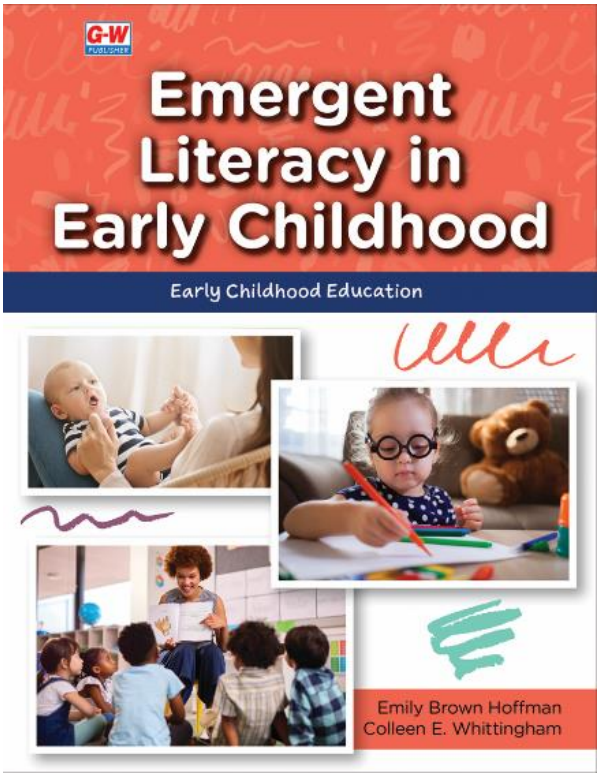
Correlation of

Emergent Literacy in Early Childhood, **Emily Brown Hoffman, Colleen Whittingham**
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to
Developmentally Appropriate Practice (DAP) Position Statement, NAEYC

NAEYC's Developmentally Appropriate Practice (DAP) Position Statement provides the essential knowledge, skills, dispositions, and practices required of all early childhood professionals working with children aged 0-8. *Emergent Literacy in Early Childhood* correlates to these standards because NAEYC is the premier professional organization in the field of early childhood education.



Standards	Textbook Pages
Developmentally Appropriate Practice (DAP) Position Statement, NAEYC	
Guidelines for Developmentally Appropriate Practice in Action: Using Knowledge of Child Development and Learning in Context	
Guideline 1: Creating a Caring, Equitable Community of Learners	
A: Each member of the community is valued by the others and is recognized for the strengths they bring.	13, 119-120, 178-180, 237, 301
B: Relationships are nurtured with each child, and educators facilitate the development of positive relationships among children.	189-191, 230-231, 246-247, 310-313, 352

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Standards	Textbook Pages
C: Each member of the community respects and is accountable to the others to behave in a way that is conducive to the learning and well-being of all.	13, 132, 194 (Positionality feature), 230-231, 235-237, 251 (Positionality feature), 299-301
D: The physical environment protects the health and safety of the learning community members, and it specifically supports young children's physiological needs for play, activity, sensory stimulation, fresh air, rest, and nourishment.	73-75, 115-119, 175 (Inclusive Classroom feature), 189-191, 232-234, 246-247, 295-299, 308-349, 350-369
E: Every effort is made to help each and every member of the community feel psychologically safe and able to focus on being and learning. The overall social and emotional climate is welcoming and positive.	13, 29, 119-120, 129-130, 178-179, 189-191, 230-231, 246-247
Guideline 2: Engaging in Reciprocal Partnerships with Families and Fostering Community Connections	
A: Educators take responsibility for establishing respectful, reciprocal relationships with and among families.	76-77, 84-86, 119-120, 146 (Family Connections feature), 178-179, 235-236, 300-301
B: Educators work in collaborative partnerships with families, seeking and maintaining regular, frequent, two-way communication with them and recognizing that the forms of communication may differ for each family.	76, 85-86, 97, 173-175, 178-179, 235-236, 261 (Family Connection feature), 325 (Family Connection feature)
C: Educators welcome family members in the setting and create multiple opportunities for family participation.	50 (Positionality feature), 92 (Family Connections feature), 114, 119-120, 146 (Family Connection feature), 178-179, 235-236, 261 (Family Connection feature), 325 (Family connection feature)
D: Educators acknowledge a family's choices and goals for their child and respond with sensitivity and respect to those preferences and concerns.	—
E: Educators and the family share with each other their knowledge of the particular child and understanding of child development and learning as part of day-to-day and other forms of communication (e.g., family get-togethers, meetings, support groups). Educators support families in ways that maximally promote	119-120, 178-179, 300-303
F: Educators involve families as a source of information about the child (before program entry and on an ongoing basis).	85, 114, 130-132, 173-174
G: Educators take care to learn about the community in which they work, and they use the community as a resource across all aspects of program delivery.	34, 45-48, 77, 132, 134-141, 179-180, 237, 301
Guideline 3: Observing, Documenting, and Assessing Children's Development and Learning	
A: Observation, documentation, and assessment of young children's progress and achievements is ongoing, strategic, reflective, and purposeful.	60-61, 78-79, 121-123, 182-183, 237-239, 302
B: Assessment focuses on children's progress toward developmental and educational goals.	60-61, 78, 122, 181-183, 237-239, 302

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Standards	Textbook Pages
C: A system is in place to collect, make sense of, and use observations, documentation, and assessment information to guide what goes on in the early learning setting.	78-79, 122-123, 237-239, 302
D: The methods of assessment are responsive to the current developmental accomplishments, (s), and experiences of young children. They recognize individual variation in learners and allow children to demonstrate their competencies in different ways.	78-79, 181-182, 237-239, 302
E: Assessments are used only for the populations and purposes for which they have been demonstrated to produce reliable, valid information.	181-182, 302
F: Decisions that have a major impact on children, such as enrollment or placement, are made in consultation with families.	173-174
G: When a screening assessment identifies a child who may have a disability or individualized learning or developmental needs, there is appropriate follow-up, evaluation, and, if needed, referral.	85, 173-174, 293, 302
Guideline 4: Teaching to Enhance Each Child's Development and Learning.	
A: Educators demonstrate and model their commitment to a caring learning community through their actions, attitudes, and curiosity.	114-115, 130-132, 173-174, 189-191, 245-247, 292-295, 350-369
B: Educators use their knowledge of each child and family to make learning experiences meaningful, accessible, and responsive to each and every child.	29, 45-48, 139-141, 230-231, 235-237, 350-369
C: Educators effectively implement a comprehensive curriculum so that each child attains individualized goals across all domains (physical, social, emotional, cognitive, linguistic, and general learning competencies) and across all subject areas (language and literacy, including second language acquisition, mathematics, social studies, science, art, music, physical education, and health).	45-46, 52-60, 350-369
D: Educators plan the environment, schedule, and daily activities to promote each child's development and learning.	86, 154-155, 210-211 (Lesson Plan feature), 247-248 (Lesson Plan feature), 343-345 (Lesson Plan feature)
E: Educators possess and build on an extensive repertoire of skills and teaching strategies.	84-99, 104-125, 126-161, 186-215, 242-279, 308-349, 350-369
F: Educators know how and when to scaffold children's learning.	84-99, 133, 175 (Inclusive Classroom feature), 186-215, 248, 314-315
G: Educators know how and when to strategically use the various learning formats and contexts.	84-99, 104-125, 162-185, 216-241, 280-307, 350-369
H: Educators differentiate instructional approaches to match each child's interests, knowledge, and skills.	58, 86, 133, 186-215, 242-279, 293-295, 310-311
Guideline 5: Planning and Implementing an Engaging Curriculum to Achieve Meaningful Goals	

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Standards	Textbook Pages
A: Desired goals that are important for young children's development and learning in general and culturally and linguistically responsive to children in particular have been identified and clearly articulated.	—
B: The program has a comprehensive, effective curriculum that targets the identified goals across all domains of development and subject areas.	14
C: Educators use the curriculum framework in their planning to make sure there is ample attention to important learning goals and to enhance the coherence of the overall experience for children.	98-99 (Lesson Plan feature), 210-211 (Lesson Plan feature), 274-275 (lesson plan feature), 343-245 (Lesson Plan feature)
D: Educators make meaningful connections a priority in the learning experiences they provide each child.	96 (Positionality feature), 104-125, 178-179, 186-215, 242-279, 308-349, 350-369
E: Educators collaborate with those teaching in the preceding and subsequent age groups or grade levels, sharing information about children and working to increase continuity and coherence across ages and grades.	293
F: Although it will vary across the age span, a planned and written curriculum is in place for all age groups.	350-369
Guideline 6: Demonstrating Professionalism as an Early Childhood Educator	

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