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| Early Childhood Core Competencies:Learning Environments and Curriculum |
|  | LEVEL I:Pre-CDA/ Commonwealth Child Care Credential | LEVEL II: CDAAll items in Level I, plus | LEVEL III: AssociatesAll items in Level I, II, plus | LEVEL IV: BachelorsAll items in Level I, II, III, plus | LEVEL V: MastersAll items in Level I, II, III, IV, plus |
| *Language and Literacy* | * Respond positively to children’s attempts to communicate.3,14,16
* Use and respond to verbal and nonverbal communication techniques. 20,32.33
 | * Promote activities that provide time for children to respond through open-ended questions. 23
 | * Plan activities and experiences that encourage the development of communication skills, both auditory and verbal, appropriate for young children.23
 | * During communication activities, ensure a balance of listening and talking appropriate for age and abilities of children. 2,28
* Develop strategies and methods to assist children in the use of alternative and augmentative communication systems. 20
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| * Encourage children to engage in meaningful conversation. 3,14,32
 | * Conduct developmentally appropriate conversations. 14,33
* Implement daily intentional experiences with speaking and listening and immersion in an environment where oral and written language is used in meaningful ways by children and adults.32,33,34
 |  | * Design activities to encourage children to talk through or explain their reasoning when solving problems (e.g., why they sorted objects into different groups; in what way two pictures are the same or different). 28
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|  | * Incorporate to the greatest possible extent native language and linguistically diverse routines relative to individual children and families.3,25
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| * Engage in early literacy experiences with children, such as daily adult-child book reading, songs, and rhymes. 32,34
 | * Select age-appropriate print materials and activities to support early literacy skills.32
* Conduct developmentally appropriate activities that support a print-rich environment, in which children learn about books, literature, and writing. 3,14,32,33
 | * Plan early literacy experiences for children across all domains of the curriculum.4
 | * Facilitate activities to link children’s spoken communication with written language (e.g., write down what children dictate and read it back to them; help them write a note to parents).28,30,33
* Facilitate and evaluate the effectiveness of children’s early literacy experiences (e.g., adult-child book reading, intentional experiences with speaking and listening, immersion in an environment where oral and written language is used in meaningful ways by children and adults).34
 | * Evaluate activities that practitioners plan and implement to ensure that they demonstrate daily adult-child book reading, experiences with speaking and listening, and immersion in an environment where oral and written language is used in meaningful ways by children and adults. 2
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