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RI EARLY LEARNING & DEVELOPMENT STANDARDS



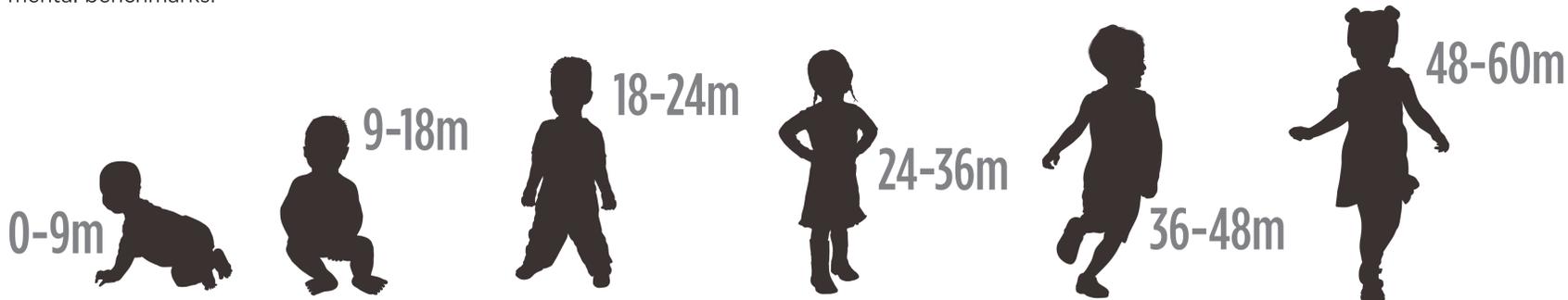
EARLY LEARNING STANDARDS ARTICULATE SHARED EXPECTATIONS FOR WHAT YOUNG CHILDREN SHOULD KNOW AND BE ABLE TO DO. FURTHER, THEY PROVIDE A COMMON LANGUAGE FOR MEASURING PROGRESS TOWARD ACHIEVING SPECIFIC LEARNING GOALS.¹

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WHAT IS IT?

FROM BIRTH, CHILDREN ARE CURIOUS AND MOTIVATED TO LEARN. As they grow and learn, their brains change dramatically, especially during the first three years of life. These changes are influenced by genetics and environmental experiences (including relationships and physical conditions) as children develop in realms of thinking, speaking, behaving, and reasoning.¹ By interacting with their world, young children make discoveries, figure out how things work, try out new behaviors, learn social rules, and solve problems. High-quality early learning and relationships enhance their development in every way: physical, social, linguistic, cognitive, mathematic, scientific, and artistic. When children actively explore environments and materials, they build concept knowledge and critical thinking skills. When caregivers (their parent or other primary caregiver, adult family members, and other familiar adults), childcare providers, and teachers, develop warm, trusting relationships with the children in their care, they are laying a solid foundation for children's learning, relationships, and development.² Early development across all domains secures this foundation for a child's later success in school and in life.³

EARLY LEARNING CONTINUUM: The early learning and development standards outline a birth- to-60-month continuum, with six developmental benchmarks:



HOW DOES IT WORK?

RHODE ISLAND'S EARLY LEARNING AND DEVELOPMENT STANDARDS ARE ORGANIZED INTO DOMAINS, COMPONENTS, STANDARDS, AND EXAMPLES. Domains represent the broad areas of early learning. Components are specific areas within a domain. Learning goals state those general categories of competencies, behaviors, knowledge, and skills that children develop in increasing degrees and with increasing sophistication as they grow. Indicators establish the specific developmental benchmarks for the competencies, behaviors, knowledge, and skills that most children possess or exhibit at a particular age for each learning goal.

DOMAINS

Social and Emotional Development

- Relationships with Others
- Self-Awareness and Competence
- Emotional Recognition and Regulation

Literacy

- Phonological Awareness
- Print Concepts
- Comprehension and Interest
- Literacy Development for Multilingual Learners
- Emergent Writing

Mathematics

- Number Sense and Quantity
- Number Relationships and Operations
- Classification and Patterning
- Measurement, Comparison, and Ordering
- Geometry and Spatial Sense

Social Studies

- Civics & Government
- Economics
- History
- Geography



Physical Health and Motor Development

- Health and Safety Practices
- Gross Motor Development
- Fine Motor Development



Language Development

- Receptive/Interpretive Language
- Expressive Language
- Pragmatics
- Language Development of Multilingual Learners



Cognitive Development

- Logic and Reasoning
- Memory and Working Memory
- Attention and Inhibitory Control
- Cognitive Flexibility



Science

- Scientific Practices and Application
- Physical Science
- Earth and Space Science
- Life Sciences



Creative Arts

- Experimentation and Participation in the Creative Arts



COMPONENTS

HOW TO USE

- To understand the integrated nature of early childhood development
- To guide early educators in the development of curriculum
- To inform families about learning milestones
- To provide a framework for implementing high-quality early childhood programs
- To support children's smooth and coordinated transition to kindergarten

HOW NOT TO USE

- As specific teaching practices or materials
- As a finite checklist of competencies
- As a stand-alone curriculum or program
- As a stand-alone assessment tool

GET STARTED!

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¹ Kupcha-Szrom, 2011; Center on the Developing Child, 2012; ² National Scientific Council on the Developing Child, 2004; ³ Maine Department of Education, 2005; ⁴ Maine Department of Education, 2005.