

# Penn State Better Kid Care On Demand CDA\* Course Required Reading

\*Child Development Associate



Readings from the following three books are required to complete the Better Kid Care CDA coursework and the CDA Credential Process. The books are available from the Council for Professional Recognition http://store.cdacouncil.org/.

- 1. CDA Competency Standards book (for your identified CDA setting)
- 2. Essentials for Working with Young Children
- 3. Essentials Workbook

### 1. Read and complete the following in the book CDA Competency Standards:

- a. Introduction and Part One Earning the Child Development Associate Credential
- b. Part Two The Child Development Associate Competency Standards
- c. Part Three Additional Information and Resources

# 2. Read and complete the following in the books Essentials for Working with Young Children and the accompanying Essentials Workbook:

## CDA Competency Standard I: To plan a safe, healthy learning environment.

#### CDA Functional Area 1 Safe:

Essentials for Working with Young Children – Read pages 4 – 37.

Essentials Workbook – Complete activities on pages 2 – 16.

#### CDA Functional Area 2 Healthy:

Essentials for Working with Young Children – Read pages 38 – 74.

Essentials Workbook – Complete activities on pages 17 – 29.

### CDA Functional Area 3 Learning Environment:

Essentials for Working with Young Children – Read pages 75 – 109.

Essentials Workbook – Complete activities on pages 30 – 41.



CDA Competency Standard II: To advance physical and intellectual competence.

#### CDA Functional Area 4 Physical:

Essentials for Working with Young Children – Read pages 111 – 134. Essentials Workbook – Complete activities on pages 42 – 50.

#### CDA Functional Area 5 Cognitive:

Essentials for Working with Young Children – Read pages 135 – 160 Essentials Workbook – Complete activities on pages 51 – 60.

#### CDA Functional Area 6 Communication:

Essentials for Working with Young Children – Read pages 161 – 197 Essentials Workbook – Complete activities on pages 61 – 73.

#### CDA Functional Area 7 Creative:

Essentials for Working with Young Children – Read pages 198 – 214

Essentials Workbook – Complete activities on pages 74 – 84.

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CDA Competency Standard III: To support children's social and emotional development.

#### CDA Functional Area 8 Self:

Essentials for Working with Young Children – Read pages 215 – 237.

Essentials Workbook - Complete activities on pages 85 - 94.

#### CDA Functional Area 9 Social:

Essentials for Working with Young Children – Read pages 238 – 252.

Essentials Workbook - Complete activities on pages 95 - 104.

#### CDA Functional Area 10 Guidance:

Essentials for Working with Young Children – Read pages 253 – 272.

Essentials Workbook – Complete activities on pages 105 – 116.

# CDA competency Standard IV: To build productive relationships with families.

#### CDA Functional Area 11 Families:

Essentials for Working with Young Children - Read pages 273 - 302.

Essentials Workbook - Complete activities on pages 117 - 126.

# CDA Competency Standard V: To ensure a well-run, purposeful program.

#### CDA Functional Area 12 Program Management:

Essentials for Working with Young Children – Read pages 303 – 324.

Essentials Workbook - Complete activities on pages 127 - 137.

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CDA Competency Standard VI: To maintain a commitment to professionalism.

#### CDA Functional Area 13 Professionalism:

Essentials for Working with Young Children – Read pages 325 – 345.

Essentials Workbook – Complete activities on pages 138 – 147.

### CDA Subject Area 7: To observe and record children's behavior.

There is no specific chapter for CDA Subject Area 7; however it is helpful to review the sections "Observing Children With the Setting" and "Documenting Children's Learning" in chapter 12 "Program Management" pages 304 – 316 in Essentials for Working with Young Children.

# CDA Subject Area 8: To understand principles of child development.

There is no specific chapter for CDA Subject Area 8; however it is helpful to review chapters 4, 5, 6, 7, 8, 9, and 10 (pages 113 – 272) in Essentials for Working with Young Children.

