

Abbreviations

- ASK:** Answers for Special Kids
- CDC:** Centers for Disease Control and Prevention
- CSHEL:** Coalition for Safety and Health in Early Learning
- DEL:** Washington State Department of Early Learning
- DVD:** digital video disk
- ECEAP:** Early Childhood Education and Assistance Program
- ELL:** English language learners
- ESEA:** Elementary and Secondary Education Act
- ESIT:** Early Support for Infants and Toddlers
- FRC:** Family Resources Coordinator
- IDEA:** Individuals with Disabilities Education Act
- IFSP:** Individualized Family Service Plan
- LEP:** limited English proficient
- NAEYC:** National Association for the Education of Young Children
- OSPI:** Office of Superintendent of Public Instruction
- PAVE:** Partnerships for Action Voices for Empowerment
- PTA:** Parent Teachers Association
- WaKIDS:** Washington Kindergarten Inventory of Developing Skills
- WIN:** Washington Information Network

Glossary

- Caregiver:** In these Guidelines, “caregiver” includes anyone who takes care of a child on a regular basis who is not the parent or in a parental role. This may include child care providers, nannies, school-age program professionals, family members, friends and neighbors, and may be paid or unpaid.
- Cognition:** The act or process of knowing, including awareness, judgment, logic and reasoning. In some work on early learning, the area of cognition also includes mathematics, science, social studies, community and culture, and creative arts. In these Guidelines, these areas are listed separately, along with cognition, under the heading of Learning About My World.
- Culture:** The unique collection of beliefs, practices, traditions, values, world views and histories that characterize a group of people. Culture is expressed in patterns of language, behavior, customs, attitudes and practices. Members of a group absorb cultural knowledge by observing their elders and participating in activities of the group. Individuals and families may self-identify as part of a particular culture but may not follow all the practices and beliefs of that culture.
- Development:** The process in which a child grows in such areas as social, emotional, cognitive, speech, physical growth and motor skills.
- Developmental screening:** A brief, standardized and validated tool used to determine a child’s level of development and growth, and to identify possible delays in development. Screening includes questions to see how the child learns, speaks, behaves and moves.
- Dramatic play:** Engaging in pretend play or acting out a scene.
- Dual language learners:** Children who are learning two or more languages at the same time. This term includes children who learn two or more languages from birth, and children who are still mastering their home language when they are introduced to and start learning a second language. This term

includes several other terms: bilingual, English language learners (ELL), limited English proficient (LEP), and tribal language learners.

Early intervention: Programs or services designed to meet the developmental needs of infants and toddlers (birth to age 3) with disabilities and/or developmental delays, and their families, under the Individuals with Disabilities Education Act (IDEA), Part C.

Empathy: The capacity to experience the same emotion that someone else is experiencing.

English language learners: Children whose home language is other than English who are learning to become proficient in English. This instruction may take place in a variety of settings, including Sheltered English, bilingual or dual language.

Executive function: The skills that help us remember and work with information, manage our impulses, plan, and respond appropriately to new and changing situations.

Family: In these Guidelines, “family” includes children’s parents and siblings, *and* all other relatives (grandparents, aunts, uncles, cousins, etc.).

Fine motor skills: The skill and ability to use the smaller muscles in the arms, hands and fingers. Examples include cutting with scissors, writing, painting, buttoning, molding clay, stirring, stacking blocks, using tools, using a pinching motion, etc.

Gross motor skills: The skill and ability in moving and controlling large muscles to move the entire body or large portions the body. Examples include rolling over, walking, running, jumping and throwing a ball.

Home language: The language a child acquires first in life or identifies with as a member of an ethnic group. It is sometimes called the first, native or primary language of the child.

Literacy: In the Guidelines, the ability to read and understand written or printed materials and symbols, and to write, communicate and comprehend. These Guidelines also use “literacy” to refer to skills and behaviors that lead toward being able to read and write, such as awareness of print and under-

standing that it has meaning, matching rhyming words, turning book pages one at a time, and recognizing signs and symbols and their meanings.

Locomotor skills: The skill and ability to move from one place to another, such as in walking or dancing. Includes the ability to learn from movement itself.

Non-locomotor skills: The skill and ability to move while staying in one place, such as bending and twisting. Includes the ability to learn from movement itself.

Parent: In these Guidelines, “parent” includes anyone in a parental role with a child: mother, father, foster parents, adoptive parents, grandparents and other relatives who are responsible for raising a child, and guardians.

Sensorimotor skills: The ability to use the senses (sight, hearing, smell, taste and touch) alone or in combination to guide motions. For example, an important sensorimotor skill is eye-hand coordination.

Special education: Instruction, at no cost to the parents, that is specially designed to meet the unique needs of a student eligible because of disabilities, delays or other special needs. It includes instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings, along with instruction in physical education.

Teacher: In these Guidelines, “teacher” includes anyone paid to teach children, whether in a child care center, child care home, preschool, kindergarten, 1st, 2nd or 3rd grade classroom, after-school setting, or special education setting.

Trusted adult: A caring, attentive parent or caregiver who has a constant eye out for a child’s welfare. This person is someone a child should feel comfortable telling anything to, especially inappropriate behavior from another child or adult.

Sources

- American Academy of Pediatrics. (2010). "Policy Statement – Media Education.," *Pediatrics*, 126:5, 1012 - 17.
<http://aappolicy.aappublications.org/cgi/content/full/pediatrics;126/5/1012>
- American Academy of Pediatrics, Council on Communications and Media. (2011). "Policy Statement: Media Use by Children Younger Than 2 Years," *Pediatrics*, 128:5, 1753.
<http://pediatrics.aappublications.org/content/early/2011/10/12/peds.2011-1753.abstract>
- American Academy of Pediatrics. (no date). Safety and Prevention: What To Know About Child Abuse.
<http://www.healthychildren.org/English/safety-prevention/at-home/Pages/What-to-Know-about-Child-Abuse.aspx>
- British Columbia Ministry of Education. (2007). *British Columbia Early Learning Framework*.
- Cabrillo Unified School District. (no date). Ways Parents Can Support Reading and Writing at Home: Teachers College Reading and Writing Project.
http://www.cabrillo.k12.ca.us/faralloneview/files/Parents_Support_Reading_Writing.pdf
- Center on the Developing Child at Harvard University. (2011). *Building the Brain's "Air Traffic Control" System: How Early Experiences Shape the Development of Executive Function*. Working Paper 11.
http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/working_papers/wp11/
- Centers for Disease Control and Prevention. (2008). *Milestone Moments*.
http://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/MilestoneMomentsEng508.pdf
- Child Profile, Washington State Department of Health. (2005, 2006). *Watch and Help Me Grow* (brochure series). <http://www.childprofile.org>
- Copple, C. and Bredekamp, S. eds. (2009). *Developmentally Appropriate Practice in Early Childhood Programs – Serving Children from Birth Through Age 8*. Washington, D.C.: National Association for the Education of Young Children.
- Foundation for Early Learning. (2003). *Getting School Ready* (booklet).
- Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *Teaching Strategies GOLD – Objectives for Development & Learning: Birth Through Kindergarten*. Washington, D. C.: Teaching Strategies.
- National Parent Teachers Association (PTA). (2011). *Parents' Guide to School Success*.
<http://www.pta.org/4446.htm>
- New Mexico State Children, Youth and Families Department, Department of Health, and Public Education Department. (2011). *New Mexico Early Learning Guidelines: Birth Through Kindergarten*.
- Office of Superintendent of Public Instruction. Washington State Learning Standards.
- Washington State K-12 – The Arts Learning Standards, <http://www.k12.wa.us/Arts/Standards/default.aspx>
 - Common Core State Standards for English Language Arts <http://www.k12.wa.us/Corestandards/default.aspx>
 - Washington State K-10 Grade Level Expectations – Communication, <http://www.k12.wa.us/CurriculumInstruct/Communications/Standards/default.aspx>
 - Washington State K-10 Grade Level Expectations – Reading, <http://www.k12.wa.us/Reading/Standards/default.aspx>
 - Washington State K-10 Grade Level Expectations – Writing, <http://www.k12.wa.us/Writing/Standards.aspx>
 - Washington State K-12 World Languages Learning Standards, <http://www.k12.wa.us/WorldLanguages/Standards/default.aspx>
 - Washington State K-12 Health and Fitness Learning Standards, <http://www.k12.wa.us/HealthFitness/Standards.aspx>
 - Common Core State Standards for Mathematics, <http://www.k12.wa.us/Corestandards/default.aspx>

- Washington State K-12 Mathematics Learning Standards, <http://www.k12.wa.us/Mathematics/Standards.aspx>
- Washington State K-12 Science Learning Standards (2009), <http://www.k12.wa.us/Science/Standards.aspx>
- Washington State K-12 Integrated Environmental and Sustainability Learning Standards, <http://www.k12.wa.us/EnvironmentSustainability/Standards/default.aspx>
- Washington State K-12 Social Studies Learning Standards, <http://www.k12.wa.us/SocialStudies/EALRs-GLes.aspx>
- Washington State K-12 Educational Technology Learning Standards, <http://www.k12.wa.us/EdTech/Standards/default.aspx>

Seattle Early Education Collaborative. (2009). *Seattle Kindergarten Readiness Guidelines*.

State of Washington. (2005). *Early Learning and Development Benchmarks*.

U.S. Department of Health and Human Services, Administration for Children and Families. (2010). *The Head Start Child Development and Early Learning Framework*. http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eccd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework.pdf

University of New Brunswick Early Childhood Centre. (2007). *Early Learning and Child Care: English Curriculum Framework for New Brunswick*.

Washington State Department of Early Learning. (2010). *Washington Kindergarten Inventory of Developing Skills Performance Goals*. <http://www.del.wa.gov/publications/development/docs/WaKIDS-PerformanceGoals.pdf>

Washington State Department of Early Learning, Early Support for Infants and Toddlers. (2011). *Birth to Six Growth and Development* (brochure). <http://www.del.wa.gov/esit>

Wood, Chip. (1994, 1997). *Yardsticks: Children in the Classroom Ages 4-14: A Resource for Parents and Teachers*. Northeast Foundation for Children.

Information Resources

CHILD HEALTH AND DEVELOPMENT

Birth to Six Growth and Development Chart

This chart offers a quick, organized way of helping to recognize possible problem areas in a child's vision, hearing, and development. It can help parents, caregivers and teachers recognize areas that deserve a second look by a professional who can do further screening and evaluation. See http://www.del.wa.gov/publications/esit/docs/PrescreenChart_English.pdf

CHILD Profile

The "Watch & Help Me Grow" brochures show what children are learning at different ages from birth to 5 years, and ways adults can support that learning. The brochures are part of CHILD Profile mailings sent periodically to every family with a child under age 6 years who was born in Washington. The mailings also include information on health topics and immunizations. To get on the mailing list or download the brochures, see <http://www.doh.wa.gov/cfh/childprofile/>, or call the Family Health Hotline at 1-800-322-2588.

Child Profile also offers a **Childhood Health Record** (<http://here.doh.wa.gov/materials/child-health-record>) and a **Lifetime Immunization Record** (<http://here.doh.wa.gov/materials/lifetime-immunization-record>) to help parents keep track of their child's health.

Family Health Hotline, 1-800-322-2588

Provides a toll-free phone line to help families learn about child development and what to do if they have concerns about their child. The staff can connect families with their local early intervention program. Also see the web site of the Early Support for Infants and Toddlers (ESIT) program, <http://www.del.wa.gov/development/esit/Default.aspx>

Healthy Children (American Academy of Pediatrics)

Web site with information for parents and caregivers. Sections on Ages and Stages, Healthy Living, Safety & Prevention, Family Life, Health Issues. See <http://www.healthychildren.org/English/Pages/default.aspx>

Learn the Signs. Act Early.

Web site and publications of the national Centers for Disease Control and Prevention. Help parents follow their child's development and learn signs that a parent may want a health care provider to review. See <http://www.cdc.gov/ncbddd/actearly/milestones/index.html> or call 1-800-CDC-INFO.

Special Health Care Needs Program

Support is available for children with special health care needs and their families. Call the Answers for Special Kids (ASK) Line, a toll-free information service (1-800-322-2588 or 1-800-883-6388/TTY) that is a part of the Family Health Hotline. See the Washington State Health Department at <http://www.doh.wa.gov/cfh/mch/cshcnhome2.htm> or Parent Help 123 at <http://www.parenthelp123.org/families/children-with-special-needs> Resources also are available for children with autism. See <http://www.doh.wa.gov/cfh/autism/default.htm>

INFORMATION FOR FAMILIES

Department of Early Learning

The department's web site offers information for parents and families on child development, child care, school readiness, and a variety of services in Washington. See <http://www.del.wa.gov/parents-family/>

Department of Health

Offers information about child health, nutrition, well-being and immunizations.

See <http://www.doh.wa.gov/>

Department of Social and Health Services

Offers information on child support, health insurance and child safety.

See <http://www.dshs.wa.gov/children.shtml>

Let's Move, and Choose My Plate

Provides information for parents, schools and communities on physical activity and nutrition for children and families.

See <http://www.letsmove.gov/eat-healthy>

For more on healthy nutrition, see **Choose My Plate** <http://www.choosemyplate.gov> and Public Health – Seattle & King County's **Healthy Eating for Children** page, <http://www.kingcounty.gov/healthservices/health/nutrition/kids.aspx>

Love Talk Play

An information program from Thrive by Five Washington for parents of children birth to age 3. Offers easy-to-use tips on three key things all parents can and need to be doing with their children every day: love, talk and play.

See <http://www.lovetalkplay.org/index.html>

Office of Education Ombudsman

Resolves complaints, disputes and problems between families and elementary and secondary public schools in all areas that affect student learning. Offers information for parents about getting involved in children's learning and in the schools.

See <http://www.governor.wa.gov/oco/>

Parent Help 1 2 3

An online service of WithinReach, provides information on healthy pregnancy, parenting, child development, children with special health care needs, immunizations and family health. The web site also helps families apply for state-sponsored health insurance and food stamps. It includes a "resource finder" to search for community services by city or zip code.

See <http://www.parenthelp123.org/>

Parent Trust for Washington's Children, and Family Helpline: 1-800-932-HOPE (4673)

Connects parents to free and low-cost classes, workshops and coaching. See <http://www.parenttrust.org/>

Parents' Guide to School Success

Guides by grade, kindergarten through high school, produced by the National Parent Teachers Association. Keyed to the Common Core Standards for English Language Arts and Mathematics, the guides include what children should be learning, related activities parents can do at home with their children, and ways for parents to build stronger relationships with their child's teacher. See <http://www.pta.org/4446.htm>

Partnerships for Action Voices for Empowerment (PAVE)

Provides information, training and support for individuals with disabilities, parents and professionals.

Offers workshops, materials, and information about local services and support groups.

See <http://www.wapave.org/>

Speech and Language Development

The American Speech-Language-Hearing Association offers information for families about typical speech and hearing development, and learning two languages.

See <http://www.asha.org/public/speech/development/>

Strengthening Families Washington

Offers resources and support for parents, caregivers and others who work with children to help them ensure that children receive the best support in life.

Works to engage parents, build social networks and promote parent leadership to help create a culture of mutual support and weave a strong web of protective factors around the children and families in their care. See <http://www.ccf.wa.gov/sfece/home.htm>

WithinReach

Toll-free hotlines give families access to health and food resources. Specialists can help families access services in any language using interpreter services. Bilingual specialists are available to help Spanish speaking families. (Also see Parent Help 1 2 3, above.) See <http://withinreachwa.org/>

- Family Health Hotline 1-800-322-2588
- Apple Health for Kids Hotline 1-877-543-7669
- Family Food Hotline 1-888-4-FOOD-WA

Washington Connection

Helps families find and apply for the benefits and services they need. These include food, financial,

housing, utilities, health care, mental health, domestic violence, education, employment, child welfare, legal help, and resources for veterans. See <https://www.washingtonconnection.org/home/home.go>

Washington Information Network 211 (WIN 211)

A comprehensive database of health and human services in Washington. Fast way to find assistance with such needs as rent/mortgage payments, in-home care services, low-cost mental health or chemical dependency counseling or legal aid. Call 2-1-1 from anywhere in Washington, or see <http://www.win211.org/>

Zero to Three

National nonprofit that works to promote the health and development of infants and toddlers. Their materials for parents and caregivers answer many common questions about behavior, development and early education. They also provide information on child maltreatment and trauma.

See <http://www.zerotothree.org/>

INFORMATION FOR CHILD CARE PROFESSIONALS AND TEACHERS

21st Century Community Learning Centers Program

Supports the creation of community learning centers that provide academic enrichment opportunities during nonschool hours for children, particularly students who attend high-poverty and low-performing schools. See <http://www.k12.wa.us/21stCenturyLearning/default.aspx>

Child Care Center Licensing Guidebook

The Department of Early Learning's guide for child care providers.

See <http://www.del.wa.gov/publications/licensing/docs/ChildCareCenterLicensingGuide.pdf>

Coalition for Safety and Health in Early Learning (CSHEL), Washington State

A voluntary information exchange on health and safety in child care in Washington.

See <http://www.cshelwa.org/index.php>

Department of Early Learning

The department's web site offers information for early learning providers and educators on licensing, child care subsidies, professional development, child development, ECEAP, Head Start and related topics.

See <http://www.del.wa.gov/providers-educators/>

Early Childhood Learning Knowledge Center

A service of the federal Office of Head Start, with information on Head Start, Early Head Start, family and community partnerships, and quality teaching and learning. See <http://eclkc.ohs.acf.hhs.gov/hslc>

Even Start Family Literacy Program

A federally funded education program for the nation's low-income families that is designed to improve the academic achievement of young children and their parents, especially in the area of reading.

See <http://www.k12.wa.us/EvenStart/default.aspx>

Head Start Child Development and Early Learning Framework

Provides Head Start and other early childhood programs with a description of the building blocks of a child's development (ages 3 to 5 years) that are important for school readiness and long-term success. See http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework.pdf

Healthy Child Care America

A collaboration of health professionals and early learning professionals to provide health information and professional development.

See <http://www.healthychildcare.org/>

Homeless Education Office

OSPI office overseeing the federal McKinney Education for Homeless Children and Youth program, also known as "McKinney-Vento." The program provides federal funding to states for the purpose of supporting district programs that serve homeless students.

See <http://www.k12.wa.us/HomelessEd/default.aspx>

Institutional Education

Provides K-12 basic education services to incarcerated and previously incarcerated juveniles in Washington state. The goal is to provide these youth the opportunity to meet the same challenging state academic content standards and student academic achievement standards that all children in the state are expected to meet. See <http://www.k12.wa.us/InstitutionalEd/default.aspx>

National Association for the Education of Young Children (NAEYC)

Offers a wide range of information, materials and training for early learning professionals.

See <http://www.naeyc.org/>

National Center on Cultural and Linguistic Responsiveness

Part of the Office of Head Start, the National Center provides culturally responsive, user-friendly materials and training for staff and families to use to promote strong language and literacy skills in children's home language and in English.

See <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic>

National Resource Center for Health and Safety in Child Care and Early Education

Offers *Caring for Our Children*, national best practice standards in health and safety from the American Academy of Pediatrics and American Public Health Association.

See <http://nrckids.org/CFOC3/index.html>

Office of Superintendent of Public Instruction

The Early Learning (birth through third grade) section of the OSPI web site has information about alignment, the Starting Strong Institute, full-day kindergarten, the WaKIDS pilot and other topics. See <http://www.k12.wa.us/EarlyLearning/default.aspx> OSPI's web site also includes the state learning standards by subject and grade level.

See http://www.k12.wa.us/CurriculumInstruct/EALR_GLE.aspx

Title I, Part A of the Elementary and Secondary Education Act (ESEA)

Provides financial assistance to states and school districts to meet the needs of educationally at-risk students. The goal of Title I is to provide extra instructional services and activities that support students identified as failing or most at risk of failing the state's challenging performance standards in mathematics, reading and writing. See <http://www.k12.wa.us/TitleI/default.aspx> and <http://www.k12.wa.us/TitleI/TitleI/pubdocs/PreschoolNon-RegulatoryGuidance.pdf>

Washington State Core Competencies

Describe what early care and education professionals (serving ages 0 – 5 years), and child and youth development professionals (serving ages 5 – 18 years) need to know and be able to do to provide quality care, education and development. See Washington State Department of Early Learning, *Core Competencies for Early Care and Education Professionals* at <http://www.del.wa.gov/partnerships/development/core.aspx> and School's Out Washington, *Core Competencies for Child and Youth Development Professionals* at <http://www.del.wa.gov/partnerships/development/core.aspx>

Washington State Migrant Education Program Transitional Bilingual Instructional Program (state) and Title III (federal)

Provides services to migrant children and their families, and information about programs for migrant and bilingual students, and trainings and resources for teachers and families. The program is federally funded as part of the Elementary and Secondary Education Act, Title I, Part C. See <http://www.k12.wa.us/MigrantBilingual/default.aspx>

Examples of Materials To Help Your Child Play and Learn

Safety notes: The materials you offer children need to be safe for their age level. Be especially careful of small toys or parts that could be swallowed, sharp edges or points, loud noises, cords or strings that might wrap around a child's neck, and toys used to shoot or throw objects. In buying toys, pay attention to the age level rating on the item.

Young Infants (Birth to 11 Months)

Important: Make sure materials are not small enough to swallow (One test is: If the item would fit inside a toilet paper tube, it is too small.)

- Soft toys, blankets
- Bath toys
- Nesting cups, stackable rings, small boxes or plastic containers of various sizes and shapes
- Plastic container with handle (such as a small bucket) to use as a carrying container
- Safe things to play with that you might have around the house that have a variety of shapes, colors, textures, sounds and smells
- Different sizes of cardboard boxes to climb into, or put things in, or nest, or stack
- Objects with different textures, such as fuzzy, bumpy or smooth
- A basket or floor-height cupboard with items such as small plastic bowls, measuring cups, pans with lids, wooden spoons, plastic containers with lids, empty spools, cardboard tubes, etc.
- Rattle, bell, drum or other safe objects to shake or bang
- Blocks or magnets with letters and numbers
- Mobiles, balls
- Stuffed animals, dolls
- Crayons, washable markers, paint, play dough, clay
- Cloth, board and plastic books
- Books about animals, sounds, nature, shapes and colors, numbers and counting, people from various cultures
- Pictures, photos

Older Infants (9 to 18 Months)

Important: Make sure materials are not small enough to swallow.

Above, plus:

- Songs, rhymes, poems
- Finger paints or shaving cream; chalk and chalk board
- Unbreakable mirrors
- Magnet boards with magnets in different shapes
- Sturdy, low table or stool to climb onto and under
- Alphabet, picture and story books in the home language and English

Toddlers (16 to 36 Months)

Important: Make sure materials are not small enough to swallow.

Above, plus:

- Music for movement, games and dancing
- Dress-up clothes, hats, dolls, stuffed animals, boxes, or other props for pretend play
- Soft puppets, finger puppets
- Large balls and bean bags to toss
- Large beads to string with yarn
- Alphabet blocks or cookie cutters
- Blocks, items that connect, such as plastic “bricks”
- Plastic or metal measuring cups
- Large dishpans to fill with water or sand, and cups, funnels, pitchers, etc. to fill and dump

- Stories, poems, songs (in the home language and English) about a variety of people, places, families, workers, healthy meals, physical activity
- Photos of the child and the family

Ages 3 to 4 Years

Important: Make sure materials are not small enough to swallow.

Above, plus:

- Items to sort by shape and color
- Rhythm instruments using household items: pots and wooden spoons for drums, blocks to clap together, beans in a sealed jar to shake, tin can with lid for a drum, etc.
- Materials to explore and use, such as blocks, cups, small boxes, sand, clay, yarn, cloth
- Plastic, wooden or wax fruits and vegetables
- Puzzles with up to five pieces
- Pictures and stories (in the home language and English) about families, different cultural themes

Ages 4 to 5 Years

Important: Make sure materials are not small enough to swallow.

Above, plus:

- Materials with different textures – such as wet clay, dry sand, smooth cloth, rough sandpaper, etc.
- Containers of different sizes with different kinds of lids and latches
- Items of different shape, size and color to sort (such as blocks, plastic cups, balls, etc.)
- Jump rope, hoop to roll or jump through
- Scooter, wagon, wheelbarrow
- Chopsticks, tongs, turkey baster, wooden clothes pins
- Blunt scissors
- Pictures cut out of magazines, glue stick and large sheets of paper to fold into books or make collages
- Yarn or shoelaces to tie, or lacing cards

- Card or board games that use counting
- Magnifying glass, ruler, measuring cups, measuring spoons, eye dropper
- Jigsaw puzzles with up to 10 pieces
- Picture books, story books, poetry books, magazines
- Activities that require following clear directions, such as cooking, planting seeds or simple science experiments

Age 5 and Kindergarten

Above, plus:

- Stories about people working together to solve problems
- Jump rope, hula hoop
- Paper and pencil for writing
- Magazines, newspapers or other printed materials with pictures to cut out, scissors, paste or glue stick, sheets of paper to staple or fold together into a “book”
- Items from nature: leaves, stones, flower petals, etc.
- Different shapes cut out of heavy paper or cookie cutters in various shapes
- Playing cards
- Sock puppets, finger puppets
- Balloons
- Materials to create art work, such as crayons, paper, fabric, yarn, dried pasta, cotton balls, pipe cleaners, glue or paste, etc.

1st Grade

Above, plus:

- Maps of the local area
- Board games
- Puzzles of 100 to 500 pieces
- Books about topics of interest to the child (fiction and nonfiction)

2nd Grade

Above, plus:

- Heavy paper to make note cards (for writing a thank-you note, birthday greeting, etc.) and envelopes
- Ruler, thermometer, scales
- Baskets and boxes to use for collecting leaves, stones, etc.

3rd Grade

Above, plus:

- Small notebook for a fitness log, food journal, weather log or to record observations in nature
- Maps of the world and of countries of interest

Acknowledgements

Many people have given generously of their time, expertise and on-the-ground experience to help develop these Guidelines. A committee to redesign the 2005 Benchmarks was formed in the fall of 2010 by the Department of Early Learning (DEL), in partnership with the Office of Superintendent of Public Instruction (OSPI), and Thrive by Five Washington. The Guidelines Development Committee began meeting in October 2010 to explore what parents, caregivers and teachers need from guidelines, and how to make sure the guidelines are culturally relevant for Washington's increasingly diverse population, provide meaningful connection to the state's learning standards (beginning with kindergarten), and reflect the most up-to-date knowledge about how children grow and learn. This group developed principles and purposes for the document, with public review providing more than 75 sets of comments.

The committee reviewed guidelines developed by other states and used a variety of sources to create a new set of guidelines. They sent an initial draft for public review, and conducted extensive public outreach to groups across the state in the fall of 2011. There were opportunities to comment online, by e-mail and mail, and at group presentations. A final draft went out for public review in January 2012. All told more than 400 sets of comments were sent in.

Special Thanks to:

Guidelines Development Committee: Angela Abrams (Educational Service District [ESD] 105), Nina Auerbach (Thrive by Five Washington), Michele Balagot (Tulalip Tribes), Anne Banks (OSPI), Maryanne Barnes (Birth to Three Developmental Center), Brenda Blasingame (Thrive by Five), Elizabeth Bonbright-Thompson (Child Care Resource and Referral), Gloria Butts, Lexi Catlin (ESD 105), Jesus Cavazos (Washington State Migrant Council), Joe Davalos (Suquamish Tribe), Janice Deguchi (Denise Louie Education Center), Leslie Dozono (Children's Alliance), Stacey Drake (Yakima School District), Kimberly Dunn (WEEL), Kathy Fortner (Kinderling Center), Heather Foster (parent), Dora Herrera (SEIU and family child care provider), Mystique Hurtado (Governor's Office of Indian Affairs), Bette Hyde

(DEL), Uriel Iniguez (WA Commission on Hispanic Affairs), Jennifer Jennings-Shaffer (HSSCO -DEL), Susan Johnson (OSPI), Janice Kelly (OSPI), Sandra Klier (parent), Amy Kocher (parent), Ben Kodama (advocate), Diane Kroll (Puget Sound ESD), Dennese Mahoney (parent), Debbie Maurus (Cheney School District), Angelia Maxie (Tiny Tots Development Center), Rebecca Miller (Tacoma School District), Molly Mowrer (Vancouver Public Schools), Michelle Myles (Tulalip Tribes) Alicia Prieto Fajardo (Washington State Migrant Council), Josephina Robertson (Washington State Migrant Council), Trenise Rogers (Family Home Care), Mike Sheehan (Puget Sound ESD), Rev. Paul Stoot Sr. (Greater Trinity Baptist Church), Jessica Vavrus (OSPI), Martina Whelshula (Healing Lodge of the Seven Nations), Sue Winn (Washington State Family Child Care Association), Suzi Wright (Tulalip Tribes), Kendee Yamaguchi (WA Commission on Asian Pacific American Affairs). In addition, Shelley Macy (Northwest Indian College) participated in the Document Subgroup.

Fourteen groups (involving 218 people), 12 organizations and 212 individuals who provided review and suggestions: Many thanks to all for your time to review the draft Guidelines and offer ideas for changes and enhancements. Members of the Guidelines Development Committee read every comment and revised the draft Guidelines based on them. The Guidelines are a better resource thanks to everyone who offered comments.

Facilitators: Victor Cary and Lisa Lasky (National Equity Project), John Howell (Cedar River Group);

Outreach: Trang Tu (Trang Tu Consulting); **Editor:** Rhonda Peterson (Cedar River Group); **Graphic Design:** Joshua Huisenga (Chalkbox Creative)

Reviewers/Contributors: Betty Emarita (Edge Consulting), Erika Feldman (Univ. of Washington); Susan Sandall (Univ. of Washington); Jocelyn Bowne (Center on the Developing Child at Harvard University)

Quotations: Angela Abrams, Diane Adams, Janet Russell Alcántara, Nina Auerbach, Anne Banks, Marnie Barboza, Maryanne Barnes, Dr. Greg Borgerding, Justin Busby, Lexi Catlin, Randy Dorn, Stacey Drake, Lisa Favero, Sabrina Fields, Kathy Fortner, Cathy

Franklin, Ruth Geiger, Governor Chris Gregoire, Brenda Hayes, Maxine Hayes, Shannin Strom Henry, Bette Hyde, Rebecca Kreth, Diane Kroll, Sylvia Le-Rahl, Anna Macias, Angelia Maxie, Maggie Mendoza, Ashley Merryman, Dianna Miller, Gail Neal, Jenell Parker, Yolanda Payne, Lucy Prieto, Alicia Prieto-Fajardo, Mike Sheehan, Paula Steinke, Paul Stoot, Sr., Kristi Thurston, Dalia Diaz Villarreal, Martina Whelshula, Tracy Whitley, Colleen Willis, Sue Winn, Cordell Zakiyyah; students Tasia, Amiah, Letecia and Jasie; and anonymous families and teacher

Thanks for the contribution of photos: Angela Abrams, Mamie Barboza, Gregory Borgerding, Justin Busby, Lexi Catlin, Breanne Conley, M. Eckroth, Lisa Favero, Cathy Franklin, Belu Geiger, Eric Higbee, Kindering Center, Maggie Mendoza, Danielle Stensgar

Additional photography sources: Tint Photography, iStock Photo

Staff: Kaelyn Bristol and Jennifer Jennings-Shaffer (HSSCO-DEL)

Please Comment

The Washington State *Early Learning and Development Guidelines (2012)* is a revision of the *Early Learning and Development Benchmarks*, published in 2005. The Department of Early Learning (DEL), Office of Superintendent of Public Instruction (OSPI) and Thrive by Five Washington expect to review and consider revising the *Guidelines* again in approximately five years.

Your comments and reflections on the *Guidelines* as you use them will help to inform the next revision. Please provide your feedback by:

- E-mailing your comments to communications@del.wa.gov with the subject line “Guidelines comments”; or
- Using the form below, and mailing or faxing it to DEL.

Thank you very much for your help!

Comments:

1. Do the Guidelines help you as a parent or support your work with children and families? If so, how?

2. Is there additional information that would better help you?

3. Is there anything you suggest removing or adding?

Please help us understand your comments better by responding to the following:

4. What is your primary role with children birth through 3rd grade?

5. How have you used the Guidelines?

Please mail this form to:

Department of Early Learning
Head Start State Collaboration Office
P.O. Box 40970,
Olympia, WA 98504-0970

Or fax to:

360-725-4939

