

## **Alignment of the Alaska Early Learning Guidelines With HighScope's Preschool Key Developmental Indicators**

The following chart shows how items from the **Alaska Early Learning Guidelines** correspond to items from HighScope's Preschool **Key Developmental Indicators (KDIs)** (March 2010).

The educational content of HighScope preschool programs is built around **58 Key Developmental Indicators (KDIs)**. The KDIs are early childhood milestones that guide teachers as they plan and assess learning experiences and interact with children to support learning. Each KDI is a statement that identifies an observable child behavior reflecting knowledge and skills in the areas of approaches to learning; social and emotional development; physical development and health; language, literacy, and communication; mathematics; creative arts; science and technology; and social studies.

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## Key Developmental Indicators

<p><b>Domain One — Physical Well-Being, Health, and Motor Development</b></p>	<p><b>C. Physical Development</b>  <b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p>
<p><b>Motor Development: Gross Motor Skills</b>  <b>Goal 1</b> Children demonstrate strength and coordination of large motor muscles</p>	
<p><b>Motor Development: Fine Motor Skills</b>  <b>Goal 2</b> Children demonstrate strength and coordination of small motor muscles</p>	<p><b>C. Physical Development and Health</b>  <b>17. Fine-motor skills:</b> Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p>
<p><b>Motor Development: Sensorimotor Skills</b>  <b>Goal 3</b> Children use their senses: sight, hearing, smell, taste, and touch, to guide and integrate their interactions</p>	<p><b>C. Physical Development and Health</b>  <b>17. Fine-motor skills:</b> Children demonstrate dexterity and hand-eye coordination in using their small muscles.  <b>18. Body awareness:</b> Children know about their bodies and how to navigate them in space.  <b>F. Creative Arts</b>  <b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</p>
<p><b>Physical Development: Physical Fitness</b>  <b>Goal 5</b> Children engage in a variety of physical activities</p>	<p><b>C. Physical Development and Health</b>  <b>20. Healthy behavior:</b> Children engage in healthy practices.</p>
<p><b>Health and Personal Care: Daily Living Skills</b>  <b>Goal 6</b> Children demonstrate personal health and hygiene skills</p> <p><b>Goal 7</b> Children practice basic personal care routines</p>	<p><b>C. Physical Development and Health</b>  <b>19. Personal Care:</b> Children carry out personal care routines on their own.  <b>20. Healthy behavior:</b> Children engage in healthy practices.</p> <p><b>C. Physical Development and Health</b>  <b>19. Personal Care:</b> Children carry out personal care routines on their own.  <b>20. Healthy behavior:</b> Children engage in healthy practices.</p>

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<p><b>Health and Personal Care: Nutrition</b>  <b>Goal 8</b> Children eat a variety of nutritious foods</p>	<p><b>C. Physical Development and Health</b>  <b>20. Healthy behavior:</b> Children engage in healthy practices.</p>
<p><b>Safety: Safe Practices</b>  <b>Goal 9</b> Children make safe choices, avoiding harmful objects and situations</p>	<p><b>C. Physical Development and Health</b>  <b>20. Healthy behavior:</b> Children engage in healthy practices.</p>
<p><b>Safety: Rules and Regulations</b>  <b>Goal 10</b> Children demonstrate awareness and understanding of safety rules</p>	<p><b>C. Physical Development and Health</b>  <b>20. Healthy behavior:</b> Children engage in healthy practices.</p>
<p><b>Domain Two — Social and Emotional Development</b></p> <p><b>Social Development: Interactions with Adults</b>  <b>Goal 11</b> Children trust and interact comfortably with familiar adults</p> <p><b>Goal 12</b> Children seek assistance from adults when needed</p>	<p><b>B. Social and Emotional Development</b>  <b>12. Building relationships:</b> Children build relationships with other children and adults.</p> <p><b>B. Social and Emotional Development</b>  <b>15. Conflict resolution:</b> Children resolve social conflicts.</p>
<p><b>Social Development: Interactions with Peers</b>  <b>Goal 13</b> Children develop friendships with peers</p> <p><b>Goal 14</b> Children cooperate with peers</p> <p><b>Goal 15</b> Children demonstrate positive negotiation skills</p>	<p><b>B. Social and Emotional Development</b>  <b>12. Building relationships:</b> Children build relationships with other children and adults.  <b>13. Cooperative play:</b> Children engage in cooperative play.</p> <p><b>B. Social and Emotional Development</b>  <b>13. Cooperative play:</b> Children engage in cooperative play.</p> <p><b>B. Social and Emotional Development</b>  <b>15. Conflict resolution:</b> Children resolve social conflicts.</p>

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<p><b>Social Development: Adaptive Social Behavior</b></p> <p><b>Goal 16</b> Children demonstrate awareness of behavior and its effects</p> <p><b>Goal 17</b> Children participate positively in group activities</p> <p><b>Goal 18</b> Children adapt to diverse settings</p> <p><b>Goal 19</b> Children demonstrate empathy for others and the natural world</p>	<p><b>B. Social and Emotional Development</b></p> <p><b>9. Emotions:</b> Children recognize, label, and regulate their feelings.</p> <p><b>10. Empathy:</b> Children demonstrate empathy toward others.</p> <p><b>11. Community:</b> Children participate in the community of the classroom.</p> <p><b>13. Cooperative play:</b> Children engage in cooperative play.</p> <p><b>15. Conflict resolution:</b> Children resolve social conflicts.</p> <p><b>B. Social and Emotional Development</b></p> <p><b>11. Community:</b> Children participate in the community of the classroom.</p> <p><b>13. Cooperative play:</b> Children engage in cooperative play.</p> <p><b>B. Social and Emotional Development</b></p> <p><b>11. Community:</b> Children participate in the community of the classroom.</p> <p><b>B. Social and Emotional Development</b></p> <p><b>9. Emotions:</b> Children recognize, label, and regulate their feelings.</p> <p><b>10. Empathy:</b> Children demonstrate empathy toward others.</p> <p><b>H. Social Studies</b></p> <p><b>58. Ecology:</b> Children understand the importance of taking care of their environment.</p>
<p><b>Social Development: Appreciating Diversity</b></p> <p><b>Goal 20</b> Children recognize, appreciate, and respect similarities and differences in people</p>	<p><b>H. Social Studies</b></p> <p><b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.</p>
<p><b>Emotional Development: Self-Concept</b></p> <p><b>Goal 21</b> Children perceive themselves as unique individuals</p>	<p><b>A. Approaches to Learning</b></p> <p><b>2. Planning:</b> Children make plans and follow through on their intentions.</p> <p><b>B. Social and Emotional Development</b></p> <p><b>7. Self-identity:</b> Children have a positive self-identity.</p> <p><b>H. Social Studies</b></p> <p><b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.</p>

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<p><b>Goal 22</b> Children demonstrate awareness of their abilities, characteristics, and preferences</p>	<p><b>A. Approaches to Learning</b>  <b>2. Planning:</b> Children make plans and follow through on their intentions.</p> <p><b>B. Social and Emotional Development</b>  <b>7. Self-identity:</b> Children have a positive self-identity.  <b>8. Sense of competence:</b> Children feel they are competent.  <b>9. Emotions:</b> Children recognize, label, and regulate their feelings.</p> <p><b>H. Social Studies</b>  <b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.</p>
<p><b>Emotional Development: Self-Efficacy</b>  <b>Goal 23</b> Children demonstrate belief in their abilities</p>	<p><b>B. Social and Emotional Development</b>  <b>8. Sense of competence:</b> Children feel they are competent.  <b>9. Emotions:</b> Children recognize, label, and regulate their feelings.</p>
<p><b>Emotional Development: Self-Control</b>  <b>Goal 24</b> Children understand and follow rules and routines</p> <p><b>Goal 25</b> Children regulate their feelings and impulses</p>	<p><b>B. Social and Emotional Development</b>  <b>11. Community:</b> Children participate in the community of the classroom.</p> <p><b>H. Social Studies</b>  <b>55. Decision making:</b> Children participate in making classroom decisions.</p> <p><b>B. Social and Emotional Development</b>  <b>9. Emotions:</b> Children recognize, label, and regulate their feelings.</p>
<p><b>Emotional Development: Emotional Expression</b>  <b>Goal 26</b> Children express appropriately a range of emotions</p>	<p><b>B. Social and Emotional Development</b>  <b>9. Emotions:</b> Children recognize, label, and regulate their feelings.</p>
<p><b>Domain Three — Approaches to Learning</b>  <b>Learning Approaches: Curiosity and Interest</b>  <b>Goal 27</b> Children are curious about and interested in learning new things and having new experiences</p>	<p><b>A. Approaches to Learning</b>  <b>1. Initiative:</b> Children demonstrate initiative as they explore their world.  <b>2. Planning:</b> Children make plans and follow through on their intentions</p>

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<p><b>Learning Approaches: Initiative</b> <b>Goal 28</b> Children demonstrate initiative</p>	<p><b>A. Approaches to Learning</b> <b>1. Initiative:</b> Children demonstrate initiative as they explore their world. <b>2. Planning:</b> Children make plans and follow through on their intentions.</p>
<p><b>Learning Approaches: Persistence and Attentiveness</b> <b>Goal 29</b> Children sustain attention to tasks and persist when facing challenges</p>	<p><b>A. Approaches to Learning</b> <b>3. Engagement:</b> Children focus on activities that interest them. <b>4. Problem solving:</b> Children solve problems encountered in play.</p>
<p><b>Learning Approaches: Creativity and Inventiveness</b> <b>Goal 30</b> Children approach daily activities with creativity and inventiveness</p>	<p><b>A. Approaches to Learning</b> <b>1. Initiative:</b> Children demonstrate initiative as they explore their world.</p>
<p><b>Learning Approaches: Reflection and Interpretation</b> <b>Goal 31</b> Children learn from their experiences</p>	<p><b>A. Approaches to Learning</b> <b>4. Problem solving:</b> Children solve problems encountered in play. <b>6. Reflection:</b> Children reflect on their experiences.</p>
<p><b>Domain Four — Cognition and General Knowledge</b> <b>Reasoning: Causation</b> <b>Goal 32</b> Children demonstrate awareness of cause and effect</p>	<p><b>G. Science and Technology</b> <b>47. Experimenting:</b> Children experiment to test their ideas. <b>48. Predicting:</b> Children predict what they expect will happen. <b>49. Drawing conclusions:</b> Children draw conclusions based on their experiences and observations.</p>

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<p><b>Reasoning: Critical and Analytic Thinking</b></p> <p><b>Goal 33</b> Children compare, contrast, examine, and evaluate experiences, tasks, and events</p>          <p><b>Goal 34</b> Children use past knowledge to build new knowledge</p>	<p><b>A. Approaches to Learning</b></p> <p><b>6. Reflection:</b> Children reflect on their experiences.</p> <p><b>G. Science and Technology</b></p> <p><b>47. Experimenting:</b> Children experiment to test their ideas.</p> <p><b>48. Predicting:</b> Children predict what they expect will happen.</p> <p><b>49. Drawing conclusions:</b> Children draw conclusions based on their experiences and observations.</p> <p><b>50. Communicating ideas:</b> Children communicate their ideas about the characteristics of things and how they work.</p> <p><b>G. Science and Technology</b></p> <p><b>49. Drawing conclusions:</b> Children draw conclusions based on their experiences and observations.</p>
<p><b>Reasoning: Problem Solving</b></p> <p><b>Goal 35</b> Children find multiple solutions to questions, tasks, problems, and challenges</p>	<p><b>A. Approaches to Learning</b></p> <p><b>4. Problem solving:</b> Children solve problems encountered in play.</p>
<p><b>Reasoning: Representational Thought</b></p> <p><b>Goal 36</b> Children use symbols to represent objects</p>          <p><b>Goal 37</b> Children can distinguish between fantasy and reality</p>	<p><b>D. Language, Literacy, and Communication</b></p> <p><b>21. Comprehension:</b> Children understand language.</p> <p><b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p> <p><b>F. Creative Arts</b></p> <p><b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p><b>F. Creative Arts</b></p> <p><b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p>
<p><b>Mathematics and Numeracy: Number Sense and Operations</b></p> <p><b>Goal 38</b> Children demonstrate knowledge of numbers and counting</p>	<p><b>E. Mathematics</b></p> <p><b>31. Number words and symbols:</b> Children recognize and use number words and symbols.</p> <p><b>32. Counting:</b> Children count things.</p>

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<p><b>Mathematics and Numeracy: Measurement</b></p> <p><b>Goal 39</b> Children demonstrate some knowledge of size, volume, height, weight and length</p>	<p><b>E. Mathematics</b></p> <p><b>36. Measuring:</b> Children measure to describe, compare, and order things.</p> <p><b>37. Unit:</b> Children understand and use the concept of unit.</p>
<p><b>Mathematics and Numeracy: Properties of Ordering</b></p> <p><b>Goal 40</b> Children sort, classify, and organize objects</p>	<p><b>E. Mathematics</b></p> <p><b>34. Shapes:</b> Children identify, name, and describe shapes.</p> <p><b>36. Measuring:</b> Children measure to describe, compare, and order things.</p> <p><b>38. Patterns:</b> Children identify, describe, copy, complete, and create patterns.</p> <p><b>G. Science and Technology</b></p> <p><b>46. Classifying:</b> Children classify materials, actions, people, and events.</p>
<p><b>Science: Scientific Thinking</b></p> <p><b>Goal 41</b> Children collect information through observation and manipulation</p>          <p><b>Goal 42</b> Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations</p>	<p><b>G. Science and Technology</b></p> <p><b>45. Observing:</b> Children observe the materials and processes in their environment.</p> <p><b>46. Classifying:</b> Children classify materials, actions, people, and events.</p> <p><b>47. Experimenting:</b> Children experiment to test their ideas.</p> <p><b>52. Tools and technology:</b> Children explore and use tools and technology.</p> <p><b>G. Science and Technology</b></p> <p><b>48. Predicting:</b> Children predict what they expect will happen.</p> <p><b>49. Drawing conclusions:</b> Children draw conclusions based on their experiences and observations.</p> <p><b>50. Communicating ideas:</b> Children communicate their ideas about the characteristics of things and how they work.</p> <p><b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p>
<p><b>Science: Scientific Knowledge</b></p> <p><b>Goal 43</b> Children observe and describe characteristics of living things</p>	<p><b>G. Science and Technology</b></p> <p><b>46. Classifying:</b> Children classify materials, actions, people, and events.</p> <p><b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p>

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<p><b>Goal 44</b> Children observe and describe characteristics of the Earth</p>	<p><b>G. Science and Technology</b></p> <p><b>45. Observing:</b> Children observe the materials and processes in their environment.</p> <p><b>46. Classifying:</b> Children classify materials, actions, people, and events.</p> <p><b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p>
<p><b>Social Studies: History</b></p> <p><b>Goal 45</b> Children differentiate between events that happen in the past, present, and future</p>	<p><b>H. Social Studies</b></p> <p><b>57. History:</b> Children understand past, present, and future.</p>
<p><b>Social Studies: Geography</b></p> <p><b>Goal 46</b> Children demonstrate awareness of location and spatial relationships</p> <p><b>Goal 47</b> Children demonstrate knowledge of the relationship between people, places, and regions</p>	<p><b>E. Mathematics</b></p> <p><b>35. Spatial awareness:</b> Children recognize spatial relationships among people and objects.</p> <p><b>H. Social Studies</b></p> <p><b>56. Geography:</b> Children recognize and interpret features and locations in their environment.</p> <p><b>H. Social Studies</b></p> <p><b>56. Geography:</b> Children recognize and interpret features and locations in their environment.</p>
<p><b>Social Studies: Economics</b></p> <p><b>Goal 48</b> Children demonstrate awareness of economic concepts</p>	<p><b>H. Social Studies</b></p> <p><b>54. Community roles:</b> Children recognize that people have different roles and functions in the community.</p>
<p><b>Social Studies: Ecology</b></p> <p><b>Goal 49</b> Children demonstrate awareness of the relationship between humans and the environment</p>	<p><b>H. Social Studies</b></p> <p><b>58. Ecology:</b> Children understand the importance of taking care of their environment.</p>
<p><b>Social Studies: Technology</b></p> <p><b>Goal 50</b> Children use technology appropriately</p>	<p><b>G. Science and Technology</b></p> <p><b>52. Tools and technology:</b> Children explore and use tools and technology.</p>

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<p><b>Family, Community and Culture: Family</b></p> <p><b>Goal 51</b> Children demonstrate awareness of family characteristics and functions</p>	<p><b>H. Social Studies</b></p> <p><b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.</p>
<p><b>Family, Community and Culture: Community</b></p> <p><b>Goal 52</b> Children demonstrate awareness of their community, human interdependence, and social roles</p>          <p><b>Goal 53</b> Children demonstrate civic responsibility</p>	<p><b>H. Social Studies</b></p> <p><b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.</p> <p><b>54. Community roles:</b> Children recognize that people have different roles and functions in the community.</p> <p><b>B. Social and Emotional Development</b></p> <p><b>11. Community:</b> Children participate in the community of the classroom.</p>
<p><b>Family, Community and Culture: Culture</b></p> <p><b>Goal 54</b> Children demonstrate awareness and appreciation of their own and others' cultures</p>	<p><b>H. Social Studies</b></p> <p><b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.</p>
<p><b>Creative Arts: Expression and Representation</b></p> <p><b>Goal 55</b> Children use creative arts to express and represent what they know, think, believe, or feel</p>	<p><b>F. Creative Arts</b></p> <p><b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p><b>41. Music:</b> Children express and represent what they observe, think, imagine, and feel through music.</p> <p><b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</p> <p><b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p>
<p><b>Creative Arts: Understanding and Appreciation</b></p> <p><b>Goal 56</b> Children demonstrate understanding and appreciation of creative arts</p>	<p><b>F. Creative Arts</b></p> <p><b>44. Appreciating the arts:</b> Children appreciate the creative arts.</p>

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<p><b>Domain Five — Communication, Language and Literacy</b></p>	<p><b>D. Language, Literacy, and Communication</b>  <b>21. Comprehension:</b> Children understand language.</p>
<p><b>Communication: Listening</b>  <b>Goal 57</b> Children demonstrate the meaning of language by listening</p>	
<p><b>Communication: Oral and Written Communication</b>  <b>Goal 58</b> Children communicate effectively</p>	<p><b>D. Language, Literacy, and Communication</b>  <b>22. Speaking:</b> Children express themselves using language.  <b>29. Writing:</b> Children write for many different purposes.</p>
<p><b>Communication: Conventions of Social Communication</b>  <b>Goal 59</b> Children comprehend and use the conventions of social communication</p>	<p><b>D. Language, Literacy, and Communication</b>  <b>21. Comprehension:</b> Children understand language.  <b>22. Speaking:</b> Children express themselves using language.  <b>30. ELL/Dual Language Acquisition:</b> (If applicable) Children use English and their home language(s) (including sign language).</p>
<p><b>Language: Vocabulary</b>  <b>Goal 60</b> Children use receptive communication skills   <b>Goal 61</b> Children use expressive communication skills</p>	<p><b>D. Language, Literacy, and Communication</b>  <b>21. Comprehension:</b> Children understand language.  <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.   <b>B. Social and Emotional Development</b>  <b>9. Emotions:</b> Children recognize, label, and regulate their feelings.  <b>D. Language, Literacy, and Communication</b>  <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p>
<p><b>Language: Grammar and Syntax</b>  <b>Goal 62</b> Children demonstrate progression in grammar and syntax</p>	<p><b>D. Language, Literacy, and Communication</b>  <b>22. Speaking:</b> Children express themselves using language.</p>

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<p><b>Language: Comprehension</b></p> <p><b>Goal 63</b> Children demonstrate comprehension and meaning in language</p>	<p><b>D. Language, Literacy, and Communication</b></p> <p><b>21. Comprehension:</b> Children understand language.</p>
<p><b>Language: Expressive/Oral Language</b></p> <p><b>Goal 64</b> Children use language for a variety of purposes</p>	<p><b>D. Language, Literacy, and Communication</b></p> <p><b>21. Comprehension:</b> Children understand language.</p> <p><b>22. Speaking:</b> Children express themselves using language.</p> <p><b>26. Reading:</b> Children read for pleasure and information.</p> <p><b>30. ELL/Dual Language Acquisition:</b> (If applicable) Children use English and their home language(s) (including sign language).</p>
<p><b>Literacy: Reading</b></p> <p><b>Goal 65</b> Children demonstrate phonological awareness</p>	<p><b>D. Language, Literacy, and Communication</b></p> <p><b>24. Phonological awareness:</b> Children identify distinct sounds in spoken language.</p>
<p><b>Literacy: Reading (Alphabetic principle)</b></p> <p><b>Goal 66</b> Children demonstrate awareness of letters and symbols</p>	<p><b>D. Language, Literacy, and Communication</b></p> <p><b>25. Alphabetic knowledge:</b> Children identify letter names and their sounds.</p>
<p><b>Literacy: Reading</b></p> <p><b>Goal 67</b> Children demonstrate awareness of print concepts</p> <p><b>Goal 68</b> Children demonstrate comprehension of printed material and oral stories</p> <p><b>Goal 69</b> Children demonstrate awareness that written materials can be used for a variety of purposes</p>	<p><b>D. Language, Literacy, and Communication</b></p> <p><b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p> <p><b>D. Language, Literacy, and Communication</b></p> <p><b>26. Reading:</b> Children read for pleasure and information.</p> <p><b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p> <p><b>D. Language, Literacy, and Communication</b></p> <p><b>26. Reading:</b> Children read for pleasure and information.</p> <p><b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p>

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<p><b>Goal 70</b> Children demonstrate appreciation and enjoyment of reading</p>	<p><b>D. Language, Literacy, and Communication</b> <b>26. Reading:</b> Children read for pleasure and information.</p>
<p><b>Literacy: Writing</b></p> <p><b>Goal 71</b> Children demonstrate knowledge of letters and symbols (alphabet knowledge)</p> <p><b>Goal 72</b> Children use writing skills and demonstrate knowledge of writing conventions</p> <p><b>Goal 73</b> Children use writing for a variety of purposes</p>	<p><b>D. Language, Literacy, and Communication</b> <b>25. Alphabetic knowledge:</b> Children identify letter names and their sounds. <b>29. Writing:</b> Children write for many different purposes. <b>30. ELL/Dual Language Acquisition:</b> (If applicable) Children use English and their home language(s) (including sign language).</p> <p><b>D. Language, Literacy, and Communication</b> <b>29. Writing:</b> Children write for many different purposes.</p> <p><b>D. Language, Literacy, and Communication</b> <b>29. Writing:</b> Children write for many different purposes.</p>
<p><b>English Language Learners: Dual Language Acquisition</b></p> <p><b>Goal 74</b> Children demonstrate competency in home language while acquiring beginning proficiency in English</p>	<p><b>D. Language, Literacy, and Communication</b> <b>30. ELL/Dual Language Acquisition:</b> (If applicable) Children use English and their home language(s) (including sign language).</p>