

## APPENDIX B

# Digging Deeper into Knowledge



The following is a brief list of suggested resources for enhancing your learning and understanding about a range of specific topics discussed in *Developmentally Appropriate Practice for Early Childhood Programs*, fourth edition.

### List of Categories and Subcategories

- |   |                                               |    |                                     |
|---|-----------------------------------------------|----|-------------------------------------|
| 2 | Anti-Bias, Anti-Racism, Diversity, and Equity | 7  | Family Engagement                   |
| 2 | Implicit Bias                                 | 7  | Funds of Knowledge                  |
| 3 | Assessment                                    | 7  | Gender Identity and LGBTQ+          |
| 3 | Behavior Guidance                             | 8  | Interdisciplinary Learning          |
| 4 | Child Development                             | 8  | Learning Trajectories in Early Math |
| 4 | Culturally Relevant Texts                     | 9  | Literacy                            |
| 5 | Curriculum                                    | 9  | Native Americans                    |
| 6 | Disabilities                                  | 10 | Play                                |
| 6 | Dual Language Learners                        | 10 | Social and Emotional Learning       |
| 6 | Executive Function                            | 11 | STEM                                |
|   |                                               | 11 | Teaching Strategies                 |

---

## Anti-Bias, Anti-Racism, Equity, and Diversity

- Alanís, I., I.U. Iruka, eds. With S. Friedman. 2021. *Advancing Equity and Embracing Diversity in Early Childhood Education: Elevating Voices and Actions*. Washington, DC: NAEYC.
- Bowman, B.T., J.P. Comer, & D.J. Johns. 2018. “Addressing the African American Achievement Gap: Three Leading Educators Issue a Call to Action.” *Young Children* 73 (2): 14–23.
- Capital City Public Charter School. n.d. *From Civil Rights to Black Liberation: They’re Not Too Young to Talk About Race (or Gender)!*, accessed August 4, 2021. <https://ccpcs.libguides.com/c.php?g=663599&p=5728255>.
- Children’s Health Council. n.d. *Your Kids Aren’t Too Young to Talk About Race: Resource Roundup*, accessed August 4, 2021. [www.chconline.org/resourcelibrary/your-kids-arent-too-young-to-talk-about-race-resource-roundup](http://www.chconline.org/resourcelibrary/your-kids-arent-too-young-to-talk-about-race-resource-roundup).
- Cole, K., & D. Verwayne. 2018. “Becoming Upended: Teaching and Learning About Race and Racism with Young Children and Their Families.” *Young Children* 73 (2): 34–43.
- Davis, D.B., & D.C. Farran. 2018. “Positive Early Math Experiences for African American Boys: Nurturing the Next Generation of STEM Majors.” *Young Children* 73 (2): 44–51.
- Delpit, L. [1995] 2006. *Other People’s Children: Cultural Conflict in the Classroom*. New York: The New Press.
- Derman-Sparks, L., & J.O. Edwards. 2019. “Understanding Anti-Bias Education: Bringing the Four Core Goals to Every Facet of Your Curriculum.” *Young Children* 74 (5): 6–12.
- Derman-Sparks, L., & J.O. Edwards. With C.M. Goins. 2020. *Anti-Bias Education for Young Children and Ourselves*. 2nd ed. Washington, DC: NAEYC.
- Friedman, S., & A. Mwenelupembe. 2020. *Each and Every Child: Teaching Preschool with an Equity Lens*. Washington, DC: NAEYC.
- Gillanders, C., & R. Procopio, eds. 2019. *Spotlight on Young Children: Equity and Diversity*. Washington, DC: NAEYC.
- Jean-Sigur, R., D. Bell, & Y. Kim. 2016. “Building Global Awareness in Early Childhood Teacher Preparation Programs.” *Childhood Education* 92 (1): 3–9.
- NAEYC. 2019. “Advancing Equity in Early Childhood Education.” Position statement. Washington, DC: NAEYC. [NAEYC.org/resources/position-statements/equity](http://NAEYC.org/resources/position-statements/equity).
- Rethinking Schools. n.d. *Rethinking Schools*, accessed August 4, 2021. [www.rethinkingschools.org](http://www.rethinkingschools.org).
- Rethinking Schools & Teaching for Change. n.d. *Zinn Education Project*, accessed August 4, 2021. [www.zinnedproject.org](http://www.zinnedproject.org).
- Schniedewind, N., & E. Davidson. 2014. *Open Minds to Equality: A Sourcebook of Learning Activities to Affirm Diversity and Promote Equity*. 4th ed. Milwaukee, WI: Rethinking Schools.
- Southern Poverty Law Center. n.d. *Learning for Justice*, accessed August 4, 2021. [www.learningforjustice.org](http://www.learningforjustice.org).

## Implicit Bias

- Capatosto, K. 2015. “Strategies for Addressing Implicit Bias in Early Childhood Education.” Paper. Columbus, OH: Kirwan Institute for the Study of Race and Ethnicity, The Ohio State University. <http://kirwaninstitute.osu.edu/wp-content/uploads/2015/06/implicit-bias-strategies.pdf>.
- NAEYC. 2016. “Statement from NAEYC on Implicit Bias Research.” Press release, September 28. [NAEYC.org/about-us/press-releases/statement-naeyc-implicit-bias-research](http://NAEYC.org/about-us/press-releases/statement-naeyc-implicit-bias-research).
- Owens, M. 2020. “Addressing Implicit Bias in Early Childhood Education.” *Teachstone*, July 14. <http://info.teachstone.com/blog/addressing-implicit-bias-in-early-childhood-education>.
- Project Implicit. 2011. “Implicit Association Tests.” <https://implicit.harvard.edu/implicit/takeatest.html>.

---

## Assessment

- Bates, C.C., S. Madison Schenck, & H.J. Hoover. 2019. "Anecdotal Records: Practical Strategies for Taking Meaningful Notes." *Young Children* 74 (3): 14–19.
- Bohart, H., & R. Procopio, eds. 2018. *Spotlight on Young Children: Observation and Assessment*. Washington, DC: NAEYC.
- Epstein, A.S., L.J. Schweinhart, A. DeBruin-Parecki, & K.B. Robin. 2004. "Preschool Assessment: A Guide to Developing a Balanced Approach." *Preschool Policy Matters*, Issue 7. New Brunswick, NJ: National Institute for Early Education Research; Ypsilanti, MI: HighScope Educational Research Foundation. <https://nieer.org/wp-content/uploads/2016/08/7-1.pdf>.
- Escamilla, I.M., L.R. Kroll, D.R. Meier, & A. White. 2021. *Learning Stories and Teacher Inquiry Groups: Reimagining Teaching and Assessment in Early Childhood Education*. Washington, DC: NAEYC.
- Espinosa, L.M., & V.F. Gutiérrez-Clellen. 2013. "Assessment of Young Dual Language Learners in Preschool." In *California's Best Practices for Young Dual Language Learners: Research Overview Papers*, eds. F. Ong & J. McLean, 172–208. Sacramento, CA: California Department of Education. [www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf](http://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf).
- Jung, L.A. 2020. "Does This Count?" *Educational Leadership* 78 (1): 34–8.
- McAfee, O., D.J. Leong, & E. Bodrova. 2016. *Assessing and Guiding Young Children's Development and Learning*. 6th ed. Upper Saddle River, NJ: Pearson.
- National Infant and Toddler Child Care Initiative. 2010. *Infant/Toddler Development, Screening, and Assessment*. Module. Washington, DC: ZERO TO THREE. [www.zerotothree.org/resources/72-infant-and-toddler-development-screening-and-assessment](http://www.zerotothree.org/resources/72-infant-and-toddler-development-screening-and-assessment).
- National Research Council. 2008. *Early Childhood Assessment: Why, What, and How*. Report. Washington, DC: National Academies Press. doi:10.17226/12446.
- OSPI (Washington State Office of Superintendent of Public Instruction). 2008. *A Guide to Assessment in Early Childhood: Infancy to Age Eight*. Olympia, WA: OSPI. <https://wvde.state.wv.us/oel/docs/Washington%20Assessment%20Guide.pdf>.
- WETA Public Broadcasting. n.d. "Assessment." *Colorín Colorado*, accessed August 4, 2021. [www.colorincolorado.org/topic/assessment](http://www.colorincolorado.org/topic/assessment).

---

## Behavior Guidance

- Degel Sanchez, D., & D. Steece-Doran. With J. Jablon. 2013. "Planning for Positive Guidance: Powerful Interactions Make a Difference." *Good Guidance. Teaching Young Children* 6 (2): 8–10.
- DelVecchio, B.L., S. Ferguson, & W. Knapp. 2021. "Using Nature Contact to Support Children Under Stress." *Teaching Young Children* 15 (1): 12–14.
- Early Childhood Technical Assistance Center. n.d. "Expulsion and Suspension in Early Childhood." Accessed August 4, 2021. <https://ectacenter.org/topics/expulsion/expulsion.asp>.
- Gartrell, D. 2012. *Education for a Civil Society: How Guidance Teaches Young Children Democratic Life Skills*. Washington, DC: NAEYC.
- Haslip, M.J., A. Allen-Handy, & L. Donaldson. 2018. "How Urban Early Childhood Educators Used Positive Guidance Principles and Improved Teacher-Child Relationships: A Social-Emotional Learning Intervention Study." *Early Child Development and Care* 190 (7): 971–90.
- Kaiser, B., & J.S. Rasminsky. 2016. *Challenging Behavior in Young Children: Understanding, Preventing, and Responding Effectively*. 4th ed. Upper Saddle River, NJ: Pearson.
- Kaiser, B., & J.S. Rasminsky. 2021. *Addressing Challenging Behavior in Young Children: The Leader's Role*. Washington, DC: NAEYC.

NAEYC. n.d. "Guidance and Challenging Behaviors." Accessed August 4, 2021. [NAEYC.org/resources/topics/guidance-and-challenging-behaviors](https://naeyc.org/resources/topics/guidance-and-challenging-behaviors).

NAEYC. n.d. "Standing Together Against Suspension & Expulsion in Early Childhood: Resources." Accessed August 4, 2021. [NAEYC.org/standing-together-against-suspension-expulsion-early-childhood-resources](https://naeyc.org/standing-together-against-suspension-expulsion-early-childhood-resources).

National Center for Pyramid Model Innovations. n.d. "Pyramid Model Overview." Accessed August 4, 2021. <https://challengingbehavior.cbcs.usf.edu/Pyramid/overview/index.html>.

Price, C.L., & E.A. Steed. 2016. "Culturally Responsive Strategies to Support Young Children with Challenging Behavior." *Young Children* 71 (5): 36–43.

---

## Child Development

Center on the Developing Child. n.d. "A Guide to Serve and Return: How Your Interaction with Children Can Build Brains." Accessed August 4, 2021. <https://developingchild.harvard.edu/guide/a-guide-to-serve-and-return-how-your-interaction-with-children-can-build-brains>.

Center on the Developing Child. 2017. "The Science of Resilience." In Brief research brief series. Cambridge, MA: Center on the Developing Child. <https://developingchild.harvard.edu/resources/inbrief-the-science-of-resilience>.

Institute of Medicine & National Research Council. 2000. *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Report of the National Academies of Sciences, Engineering, and Medicine. Washington, DC: National Academies Press. doi:10.17226/9824.

Institute of Medicine & National Research Council. 2015. *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. Report of the National Academies of Sciences, Engineering, and Medicine. Washington, DC: National Academies Press. doi:10.17226/19401.

National Academies of Sciences, Engineering, and Medicine. 2017. *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*. Report. Washington, DC: National Academies Press. doi:10.17226/24677.

National Academies of Sciences, Engineering, and Medicine. 2018. *How People Learn II: Learners, Contexts, and Cultures*. Report. Washington, DC: National Academies Press. doi:10.17226/24783.

Willingham, D.T. 2008. "What Is Developmentally Appropriate Practice?" *Ask the Cognitive Psychologist*. *American Educator* 32 (2): 34–9.

---

## Culturally Relevant Texts

Clark, A., & J. Fleming. 2019. "‘They Almost Become the Teacher’: Pre-K to Third Grade Teachers’ Experiences Reading and Discussing Culturally Relevant Texts with Their Students." *Reading Horizons* 58 (3): 23–51.

Delpit, L., & J.K. Dowdy, eds. 2008. *The Skin We Speak: Thoughts on Language and Culture in the Classroom*. New York: The New Press.

García-Alvarado, S., M.G. Arreguín, & J.A. Ruiz-Escalante. 2020. "Mexican-American Preschoolers as Co-Creators of Zones of Proximal Development During Retellings of Culturally Relevant Stories: A Participatory Study." *Journal of Early Childhood Literacy*. Advance online publication. doi:10.1177/1468798420930339.

Lohfink, G., & J. Loya. 2010. "The Nature of Mexican American Third Graders’ Engagement with Culturally Relevant Picture Books." *Bilingual Research Journal* 33 (3): 346–63.

- Purcell-Gates, V., G. Melzi, B. Najafi, & M.F. Orellana. 2011. "Building Literacy Instruction from Children's Sociocultural Worlds." *Child Development Perspectives* 5 (1): 22–7.
- Salinas-González, I., M.G. Arreguín-Anderson, & I. Alanís. 2018. "Supporting Language: Culturally Rich Dramatic Play." *Teaching Young Children* 11 (2): 4–6.

- Schrodt, K., J.G. Fain, & M. Hasty. 2015. "Exploring Culturally Relevant Texts with Kindergartners and Their Families." *The Reading Teacher* 68 (8): 589–98.

---

## Curriculum

- Biermeier, M.A. 2015. "Inspired by Reggio Emilia: Emergent Curriculum in Relationship-Driven Learning Environments." *Young Children* 70 (5): 72–9.
- Broderick, J.T., & S.B. Hong. 2020. *From Children's Interests to Children's Thinking: Using a Cycle of Inquiry to Plan Curriculum*. Washington, DC: NAEYC.
- Edwards, K.D., A.W. Gotwals, & T.S. Wright. 2020. "The Boxcar Challenge Unit: Integrating Engineering Design, Science, and Literacy for Kindergarten." *Science and Children* 57 (5): 47–53.
- Ertel, K., & I.K. O'Neill. 2018. "Playing with Money: Playful Learning Meets Curriculum Goals." Pedagogy of Play working paper. Cambridge, MA: President and Fellows of Harvard College.
- Gotwals, A.W., & T.S. Wright. 2017. "From 'Plants Don't Eat' to 'Plants Are Producers': The Role of Vocabulary in Scientific Sense Making." *Science and Children* 55 (3): 44–50.
- Masterson, M.L. 2021. *Transforming Teaching: Creating Lesson Plans for Child-Centered Learning in Preschool*. Washington, DC: NAEYC.
- NAEYC. n.d. "Curriculum Development." Accessed August 4, 2021. [NAEYC.org/resources/topics/curriculum-development](https://naeyc.org/resources/topics/curriculum-development).
- NAEYC. n.d. "DAP with Infants and Toddlers." Accessed August 4, 2021. [NAEYC.org/resources/topics/dap/infants-and-toddlers](https://naeyc.org/resources/topics/dap/infants-and-toddlers).
- NAEYC. 2017. *A High-Quality Program for Your Infant*. Brochure. Washington, DC: NAEYC.
- NAEYC. 2017. *A High-Quality Program for Your Preschooler*. Brochure. Washington, DC: NAEYC.
- NAEYC. 2017. *A High-Quality Program for Your Toddler*. Brochure. Washington, DC: NAEYC.
- NAEYC. 2017. *A High-Quality School for Your Child in First, Second, or Third Grade*. Brochure. Washington, DC: NAEYC.
- NAEYC. 2017. *A High-Quality School for Your Kindergartner*. Brochure. Washington, DC: NAEYC.
- NAEYC. 2019. *NAEYC Early Learning Program Accreditation Standards and Assessment Items*. Washington, DC: NAEYC. [NAEYC.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/standards-assessment\\_2019.pdf](https://naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/standards-assessment_2019.pdf).
- Wright, T.S., & A.W. Gotwals. n.d. "SOLID Start." *Michigan State University College of Education*, accessed August 4, 2021. <http://solidstart.msu.edu>.
- Wright, T.S., & A.W. Gotwals. 2017. "Supporting Disciplinary Talk from the Start of School: Teaching Children to Think and Talk Like Scientists." *The Reading Teacher* 71 (2): 189–97.
- Wright, T.S., C. Haverly, J. West, & A.W. Gowals. 2019. "Discussion Supports Sense-Making Within and Across Lessons." *Science and Children* 57 (4): 50–6.
- Wright, T.S., & S.B. Neuman. 2009. "Purposeful, Playful Pre-K: Building on Children's Natural Proclivity to Learn Language, Literacy, Mathematics, and Science." *American Educator* 33 (1): 33–9.



---

## Disabilities

- Brillante, P. 2017. *The Essentials: Supporting Young Children with Disabilities in the Classroom*. Washington, DC: NAEYC.
- DEC (Division for Early Childhood). 2014. *DEC Recommended Practices in Early Intervention/Early Childhood Special Education*. Los Angeles: DEC. [www.dec-sped.org/dec-recommended-practices](http://www.dec-sped.org/dec-recommended-practices).
- Mistrett, S.G. 2017. "Universal Design for Learning: A Checklist for Early Childhood Environments." Washington, DC: Center on Technology and Disability. [www.ctdinstitute.org/library/2017-09-12/universal-design-learning-checklist-early-childhood-environments](http://www.ctdinstitute.org/library/2017-09-12/universal-design-learning-checklist-early-childhood-environments).
- Spence, C.M., D. Miller, C. Corr, R.M. Santos, & B. Bentley. 2021. "When in Doubt, Reach Out: Teaming Strategies for Inclusive Early Childhood Settings." *Young Children* 76 (1): 39–49.
- Sreckovic, M., T.R. Schultz, C.K. Kenney, & H. Able. 2018. "Building Community in the Inclusive Classroom: Setting the Stage for Success." *Young Children* 73 (3): 75–81.
- 

## Dual Language Learners

- Alanís, I., & M.G. Arreguín. 2019. "Paired Learning: Strategies for Enhancing Social Competence in Dual Language Classrooms." *Young Children* 74 (2): 6–13.
- Alanís, I., M.G. Arreguín, & I. Salinas-González. 2021. *The Essentials: Supporting Dual Language Learners in Diverse Environments in Preschool and Kindergarten*. Washington, DC: NAEYC.
- Ballenger, C. 1998. *Teaching Other People's Children: Literacy and Learning in a Bilingual Classroom*. New York: Teachers College Press.
- Bolt, M.E., C.M. Rodriguez, C.J. Wagner, & C.P. Proctor. 2019. "Can We Talk? Creating Opportunities for Meaningful Academic Discussions with Multilingual Children." *Young Children* 74 (2): 40–7.
- Chapman de Sousa, E.B. 2019. "Five Tips for Engaging Multilingual Children in Conversation." *Young Children* 74 (2): 23–31.
- Evans, L.M. 2019. "The Power of Science: Using Inquiry Thinking to Enhance Learning in a Dual Language Preschool Classroom." *Young Children* 74 (2): 14–23.
- Gillanders, C., & L. Soltero-González. 2019. "Discovering How Writing Works in Different Languages: Lessons from Dual Language Learners." *Young Children* 74 (2): 32–9.
- WIDA Consortium (World-Class Instructional Design and Assessment Consortium). n.d. "Early Language Development." Accessed August 4, 2021. <https://wida.wisc.edu/teach/early>.
- 

## Executive Function

- Banse, H.W., D.H. Clements, J. Sarama, C.A. Day-Hess, M. Simoni, & C. Joswick. "Intentional Teaching Moments: Supporting Executive Function Development and Early Mathematics Through a Geometry Activity." *Young Children* 76 (3): 75–82.
- Center on the Developing Child. n.d. "A Guide to Executive Function." Accessed August 30, 2021. <https://developingchild.harvard.edu/guide/a-guide-to-executive-function>.

Center on the Developing Child. 2014. *Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence*. Activities guide. Cambridge, MA: Center on the Developing Child. <https://developingchild.harvard.edu/resources/activities-guide-enhancing-and-practicing-executive-function-skills-with-children-from-infancy-to-adolescence>.

Galinsky, E. 2016. “The 7 Essential Life Skills—Skill 1: Focus and Self Control.” *Good Guidance. Teaching Young Children* 9 (3): 10–12.

Joswick, C., D.H. Clements, J. Sarama, H. Banse, & C.A. Day-Hess. 2019. “Double Impact: Mathematics and Executive Function.” *Teaching Children Mathematics* 25 (7): 416–26.

---

## Family Engagement

Keyser, J. 2017. *From Parents to Partners: Building a Family-Centered Early Childhood Program*. St. Paul, MN: Redleaf Press.

Koralek, D., K.N. Nemeth, & K. Ramsey. 2019. *Families and Educators Together: Building Great Relationships that Support Young Children*. Washington, DC: NAEYC.

Michael-Luna, S. 2015. “What Parents Have to Teach Us About Their Dual Language Children.” *Young Children* 70 (5): 42–7.

National Association for Family, School, and Community Engagement. n.d. *National Association for Family, School, and Community Engagement*, accessed August 4, 2021. [www.nafce.org](http://www.nafce.org).

Weiss, H.B., M.T. Lopez, H. Kreider, & C. Chatman-Nelson. 2013. *Preparing Educators to Engage Families: Case Studies Using an Ecological Systems Framework*. 3rd ed. Thousand Oaks, CA: SAGE.

---

## Funds of Knowledge

Benavides, V., R. Ledda, & M. Mohammed. 2020. “Never Too Young to Support a Cause: Supporting Positive Identity Development Through Social Justice Curriculum in Preschool.” *Young Children* 75 (5): 14–19.

McWayne, C.M., J. Mistry, S. Hyun, V. Diez, C. Parker, B. Zan, D. Greenfield, & K. Brenneman. 2020. “Incorporating Knowledge from Children’s Homes and Communities: A Home-to-School Approach for Teaching STEM in Preschool.” *Young Children* 75 (5): 20–6.

Moll, L.C. 2019. “Elaborating Funds of Knowledge: Community-Oriented Practices in International Contexts.” *Literacy Research: Theory, Method, and Practice* 68 (1): 130–8.

Reid, J.L., C. Scott-Little, & S.L. Kagan. 2019. “Diverse Children, Uniform Standards: Using Early Learning and Development Standards in Multicultural Classrooms.” *Young Children* 74 (5): 46–54.

Strasser, J. 2018. “Conversations with Children! Asking Questions to Support Their Understanding of Family Diversity.” *Teaching Young Children* 12 (2): 22–5.

---

## Gender Identity and LGBTQ+

Anti-Defamation League. n.d. “How Can I Prevent Gender Bias in Young Children?” Accessed September 1, 2021. [www.adl.org/education/resources/tools-and-strategies/question-corner/prevent-gender-bias-in-young-children](http://www.adl.org/education/resources/tools-and-strategies/question-corner/prevent-gender-bias-in-young-children).

Chidi Nduagbo, K. 2020. “How Gender Disparities Affect Classroom Learning.” *ASCD Express* (newsletter), July 23. [www.ascd.org/el/articles/how-gender-disparities-affect-classroom-learning](http://www.ascd.org/el/articles/how-gender-disparities-affect-classroom-learning).

Mayo Clinic. 2021. "Children and Gender Identity: Supporting Your Child," January 16. [www.mayoclinic.org/healthy-lifestyle/childrens-health/in-depth/children-and-gender-identity/art-20266811](http://www.mayoclinic.org/healthy-lifestyle/childrens-health/in-depth/children-and-gender-identity/art-20266811).

Pastel, E., K. Steele, J. Nicholson, C. Maurer, J. Hennock, J. Julian, T. Unger, & N. Flynn. 2019. *Supporting Gender Diversity in Early Childhood Classrooms: A Practical Guide*. Philadelphia: Jessica Kingsley.

Rafferty, J. 2018. "Gender Identity Development in Children." *HealthyChildren.org*, last modified September 18. [www.healthychildren.org/English/ages-stages/gradeschool/Pages/Gender-Identity-and-Gender-Confusion-In-Children.aspx](http://www.healthychildren.org/English/ages-stages/gradeschool/Pages/Gender-Identity-and-Gender-Confusion-In-Children.aspx).

Rooms. S. 2019. "Teaching Gender Equality to the Youngest Learners." *Global Partnership for Education*, March 14. [www.globalpartnership.org/blog/teaching-gender-equality-youngest-learners](http://www.globalpartnership.org/blog/teaching-gender-equality-youngest-learners).

---

## Interdisciplinary Learning

Capraro, K., L. Downes, & J.D. Arango. 2018. "Capturing Nature's Beauty Through Multiple Lenses." *Young Children* 73 (5): 14–21.

Falkner, A., & K.A. Payne. 2020. "'But All Your Walls Are Blank!' Using the Classroom Environment to Promote Civics in the Primary Grades." *Young Children* 75 (4): 32–7.

Larsen, S., & K.K. McCormick. 2020. "Screencasts Support Early Learning in Math." *Young Children* 75 (4): 24–31.

Pentimonti, J.M., H.K. Gerde, & A.E. Pikus. 2020. "Finding Time for Science: Using Informational Texts to Increase Children's Engagement, Knowledge, and Literacy." *Young Children* 75 (4): 14–22.

Strachan, S.L., & M.K. Block. 2020. "Approaching Interdisciplinary Teaching: Using Informational Texts During Social Studies." *Young Children* 75 (4): 38–44.

Tunks, K.W., & E. Allison. 2020. "Our Trip Down to the Bay: A Model of Experiential Learning." *Young Children* 75 (4): 6–12.

---

## Learning Trajectories in Early Math

Capraro, K. 2017. "'Making Change' in Second Grade: Exploring Money Through Project-Based Learning." *Young Children* 72 (3): 30–6.

Clements, D.H., & J. Sarama. 2017/2019. *Learning and Teaching with Learning Trajectories [LT]<sup>2</sup>*. Denver: Marsico Institute, Morgridge College of Education, University of Denver. [www.learningtrajectories.org](http://www.learningtrajectories.org).

Clements, D.H., & J. Sarama. 2021. *Learning and Teaching Early Math: The Learning Trajectories Approach*. 3rd ed. New York: Routledge.

Geist, E. 2001. "Children Are Born Mathematicians: Promoting the Construction of Early Mathematical Concepts in Children Under Five." *Young Children* 56 (4): 12–19.

Goldenberg, E.P., S.J. Miller, C.J. Carter, & K.E. Reed. 2017. "Mathematical Structure and Error in Kindergarten." *Young Children* 72 (3): 38–44.

Sarama, J., & D.H. Clements. 2009. "Teaching Math in the Primary Grades: The Learning Trajectories Approach." *Young Children* 64 (2): 63–5.



---

## Literacy

- Byington, T. 2019. *Raising a Reader, Raising a Writer: Tips for Families*. Brochure. Washington, DC: NAEYC.
- Cazden, C.B. 2001. *Classroom Discourse: The Language of Teaching and Learning*. 2nd ed. Portsmouth, NH: Heinemann.
- Gerde, H.K., T.S. Wright, & G.E. Bingham. Forthcoming. "Sharing Their Ideas with the World: Creating Meaningful Writing Experiences for Young Children." *American Educator*.
- Hoffman, J.L., W.H. Teale, & J. Yokota. 2015. "The Book Matters! Choosing Complex Narrative Texts to Support Literary Discussion." *Young Children* 70 (4): 8–15.
- Michaels, S. 1981. "Sharing Time: Children's Narrative Styles and Differential Access to Literacy." *Language in Society* 10 (3): 423–42.
- Michigan Department of Education. n.d. *Literacy Essentials*, accessed August 4, 2021. [www.literacyessentials.org](http://www.literacyessentials.org).
- Moses, A., ed. 2021. "Supporting Literacy Through Engaging Instruction and Materials" cluster issue. *Young Children* 76 (3). [NAEYC.org/resources/pubs/yc/fall2021](http://NAEYC.org/resources/pubs/yc/fall2021).
- Neuman, S.B., C. Copple, & S. Bredekamp. 2000. *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*. Washington, DC: NAEYC.
- Perry, T., & L. Delpit, eds. 1998. *The Real Ebonics Debate: Power, Language, and the Education of African-American Children*. Boston: Beacon Press.
- Roberts, T.A. 2021. "Learning Letters: Evidence and Questions from a Science-of-Reading Perspective." *Reading Research Quarterly* 56 (S1): 171–92.
- Roberts, T.A., P.F. Vadasy, & E.A. Sanders. 2020. "Preschool Instruction in Letter Names and Sounds: Does Contextualized or Decontextualized Instruction Matter?" *Reading Research Quarterly* 55 (4): 573–600.
- Souto-Manning, M., H. Ghim, & N.K. Madu. 2021. "Toward Early Literacy as a Site of Belonging." *The Reading Teacher* 74 (5): 483–92.
- Trevarthen, C. 2018. "Conversations with a Two-Month-Old." In *Parent-Infant Psychodynamics: Wild Things, Mirrors, and Ghosts*, ed. J. Raphael-Leff, 25–34. New York: Routledge.
- Wright, T.S. 2019. "Reading to Learn from the Start: The Power of Interactive Read-Alouds." *American Educator* 42 (4): 4–8.

---

## Native Americans

- Administration for Children and Families, US Department of Health and Human Services. n.d. Administration for Native Americans, accessed September 1, 2021. [www.acf.hhs.gov/ana](http://www.acf.hhs.gov/ana).
- Alaska Native Heritage Center. 2021. *Alaska Native Languages*, last modified April 1. [www.alaskanativelanguages.org](http://www.alaskanativelanguages.org).
- Center for American Indian Education, Arizona State University. 1961–. *Journal of American Indian Education*. <https://jaie.asu.edu>.
- First Peoples' Cultural Council. n.d. *First Voices*, accessed September 1, 2021. [www.firstvoices.com](http://www.firstvoices.com).
- Makepeace Productions, Cultural Survival, & Interactive Knowledge. n.d. *Our Mother Tongues*, accessed September 1, 2021. [www.ourmothertongues.org](http://www.ourmothertongues.org).
- National Indian Education Association. n.d. *National Indian Education Association*, accessed September 1, 2021. [www.niea.org](http://www.niea.org).
- Society for the Study of Indigenous Languages of the Americas. n.d. *Society for the Study of Indigenous Languages of the Americas*, accessed September 1, 2021. [www.ssila.org](http://www.ssila.org).
- United Nations Educational, Scientific, and Cultural Organization. 2018. *International Year of Indigenous Languages 2019*, accessed September 1, 2021. <https://en.iyil2019.org>.

University of Hawai'i at Mānoa, Eastern Michigan University, & First Peoples' Cultural Council. n.d. *Endangered Languages Project*, accessed September 1, 2021. <http://endangeredlanguages.com>.

---

## Play

Clemson News. 2020. "Clemson Researchers Help Lead National Discussion on Race and Play." *Clemson News*, May 26. <https://news.clemson.edu/clemson-researchers-help-lead-national-discussion-on-race-and-play>.

Fowler, R.C. 2018. *The Disappearance of Child-Directed Activities and Teachers' Autonomy from Massachusetts' Kindergartens*. Report. Jamaica Plain, MA: Defending the Early Years. [https://dev.org/wp-content/uploads/2019/03/ma-kindergartens\\_final.pdf](https://dev.org/wp-content/uploads/2019/03/ma-kindergartens_final.pdf).

Hadani, H.S., & K. Hirsh-Pasek. 2021. "Building Back Better the Promise of the American Rescue Plan for Education." Brookings (blog), April 9. [www.brookings.edu/blog/education-plus-development/2021/04/09/building-back-better-the-promise-of-the-american-rescue-plan-for-education](http://www.brookings.edu/blog/education-plus-development/2021/04/09/building-back-better-the-promise-of-the-american-rescue-plan-for-education).

Jensen, H., A. Pyle, J.M. Zosh, H.B. Ebrahim, A.Z. Scherman, J. Reunamo, & B.K. Hamre. 2019. "Play Facilitation: The Science Behind the Art of Engaging Young Children." White paper. Billund, Denmark: The LEGO Foundation. [www.legofoundation.com/media/1681/play-facilitation-the-science-behind-the-art-of-engaging-young-children.pdf](http://www.legofoundation.com/media/1681/play-facilitation-the-science-behind-the-art-of-engaging-young-children.pdf).

The LEGO Foundation. n.d. "Why Play." Accessed August 4, 2021. [www.legofoundation.com/en/why-play](http://www.legofoundation.com/en/why-play).

Luckenbill, J., A. Subramaniam, & J. Thompson. 2019. *This Is Play: Environments and Interactions that Engage Infants and Toddlers*. Washington, DC: NAEYC.

Masterson, M.L., & H. Bohart. 2019. *Serious Fun: How Guided Play Extends Children's Learning*. Washington, DC: NAEYC.

NAEYC. n.d. "Play." Accessed August 4, 2021. [NAEYC.org/resources/topics/play](http://naeyc.org/resources/topics/play).

Project Zero. n.d. *Pedagogy of Play*, accessed September 1, 2021. [www.pz.harvard.edu/projects/pedagogy-of-play](http://www.pz.harvard.edu/projects/pedagogy-of-play).

Zosh, J.M., K. Hirsh-Pasek, E.J. Hopkins, H. Jensen, C. Liu, D. Neale, S.L. Solis, & D. Whitebread. 2018. "Accessing the Inaccessible: Redefining Play as a Spectrum." *Frontiers in Psychology* 9 (1124): 1–12. [www.frontiersin.org/articles/10.3389/fpsyg.2018.01124/full](http://www.frontiersin.org/articles/10.3389/fpsyg.2018.01124/full).

---

## Social and Emotional Learning

Center on the Social and Emotional Foundations for Early Learning. n.d. *Center on the Social and Emotional Foundations for Early Learning*, accessed September 1, 2021. <http://csefel.vanderbilt.edu>.

Erdman, S., & L.J. Colker. With E.C. Winter. 2020. *Trauma and Young Children: Teaching Strategies to Support and Empower*. Washington, DC: NAEYC.

Galinsky, E. 2020. "Words Matter: Moving from Trauma-Informed to Asset-Informed Care." *Young Children* 75 (3): 46–55.

Moses, A., S. Powers, K.L. Reschke, eds. 2021. "Social and Emotional Development: For Our Youngest Learners and Beyond" cluster issue. *Young Children* 76 (1). [NAEYC.org/resources/pubs/yc/spring2021](http://naeyc.org/resources/pubs/yc/spring2021).

NAEYC. n.d. "Social and Emotional Development." Accessed August 4, 2021. [NAEYC.org/resources/topics/social-and-emotional-development](https://naeyc.org/resources/topics/social-and-emotional-development).

Procopio, R., & H. Bohart, eds. 2017. *Spotlight on Young Children: Social and Emotional Development*. Washington, DC: NAEYC.

Statman-Weil, K. 2015. "Creating Trauma-Sensitive Classrooms." *Young Children* 70 (2): 72–9.

Statman-Weil, K. 2020. *Trauma-Responsive Strategies for Early Childhood*. St. Paul, MN: Redleaf Press.

Wittmer, D.S., & A.S. Honig. 2020. *Day to Day the Relationship Way: Creating Responsive Programs for Infants and Toddlers*. Washington, DC: NAEYC.

---

## STEM

Blank, J., & S. Lynch. 2018. "The Design Process: Engineering Practices in Preschool." *Growing in STEM. Young Children* 73 (4): 89–93.

English, L.D., & T. Moore, eds. 2018. *Early Engineering Learning*. Gateway East, Singapore: Springer.

French, L. n.d. *ScienceStart! Curriculum*. Rochester, NY: University of Rochester. [www.sciencestart.com](http://www.sciencestart.com).

Greenfield, D.B., A. Alexander, & E. Frechette. 2017. "Unleashing the Power of Science in Early Childhood." *ZERO TO THREE* 37 (5): 13–21.

Greenfield, D.B., & Early Science Initiative. n.d. "Learn and Play with ESI." *School Readiness Lab*, accessed August 4, 2021. [www.schoolreadinesslab.org/learnandplay](http://www.schoolreadinesslab.org/learnandplay).

Heroman, C. 2017. *Making and Tinkering with STEM: Solving Design Challenges with Young Children*. Washington, DC: NAEYC.

Hynes-Berry, M., & L. Grandau. 2019. *Where's the Math? Books, Games, and Routines to Spark Children's Thinking*. Washington, DC: NAEYC.

Lange, A.A., K. Brennenman, & H. Mano. 2019. *Teaching STEM in the Preschool Classroom: Exploring Big Ideas with 3- to 5-Year-Olds*. New York: Teachers College Press.

Museum of Science, Boston. n.d. *National Center for Technological Literacy*, accessed August 4, 2021. <https://legacy.mos.org/nctl>.

National Research Council. 2012. *A Framework for K–12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Report. Washington, DC: National Academies Press. doi:10.17226/13165.

Pecaski McLennan, D. 2020. *Embracing Math: Cultivating a Mindset for Exploring and Learning*. Washington, DC: NAEYC.

Tufts University. n.d. *The RISE Project*, accessed August 4, 2021. <http://rise.as.tufts.edu>.

Turrou, A.C., N.C. Johnson, & M.L. Franke. 2021. *The Young Child and Mathematics*. 3rd ed. Washington, DC: NAEYC.

---

## Teaching Strategies

Dombro, A.L., J. Jablon, & C. Stetson. 2020. *Powerful Interactions: How to Connect with Children to Extend Their Learning*. 2nd ed. Washington, DC: NAEYC.

Early Childhood Technical Assistance Center. n.d. "Universal Design for Learning (UDL)." Accessed August 4, 2021. <https://ectacenter.org/topics/atech/udl.asp>.

Magruder, E.S., W.W. Hayslip, L.M. Espinosa, & C. Matera. 2013. "Many Languages, One Teacher: Supporting Language and Literacy Development for Preschool Dual Language Learners." *Young Children* 68 (1): 8–12.

Strasser, J., & L.M. Bresson. 2017. *Big Questions for Young Minds: Extending Children's Thinking*. Washington, DC: NAEYC.