions</p> <p>33. Interactions among children</p> <p>34. Schedule</p> <p>35. Free Play</p> <p>37. Provisions for children with disabilities.</p> <p>Parents and Staff</p> <p>38. Provisions for parents</p> <p>41. Staff interaction and cooperation.</p>
<p>Competencies for Early Childhood Professionals:</p> <p>Section IV Partnering with Families and Community</p> <p>Section V Learning Environment (3.8) Learning About Families and Communities</p>				

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