

School District of Washington



**EARLY LEARNING**  
Center

Early Learning Standards

The School District of Washington Early Learning Standards provide information about learning and development for our youngest learners. The standards document is intended to assist in providing quality learning environments and meaningful learning experiences for our preschool students. These standards, when taught intentionally and appropriately, can promote school readiness and success.

The standards document includes:

- 1) What children can typically be expected to know and do by kindergarten entry as a result of quality early learning opportunities
- 2) Suggestions for the environment and instructional activities to provide guidance and support learning in the developmental domains of:
  - Approaches to Learning
  - Social-Emotional
  - Language & Literacy
  - Mathematics
  - Science
  - Physical
  - Expressive Arts

Children are learning every moment and the standards can be integrated across numerous activities throughout the preschool day. The standards should be addressed within the child's natural environment through developmentally appropriate and engaging planned experiences, thoughtful materials provided for exploration, and positive interactions with staff. It is important to remember that not all children will fulfill all of these expectations by the end of their prekindergarten year. These standards also do not encompass everything a child will achieve at each level.

Children learn best through play, which allows them opportunities to try out their ideas and make sense of what they are learning. It is through purposeful, adult interactive play that young children learn about themselves, others, and their world. Play is critical for enhancing children's physical skills, and for the development of self-regulation, cognition, executive functions, language, social skills, problem solving, and creativity.

The role of the adult is to promote children's development and facilitate their learning. The adult guides learning experiences using strategies that encourage children to think creatively, problem-solve, make decisions, and expand thinking skills.

Adults support learning and development by:

- Building relationships with each child and their family establishing and sustaining a climate where learning is engaging and fun.
- Using intentional teaching strategies that are integrated across areas of development and embed learning into everyday activities.
- Maximizing the classroom space and integrating a variety of materials and activities that encourage active learning.
- Focusing on the ongoing learning of each individual child using developmentally appropriate assessments.
- Using information that is gathered to guide instructional decisions and interventions.
- Providing support and making accommodations and modifications for children with developmental delays and disabilities as well as high ability learners.
- Using a variety of teaching strategies to match each child's individual learning style.
- Structuring opportunities for children to learn throughout the day, in group settings and individually.
- Providing encouragement, support, guidance, and appropriate challenges for children to achieve goals and learning outcomes.
- Supporting each child's participation in learning activities by asking open-ended questions and promoting problem solving and independence.
- Modeling respect for people and materials in the environment.
- Working together to create a safe environment.
- Valuing one another and what each person contributes.
- Partnering with families.

# APPROACHES TO LEARNING

## I. Approaches to Learning

### A. Show Curiosity

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Express interest in people</b>	<ul style="list-style-type: none"> <li>Imitates actions and behaviors of adults and other children</li> <li>Asks about people in the environment</li> </ul>	<ul style="list-style-type: none"> <li>Asks others for personal information ("Why do you have a band-aid?", "What's your name?", etc.)</li> <li>Engages in conversations initiated by others</li> <li>Greets and initiates interactions with adults and peers</li> </ul>	<ul style="list-style-type: none"> <li>Takes interest in others' activities</li> <li>Actively engages in activities and interactions with adults and peers</li> </ul>
<b>2. Show interest in learning new things and trying new experiences</b>	<ul style="list-style-type: none"> <li><b>Investigates and experiments with materials</b></li> <li>Explores materials in the environment to cause a result</li> <li>Engages in pretend play around familiar events</li> </ul>	<ul style="list-style-type: none"> <li>Investigates environment with purpose during play</li> <li>Participates with different art materials, dramatic play, blocks, and puzzles/toys</li> <li>Shows willingness to listen to a new song or story</li> <li>Shows pride in new accomplishments and skills</li> </ul>	<ul style="list-style-type: none"> <li>Notifies new displays and materials and discusses them with the adult</li> <li>Seeks new and varied experiences and challenges through play</li> </ul>
<b>3. Ask questions</b>	<ul style="list-style-type: none"> <li>Asks questions repeatedly about familiar objects, people, and experiences</li> <li>Asks questions to acquire more information</li> </ul>	<ul style="list-style-type: none"> <li>Asks questions to find answers</li> </ul>	<ul style="list-style-type: none"> <li>Seeks more detailed explanations and asks "Why?"</li> </ul>

#### Suggestions for the Environment:

- Safe, natural space with interesting materials that encourage children's interaction, involvement, exploration, and experimentation
- Materials for open-ended activities, manipulation, and choices for explorative play (sand and water play, clay, paints, markers, books, and blocks)
- Some permanent and some now/rotating materials to explore
- Technology that encourages creative thinking, problem solving,

#### Teaching with Intent Throughout the Day:

- Follows child's lead during play and exploration
- Describes to children what they are experiencing (feeling, hearing, touching, seeing)
- Responds to children's curiosity and questions with enthusiasm and encouragement
- Asks questions and helps children find answers through active hands-on exploration
- Encourages hands-on and sensory experiences such as touching, holding,

<p>and extended interest in the activity</p> <ul style="list-style-type: none"> <li>• Challenging materials that encourage investigation</li> </ul>	<p>exploring, tasting, smelling, and manipulating to allow for deeper understanding</p> <ul style="list-style-type: none"> <li>• Explores the outside world and engages in learning experiences along with children</li> <li>• Asks open-ended questions to engage children's imagination and expand children's understanding</li> <li>• Understands that "messy" play is part of the learning experience</li> <li>• Arranges the environment to encourage exploration, problem solving, and limits "No's"</li> <li>• Responds to children's exploration and discovery with enthusiasm and encouragement</li> <li>• Provides ample amount of time throughout the day for child-initiated activities</li> </ul>
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# APPROACHES TO LEARNING

## I. Approaches to Learning B. Take Initiative

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Initiate interaction with others</b>	<ul style="list-style-type: none"> <li>Engages in associative play with other children</li> <li>Participates in conversations about past events</li> </ul>	<ul style="list-style-type: none"> <li>Asks a peer to join in play</li> <li>Engages in cooperative play (may require adult support)</li> <li>Seeks out other children with whom to play (rather than an adult)</li> <li>Suggests play activities</li> <li>Greets and initiates interactions with adults and peers</li> </ul>	<ul style="list-style-type: none"> <li>Joins play that is already in progress</li> <li>Engages in cooperative play and activities with others</li> <li>Initiates conversations with adults and other children</li> <li>Engages in turn-taking conversations with peers and adults</li> </ul>
<b>2. Make decisions independently</b>	<ul style="list-style-type: none"> <li>Often insists on some choices</li> <li>Makes a decision from 2 provided choices</li> <li>Makes choices about what simple games to play, stories to read, and songs to sing</li> </ul>	<ul style="list-style-type: none"> <li>Selects items/objects from a variety of choices with adult support</li> <li>Appropriately refuses requests or activities with adult support</li> </ul>	<ul style="list-style-type: none"> <li>Selects items/objects from a variety of choices and comes up with ideas about ways to use them constructively</li> <li>Appropriately refuses requests or activities</li> </ul>
<b>3. Develop independence during activities, routines and play</b>	<ul style="list-style-type: none"> <li><b>Demonstrates independence during activities, routines, and play</b></li> <li>Attends to an independent task or activity for 5 minutes (self-selected)</li> <li>Continues to play when the adult leaves the area</li> <li>Verbally expresses desire to complete tasks on their own</li> <li>Participates in toileting routine</li> <li>Participates in hand washing routines</li> <li>Uses a fork for eating</li> <li>Spoon feeds without spilling</li> <li>Removes coat</li> <li>Puts shoes on (could be on wrong feet)</li> <li>Wipes nose when prompted</li> </ul>	<ul style="list-style-type: none"> <li><b>Completes an independent task or activity for up to 10 minutes (self selected)</b></li> <li>Chooses an activity at choice time and goes to another area to play when finished</li> <li>Works to complete tasks with increasing independence (starts an art project and asks to continue it later)</li> <li>Cares for toileting needs and rarely has an accidents, includes managing clothing</li> <li>Uses napkin to wipe face</li> <li>Puts coat on independently, may need assistance with zipper</li> <li>Manages backpack and personal belongings</li> </ul>	<ul style="list-style-type: none"> <li><b>Completes an independent task or activity for up to 10 minutes (teacher selected)</b></li> <li>Makes an independent decision about an activity to participate in or who to play with</li> <li>Develops a growing ability to plan, work independently, cooperatively, and demonstrate care and persistence</li> <li>Independently cares for toileting needs</li> <li>Puts on shoes (each shoe on the correct foot)</li> <li>Wipes nose without verbal cue</li> <li>Covers mouth and nose when coughing and sneezing</li> </ul>

**Suggestions for the Environment:**

- A consistent daily routine designed to meet the individual needs of each child
- Safe, natural space with interesting materials that encourage children's interaction, involvement, exploration, and experimentation
- Materials for open-ended activities, manipulation, and choices for explorative play (sand and water play, clay, paints, markers, books, and blocks)
- Visuals for routines, including daily schedule, toileting, and handwashing

**Teaching with Intent Throughout the Day:**

- Promotes independence and self-help skills
- Provides a reliable routine designed to meet each child's individual needs
- Provides ample amount of time throughout the day for child-initiated activities
- Arranges the environment to encourage exploration, problem solving, and limits "No's"
- Provides developmentally appropriate choices in order to allow children a sense of control
- Responds to children's exploration and discovery with enthusiasm and encouragement
- Allows children to experiment with their growing competence and independence
- Organizes the classroom and establishes a daily routine that enables children to independently choose materials and put them away on their own (supplies on low shelves, limited time in large group activities)
- Facilitates open-ended and child-initiated activities to encourage independence and self-direction
- Models desired behaviors or facilitates joining play, such as asking a friend to play or sharing ideas
- Provides opportunities for partner activities, small group experiences and group games
- Talks about decisions and their outcomes, such as having cold feet if you wear sandals in cold weather
- Offers two positive choices when asking questions, such as "Do you want applesauce or raisins for snack?"
- Incorporates classroom jobs

# APPROACHES TO LEARNING

## I. Approaches to Learning C. Exhibit Creativity

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Try new ways of doing things</b>	<ul style="list-style-type: none"> <li>• Explores new ways to use familiar things, including simple trial and error</li> <li>• Imitates others in using objects in new or unanticipated ways during play</li> <li>• Changes behavior based on previous learning</li> </ul>	<ul style="list-style-type: none"> <li>• Explores new ways to use familiar things, including simple trial and error</li> <li>• Seeks alternate method when first attempt fails</li> <li>• Changes behavior based on previous learning</li> </ul>	<ul style="list-style-type: none"> <li>• Completes projects differently than others (uses a novel approach in block structures or paintings, etc.)</li> <li>• Creates new activities or games or new ways to play a familiar game</li> <li>• Begins to enjoy games where must adjust to changing rules (Simon Says)</li> <li>• Adjusts behavior to different activities/settings</li> </ul>
<b>2. Use imagination to generate a variety of ideas</b>	<ul style="list-style-type: none"> <li>• Engages in simple whole-group dramatics (everyone pretends to be a cat)</li> <li>• Makes up or changes words, songs, or stories</li> <li>• Expresses ideas through art, construction, movement, music</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in make-believe play, imitating an activity for 10 minutes</li> <li>• Makes up or changes words, songs, or stories</li> <li>• Expresses ideas through art, construction, movement, music</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in make-believe play, imitating an activity for 15 minutes</li> <li>• Invents new activities through play</li> <li>• Understands what is real and make-believe</li> <li>• Makes up or changes words, songs, or stories</li> <li>• Expresses ideas through art, construction, movement, music</li> </ul>
<b>3. Exhibit sense of humor</b>	<ul style="list-style-type: none"> <li>• Makes up silly words, plays with sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Exaggerates movements or statements to be funny</li> </ul>	<ul style="list-style-type: none"> <li>• Laughs when someone tells a funny story</li> </ul>

### Suggestions for the Environment:

- Plenty of time, space and materials for play
- Materials for open-ended activities, manipulation, and choices for explorative play (sand and water play, clay, paints, markers, books, and blocks)
- Opportunities for silly music and movement

### Teaching with Intent Throughout the Day:

- Stretches children's thinking and uses interesting language and vocabulary in conversations
- Allow children to use items in creative ways in various areas of the classroom (use a block as a phone in the dramatic play area)
- Sings familiar songs and make up silly songs and tells silly stories
- Encourages children to dance and sing to a variety of music
- Wonders aloud by asking questions, such as "What if we tried it this way?"
- Reads books using different voices for the characters



# APPROACHES TO LEARNING

## I. Approaches to Learning D. Show Confidence

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Express ideas and opinions</b>	<ul style="list-style-type: none"> <li>Communicates likes and dislikes</li> <li>Expresses preferences for familiar people, books, toys, and activities</li> <li>Often insists on some choices in an appropriate manner</li> </ul>	<ul style="list-style-type: none"> <li>Shares ideas in a group situation</li> <li>Engages in turn-taking conversations with adults</li> </ul>	<ul style="list-style-type: none"> <li>Suggests solutions for a conflict or problem</li> <li>Engages in turn-taking conversations with peers and adults</li> </ul>
<b>2. View self as competent and has a positive self-image</b>	<ul style="list-style-type: none"> <li>Uses positive words to describe self</li> <li>Shows others what they can do</li> <li>Celebrate accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>Uses positive words to describe self</li> <li>Recognizes own abilities and expresses satisfaction when demonstrating them to others</li> <li>Celebrates accomplishments</li> <li>Knows self as part of family, culture, spiritual group, or community</li> <li>Accepts feedback and redirection</li> <li>Demonstrates perseverance</li> </ul>	<ul style="list-style-type: none"> <li>Uses positive words to describe self</li> <li>Celebrates accomplishments</li> <li>Shows pride in family composition</li> <li>Recognizes self as important to family and friends</li> <li>Recognizes and respects similarities and differences between self and others</li> <li>Discusses their own actions and efforts</li> <li>Contributes to classroom discussions expressing own thoughts and ideas</li> </ul>

### Suggestions for the Environment:

- Offer opportunities for sharing student celebrations
- Display celebrations on celebration board
- Promote positive interactions

### Teaching with Intent Throughout the Day:

- Asks questions that encourage children to describe their actions and efforts
- Offers choices
- Observes children during play and seeks out materials and resources to support their interests
- Asks questions and engages in conversations to encourage children to share ideas and preferences
- Identifies accomplishments, using phrases such as "You did it." when a task is accomplished

# APPROACHES TO LEARNING

## I. Approaches to Learning E. Display Persistence

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Sustain attention to a task or activity that is age-appropriate</b>	<ul style="list-style-type: none"> <li>Participates in a small group project or activity for up to 5 minutes (teacher led)</li> <li>Participates in a large group project or activity for up to 5 minutes with prompts</li> <li>Demonstrates independence during activities, routines, and play</li> <li>Returns to an activity after being distracted</li> </ul>	<ul style="list-style-type: none"> <li>Participates in a small group project or activity for up to 10 minutes (teacher led)</li> <li>Participates in a large group project or activity for up to 10 minutes with prompts</li> <li>Completes an independent task or activity for up to 10 minutes (self selected)</li> <li>Participates in an independent task or activity for 5 minutes (teacher selected)</li> <li>Ignores distractions briefly when engrossed in an activity</li> </ul>	<ul style="list-style-type: none"> <li>Participates in a small group project or activity for up to 15 minutes (teacher led)</li> <li>Participates in a large group project or activity for up to 15 minutes with prompts</li> <li>Completes an independent task or activity for up to 10 minutes (teacher selected)</li> <li>Participates in an independent task or activity for up to 15 minutes (self selected)</li> <li>Sustains attention to a task despite distractions</li> <li>Works on a task over a period of time, leaving and returning to complete it (going back to interrupted work or continuing a project over time)</li> <li>Develops a growing ability to plan, work independently, cooperatively, and demonstrate care and persistence</li> </ul>
<b>2. Pursue challenges</b>	<ul style="list-style-type: none"> <li>Persists in trying to complete a task after many attempts have failed (putting socks and shoes on- could be on wrong feet, putting coat on, attempting food/drink containers)</li> <li>Makes a plan for an activity with adult assistance</li> </ul>	<ul style="list-style-type: none"> <li>Persists in trying to complete a task after many attempts have failed (putting socks and shoes on-could be on wrong feet, zip engaged zipper after trying to engage it independently, opening food/drink containers)</li> <li>Makes a plan for an activity</li> <li>Continues to work on an activity when offered help with a problem</li> </ul>	<ul style="list-style-type: none"> <li>Persists in trying to complete a task (engage and zip zipper, opening food/drink container)</li> <li>Continues to work to solve a difficult problem</li> </ul>

<b>3. Cope with frustration</b>	<ul style="list-style-type: none"> <li>• Persists in trying to complete a task after many attempts have failed (putting socks and shoes on- could be on wrong feet, putting coat on, attempting food/drink containers) while maintaining expected behavior with adult support (asking for help, staying calm)</li> <li>• Shows understanding when a peer accidentally disrupts/messes up play with adult support</li> </ul>	<ul style="list-style-type: none"> <li>• Persists in trying to complete a task after many attempts have failed (putting socks and shoes on-could be on wrong feet, zip engaged zipper after trying to engage it independently, opening food/drink container) while maintaining expected behavior with adult support (asking for help, staying calm)</li> <li>• Shows understanding when a peer accidentally disrupts/messes up play</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Persists in trying to complete a task after many attempts have failed while maintaining expected behavior (asking for help, staying calm)</b></li> </ul>
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<b>Suggestions for the Environment:</b> <ul style="list-style-type: none"> <li>• Offer opportunities for challenging, developmentally appropriate activities</li> <li>• Promote encouraging words (staff-student, student-student, student-staff)</li> <li>• Model frustration and persistence and how to handle it</li> <li>• Provide extended time when introducing new or challenging skills</li> <li>• Be positive</li> <li>• Classroom Calm Space</li> </ul>	<b>Teaching with Intent Throughout the Day:</b> <ul style="list-style-type: none"> <li>• Provides ample time, space, materials and interactions for play</li> <li>• Offers opportunities to work on new skills</li> <li>• Gives children ample time to problem solve without intervening</li> <li>• Encourages children to try new strategies</li> <li>• Uses daily routines and self-talk to encourage positive interactions about what is happening or is going to happen</li> <li>• Provides multiple opportunities for rehearsing and practicing new concepts or skills, as well as information recall strategies</li> <li>• Models strategies to utilize during frustrating situations such as deep breathing</li> <li>• Encourages children to remain on task</li> </ul>
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# APPROACHES TO LEARNING

## I. Approaches to Learning F. Use Problem-Solving Skills

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Recognize problems</b>	<ul style="list-style-type: none"> <li>States a personal problem</li> </ul>	<ul style="list-style-type: none"> <li>Recalls a previous problem</li> <li>Recognizes making a mistake and sometimes is able to correct it</li> <li>Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions</li> </ul>	<ul style="list-style-type: none"> <li>Anticipates the potential for problems</li> <li>Asks what would happen if materials were added or taken away during activities or exploration (objects added to the deck of a boat)</li> </ul>
<b>2. Try to solve problems</b>	<ul style="list-style-type: none"> <li>Attempts a task before asking for assistance</li> <li>Observes and imitates how other people solve problems</li> <li>Manipulates materials to cause an action (moves stool to get to the sink)</li> <li>Uses objects as a tool (low chair to climb higher)</li> <li>Tries several methods to problem solve (moves obstacles to reach objects, twists, pulls and pounds to take objects apart)</li> <li>Responds in caring ways to another's distress in some situations</li> </ul>	<ul style="list-style-type: none"> <li>Attempts a task before asking for assistance</li> <li>Remembers and applies two rules simultaneously (books go here, trucks go here)</li> <li>Manipulates materials to cause an action (moves stool to get to the sink)</li> <li>Uses objects as a tool (low chair to climb higher)</li> <li>Tries several methods to problem solve (moves obstacles to reach objects, twists, pulls and pounds to take objects apart)</li> </ul>	<ul style="list-style-type: none"> <li>Modifies actions based on new information and experiences</li> <li>Begins to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (sort animal cards by color rather than by animals)</li> <li>Recalls and reflects on experiences and information, and interprets or draws conclusions based on the information</li> <li>Changes behavior in response to another child or adult</li> <li>Can delay gratification for better pay off later</li> </ul>
<b>3. Work with others to solve problems</b>	<ul style="list-style-type: none"> <li><b>Works with others to solve problems utilizing choices (cognitive and social)</b></li> <li>Asks familiar adult for assistance when encountering difficult tasks or situations</li> <li>Takes turns with assistance</li> </ul>	<ul style="list-style-type: none"> <li><b>Works with others to solve problems with some assistance (cognitive and social)</b></li> <li>Asks for assistance with a task from a peer before an adult after trying</li> <li>Cooperates in making decisions with another child with adult assistance</li> <li>Offers solutions to conflict with another child with adult assistance</li> </ul>	<ul style="list-style-type: none"> <li><b>Attempts to solve problems with other children (cognitive and social)</b></li> <li>Cooperates in making decision with another child</li> <li>Offers or accepts assistance from other children when help is needed</li> <li>Offers solutions to conflict with another child</li> </ul>

		<ul style="list-style-type: none"> <li>• Takes turns</li> <li>• Identifies ways to change behavior to respond to desires and needs of others</li> </ul>	
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<p><b>Suggestions for the Environment:</b></p> <ul style="list-style-type: none"> <li>• Mirrors, books, musical instruments, wind up toys, etc to encourage discovery</li> <li>• Materials with a variety of textures</li> <li>• Stacking blocks, activity boxes, containers to fill and dump, squeaky toys</li> <li>• Simple puzzles, sand and water play toys, nesting cups, and containers</li> <li>• Materials and activities to investigate and make predictions about natural events (growing seeds, animal habitats, weather center)</li> <li>• A variety of tools that can be used for exploring and investigating (scales, magnifying glasses, measuring cups and spoons, wide range of items to create three-dimensional objects)</li> <li>• Materials to support planning, reflection, and development of thought processes (writing materials, graph paper, charts)</li> <li>• Materials and activities to investigate cause and effect (water play, wheels, ramps, pulleys, marbles, tubes)</li> </ul>	<p><b>Teaching with Intent Throughout the Day:</b></p> <ul style="list-style-type: none"> <li>• Arranges the environment to encourage exploration, problem solving, and limits "No's"</li> <li>• Responds to children's exploration and discovery with enthusiasm and encouragement</li> <li>• Gives children ample time to problem solve without intervening</li> <li>• Encourages children to try new strategies</li> <li>• Observes children and uses parallel talk to describe what they are experiencing (feeling, hearing, touching)</li> <li>• Asks open-ended questions and provides ample time for children to think before responding</li> <li>• Has conversations devoted to topics that are interesting to children and offers challenging, relevant problems to solve</li> <li>• Helps children see themselves as thinkers, models by using self-talk, and infuses the words think and thinking when talking with children</li> <li>• Encourages expressing needs verbally by modeling appropriate language</li> <li>• Involves children in solving problems using conflict resolution skills to support formation of personal relationships</li> <li>• Provides individual opportunities to discuss appropriate behavior in real situations</li> <li>• Stretches children's thinking and uses interesting language and vocabulary in conversations</li> <li>• Reads books and talks about the problem in a story</li> <li>• Models planning behaviors, using phrases such as "First we need to put your coat on and then we can go outside."</li> </ul>
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# SOCIAL-EMOTIONAL

## I. Knowledge of Self

### A. Exhibit Self-Awareness

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Show respect for self</b>	<ul style="list-style-type: none"> <li>• Celebrates accomplishments by showing others what they can do</li> <li>• Uses different words and/or signs to refer to themselves or others</li> <li>• Uses positive words to describe self</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrates accomplishments</li> <li>• Stands up for personal rights and needs with some adult support</li> <li>• Uses positive words to describe self</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stands up for personal rights and needs</b></li> <li>• Celebrates accomplishments by discussing their own actions and efforts</li> <li>• Uses positive words to describe self</li> </ul>
<b>2. Develop personal preferences</b>	<ul style="list-style-type: none"> <li>• Identifies own feelings, needs, and interests</li> <li>• Uses personal pronouns ( I, you, me)</li> <li>• Displays moments of independence</li> <li>• Shows independence by occasionally refusing requests or activities</li> </ul>	<ul style="list-style-type: none"> <li>• Describes themselves in terms of basic preferences</li> <li>• Makes independent choices and plans from a broad range of diverse play areas and centers</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses individuality by making independent decisions</li> <li>• Expresses ideas for activities and initiates discussions</li> <li>• Actively engages in activities and interactions with adults and peers</li> <li>• Contributes to group discussions expressing own thoughts and ideas</li> </ul>
<b>3. Know personal information</b>	<ul style="list-style-type: none"> <li>• Responds to name being called</li> <li>• Uses different words to refer to self and others</li> <li>• Identifies obvious physical similarities and differences between self and others</li> <li>• Talks about members of his/her family</li> <li>• Makes simple drawings to depict family members or self</li> <li>• Knows first and last name</li> </ul>	<ul style="list-style-type: none"> <li>• Refers to self by first and last name and identifies some personal characteristics</li> <li>• Knows gender</li> <li>• Knows age</li> <li>• Introduces self and family members to others</li> <li>• Sees self as a family member and identifies his/her role within the family</li> <li>• Describes self using several basic characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies self as being part of different groups (school family, family, community, culture)</li> <li>• Knows parents names</li> <li>• Describes characteristics of self and others</li> </ul>

#### Suggestions for the Environment:

- Provide interesting materials that encourage childrens' interactions, involvement, exploration, and experimentation (safety mirrors, playdough, paint, paper, natural materials,

#### Teaching with Intent Throughout the Day:

- Observes child and responds to individual needs throughout the daily routine
- Consistently nurtures and responds to childrens' physical and emotional

<p>variety of dress up and dramatic play items, changing the dramatic play area into different settings-farm, school, bakery, spaceship...)</p> <ul style="list-style-type: none"> <li>• Materials that reflect the lives of the children and their families and the world around them</li> <li>• Materials for children to learn about their own culture and the culture of others (music, photos, posters, books, dramatic play materials, etc.)</li> <li>• Displays that celebrate all children and all families, including people from diverse backgrounds beyond the immediate community</li> </ul>	<p>needs</p> <ul style="list-style-type: none"> <li>• Engages in frequent face-to-face interactions with children</li> <li>• Uses children's names in interactions</li> <li>• Acknowledges children's efforts to initiate and engage in social interactions</li> <li>• Follows child's lead during play and exploration</li> <li>• Provides developmentally appropriate choices in order to allow children a sense of control</li> <li>• Allows children to experiment with their growing competence and independence, promoting independence and self-help skills</li> <li>• Organizes the classroom and establishes a daily routine that enables children to independently choose materials and put them away on their own</li> <li>• Facilitates open-ended and child-initiated activities to encourage independence and self-direction</li> <li>• Asks questions that encourage children to describe their actions and efforts</li> <li>• Identifies physical characteristics, using phrases such as "You have blue eyes like me."</li> </ul>
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# SOCIAL-EMOTIONAL

## I. Knowledge of Self B. Develop Self-Control

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Follow simple rules</b>	<ul style="list-style-type: none"> <li>Follows classroom expectations when stated in positive brief statements with few reminders, visuals, models</li> <li>Recognizes visuals that go along with school expectations</li> </ul>	<ul style="list-style-type: none"> <li>Follows classroom expectations and routines with few reminders, visuals, models</li> <li>Follows rules and expectations during play or a game with adult support</li> </ul>	<ul style="list-style-type: none"> <li>Follows classroom expectations and routines</li> <li>Follows the expectations even when others do not</li> <li>Follows the rules and expectations during play or a game</li> <li>Alters behavior with verbal reminder or nonverbal signal from adult</li> </ul>
<b>2. Accept transitions and follow daily routines</b>	<ul style="list-style-type: none"> <li>Follows familiar routines with adult support and/or visuals (may still be difficult to transition from preferred activities)</li> <li>Continues to play when familiar adult leaves the area</li> <li>Anticipates and tries to prepare for changes in routine</li> </ul>	<ul style="list-style-type: none"> <li>Participates in schedules, routines, and other school situations with adult support and/or visuals</li> </ul>	<ul style="list-style-type: none"> <li>Participates in daily routine without being asked</li> <li>Transitions between tasks with minimal direction from adults</li> </ul>
<b>3. Express feelings through appropriate gestures, action and language</b>	<ul style="list-style-type: none"> <li>Identifies and names feelings including happy, angry, sad, scared</li> <li>Expresses wants and needs in expected ways</li> <li>Shows awareness of own feelings (happy, sad, angry, scared)</li> <li>Recognizes feelings in stories, pictures, or photos with support</li> <li>Responds in expected ways to repeated reminders and redirection with visuals and models</li> <li>Begins to be aware of expected and unexpected behavior in self</li> <li>Begins to use different ways to calm or comfort self when upset</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes and describes a wide range of feelings including happy, angry, sad, scared</li> <li>Responds in expected ways to directions or requests from adults</li> <li>Reacts to disappointment, failure, and conflict in expected ways (size of the problem)</li> <li>Shows awareness and responds in expected ways to the feelings of others</li> <li>Recognizes own feelings as well as the feelings of others and understands the expected behavior</li> <li>Refuses requests or activities in acceptable ways</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes and describes a wide range of feelings including calm, disappointed, frustrated, anxious, happy, angry, sad, scared</li> <li>Responds in expected ways to directions or requests from adults</li> <li>Reacts to disappointment, failure, and conflict in expected ways (size of the problem)</li> <li>Refuses requests or activities in acceptable ways</li> <li>Responds in expected ways to success and failure (sportsmanship during a game, etc.)</li> <li>Associates emotions with words and facial expressions</li> </ul>



		<ul style="list-style-type: none"> <li>• Responds in expected ways to success and failure (sportsmanship during a game, etc.)</li> <li>• Shows awareness of expected and unexpected behavior in self</li> <li>• Becomes increasingly aware of effects of own behavior on others</li> </ul>	<ul style="list-style-type: none"> <li>• Empathizes with the feelings of others</li> <li>• Describes emotions to trusted adult and peers</li> <li>• Manages impulses and feelings</li> <li>• Recognizes effect of own behavior on others most of the time</li> <li>• Recognizes examples and non-examples of words and actions that are helpful or hurtful</li> </ul>
<b>4. Adapt to different environments</b>	<ul style="list-style-type: none"> <li>• Reacts to changes in expected ways (flexible thinking) with adult support</li> <li>• Responds in expected ways across different environments with adult support</li> </ul>	<ul style="list-style-type: none"> <li>• Reacts to changes in expected ways (flexible thinking)</li> <li>• Responds in expected ways across different environments</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reacts to changes in expected ways (flexible thinking)</b></li> <li>• Responds in expected ways across different environments</li> <li>• Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment</li> </ul>

<p><b>Suggestions for the Environment:</b></p> <ul style="list-style-type: none"> <li>• A consistent daily routine with a posted visual schedule</li> <li>• Spaces and/or materials that allow children to practice calming themselves</li> <li>• Clear expectations that provide supportive guidance for development of self control</li> <li>• Adequate amounts and/or duplicates of accessible materials</li> <li>• Visual representations to support social strategies (social cue cards, posters, stories)</li> <li>• Classroom Calm Space</li> <li>• Feeling Buddies</li> <li>• Posted expectations</li> <li>• Dramatic play materials to express feelings</li> </ul>	<p><b>Teaching with Intent Throughout the Day:</b></p> <ul style="list-style-type: none"> <li>• Establishes a trusting and caring relationship with each child</li> <li>• Provides words and positive responses to guide children's behavior and support the development of self-control</li> <li>• Models how to treat people and materials gently and with mutual respect</li> <li>• Maintains consistent and individualized routines to meet the physical and emotional needs of the children</li> <li>• Soothes and calms the child in response to the child's feeling and behaviors</li> <li>• Remains calm and supportive during children's struggles</li> <li>• Provides children with a wide range of vocabulary around feelings</li> <li>• Provides literature, materials, and activities that help children interpret and express a wide range of feelings related to self and others</li> <li>• Models appropriate language to use when expressing feelings</li> <li>• Provides specific strategies children can learn to use to manage emotions</li> <li>• Helps children set goals, develop plans, and follow through</li> <li>• Provides positive, descriptive praise to children when they label and/or manage emotions</li> <li>• Anticipates potential problems and plans accordingly</li> <li>• Comments on specific positive behavior instead of giving empty praise</li> <li>• Provides individual opportunities to discuss appropriate behavior in real situations</li> <li>• Uses "Show Me 5" and "Listening with your Whole Body"</li> </ul>
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# SOCIAL-EMOTIONAL

## I. Knowledge of Self

### C. Develop Personal Responsibility

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Care for personal and group belongings</b>	<ul style="list-style-type: none"> <li>• <b>Cares for materials</b></li> <li>• Helps put things away</li> <li>• Demonstrates responsibility for classroom job</li> <li>• Defends own possessions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cares for materials</b></li> <li>• <b>Manages backpack and other personal belongings</b></li> <li>• Demonstrates responsibility for classroom job</li> <li>• Shares by taking turns with materials and toys with other children</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cares for materials</b></li> <li>• Demonstrates responsibility for classroom job</li> </ul>
<b>2. Begin to accept the consequences of their own actions</b>	<ul style="list-style-type: none"> <li>• <b>Accepts guidance and redirection from familiar adults</b></li> <li>• Acknowledges mistakes (brings a damaged object for repair, personal responsibility in social situations)</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts guidance and redirection from a variety of familiar adults</li> <li>• Recognizes personal mistakes (brings a damaged object for repair, personal responsibility in social situations)</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts guidance and redirection from a variety of adults</li> <li>• Recognizes how actions affect others and accept consequences for own actions</li> </ul>

#### Suggestions for the Environment:

- Classroom job chart
- Visuals for arrival routine
- Visuals for dismissal routine
- Labeled bins and/or shelves
- Classroom Calm Space
- Social Stories
- Choice Boards
- First/Then Visuals
- Contingency Maps

#### Teaching with Intent Throughout the Day:

- Provides various classroom jobs for students
- Shows children the appropriate places for classroom and personal items and helps them put them away
- Encourages children to put things away independently
- Commends children when they admit wrongdoing, using phrases such as "Thank you for telling me what happened. I'm here to help whenever you might need me."
- Models how to handle books and materials
- Helps children understand the consequences of their actions



# SOCIAL-EMOTIONAL

## II. Knowledge of Others

### A. Build Relationships of Mutual Trust and Respect with Others

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Respect rights of others</b>	<ul style="list-style-type: none"> <li>• <b>Demonstrates helping behaviors (simple errands, cleaning up, helping a friend, etc)</b></li> <li>• Plays appropriately with other students with adult supervision</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Allows others to complete conversations, activities and play without disruption (personal space, puzzles, block structures)</b></li> <li>• Waits to take a turn with occasional reminders</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Allows others to complete conversations, activities and play without disruption (personal space, puzzles, block structures)</b></li> <li>• Waits to take a turn</li> </ul>
<b>2. Seek comfort and security from significant adults</b>	<ul style="list-style-type: none"> <li>• <b>Asks familiar adult for assistance when encountering difficult tasks or situations</b></li> <li>• Looks to, or seeks out, familiar adults for comfort when upset or tired</li> <li>• Looks for an adult to help when another child needs assistance</li> <li>• Demonstrates understanding that playing with certain desirable or forbidden objects will get adults' attention</li> </ul>	<ul style="list-style-type: none"> <li>• Uses adults as a resource to solve problems</li> <li>• Looks to, or seeks out, familiar adults for comfort when upset or tired</li> <li>• Looks for an adult to help when another child needs assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts and requests guidance from adults</li> <li>• Uses adults as a resource to solve problems</li> <li>• Looks to, or seeks out, familiar adults for comfort when upset or tired</li> <li>• Looks for an adult to help when another child needs assistance</li> </ul>
<b>3. Develop friendships</b>	<ul style="list-style-type: none"> <li>• <b>Engages in associative play with other children</b></li> <li>• Seeks out other children for social interaction</li> <li>• Shows preference for particular playmates</li> <li>• Gives as well as takes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Engages in cooperative play and activities (may require adult support)</b></li> <li>• Seeks out other children with whom to play (rather than an adult)</li> <li>• Shows empathy for physically hurt or emotionally upset child</li> <li>• Shows enjoyment when playing with others</li> <li>• Expresses interests, acceptance, affection for others</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Engages in cooperative play and activities with others</b></li> <li>• Develops close friendships with one or two children as well as plays with many children</li> <li>• Shows concern for others (notifies who is absent, checks on someone that is sad)</li> <li>• Offers help and resources to others</li> <li>• Demonstrates an understanding of what it means to be a friend</li> </ul>
<b>4. Use courteous words and actions</b>	<ul style="list-style-type: none"> <li>• Imitates familiar tasks such as wiping the table</li> <li>• Shows concern for others</li> </ul>	<ul style="list-style-type: none"> <li>• Uses social conventions (please, thank you, excuse me, holding the door, passing food at meals)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses social conventions (please, thank you, excuse me, holding the door, passing food at meals)</li> </ul>

	<ul style="list-style-type: none"> <li>• Greets others appropriately</li> <li>• Responds appropriately in conversations initiated by others</li> <li>• May respond to peer's distress by doing something to make him/her feel better</li> </ul>	<ul style="list-style-type: none"> <li>• Waits for a turn during conversation</li> <li>• Demonstrates understanding of sharing</li> <li>• Uses appropriate communication skills to initiate or join classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates conversations with adults and other children</li> </ul>
<b>5. Respect similarities and differences among people</b>	<ul style="list-style-type: none"> <li>• Begins to be aware of expected and unexpected behaviors in others</li> <li>• Talks about members of his/her family</li> <li>• Noticing similarities and differences in others</li> </ul>	<ul style="list-style-type: none"> <li>• Includes everyone in activities</li> <li>• Shows awareness of expected and unexpected behavior in others</li> <li>• Sees self as a family member and identifies his/her role within the family</li> <li>• Recognizes that we are a school family</li> <li>• Compares own characteristics with those of others</li> </ul>	<ul style="list-style-type: none"> <li>• Includes everyone in activities</li> <li>• Recognizes a variety of jobs and the work associated with them</li> <li>• Identifies self as being part of different groups (family, community, school family)</li> <li>• Recognizes and respects similarities and differences between self and others</li> <li>• Treats others with respect when conflict or differences occur</li> </ul>

<p><b>Suggestions for the Environment:</b></p> <ul style="list-style-type: none"> <li>• Toys, such as dolls or stuffed animals that children can pretend to take care of by holding, feeding, rocking, or singing</li> <li>• Duplicate materials and accessible equipment that allow for young children to explore alone or together with others</li> <li>• Materials that encourage interaction</li> <li>• Visual cues for social strategies (emotions chart and Two Steps to Self Regulation Chart)</li> <li>• Props, materials, and displays that depict the community, including diverse types of families and cultures</li> <li>• Props and materials for children to explore a wide variety of roles and career possibilities</li> <li>• Displays/photos of each child's home and family members</li> <li>• Provides visual examples inclusive of gender, age, ability, race, and culture</li> </ul>	<p><b>Teaching with Intent Throughout the Day:</b></p> <ul style="list-style-type: none"> <li>• Provides positive, specific, descriptive, individualized feedback to children to promote cooperative and prosocial behaviors</li> <li>• Provides materials that encourage interactive play with others</li> <li>• Encourages turn-taking and cooperation during communication and play</li> <li>• Encourages children to rely on one another (ask a friend to help zip your coat)</li> <li>• Anticipates potential problems and plans accordingly</li> <li>• Builds trust by providing support while children are interacting with others</li> <li>• Speaks to children in a calm voice at eye level</li> <li>• Encourages nurturing behavior through modeling, stories, and songs</li> <li>• Encourages the use of manners through modeling and role-playing</li> <li>• Demonstrates and involves children in respecting the rights of others</li> <li>• Encourages expressing needs verbally by modeling appropriate language</li> <li>• Involves children in solving problems using conflict resolution skills to support formation of personal relationships</li> <li>• Provides individual opportunities to discuss appropriate behavior in real situations</li> <li>• Discusses differences in people and routines</li> <li>• Helps children understand and appreciate individual personalities</li> <li>• Helps children describe and appreciate their own characteristics and those of others</li> <li>• Is careful not to perpetuate stereotypes</li> <li>• Invites families to share their uniqueness (traditions, holidays, food, games, hobbies)</li> <li>• Learns familiar words in the child's home language based on family input</li> </ul>
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# SOCIAL-EMOTIONAL

## II. Knowledge of Others

### B. Work Cooperatively With Others

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Participate successfully as a member of a group</b>	<ul style="list-style-type: none"> <li>Follows classroom expectations and routines (including transitions) for play and group participation with adult support</li> <li>Participates in a small group project or activity for up to 5 minutes (teacher led)</li> <li>Participates in a large group project or activity for up to 5 minutes with prompts</li> <li>Engages in simple associative play with other children</li> <li>Plays simple group games</li> </ul>	<ul style="list-style-type: none"> <li>Follows classroom expectations and routines (including transitions) for play and group participation with some adult support</li> <li>Participates in a small group project or activity for up to 10 minutes (teacher led)</li> <li>Participates in a large group project or activity for up to 10 minutes with prompts</li> <li>Responds to adults' questions</li> <li>Engages in cooperative play with others (may require adult guidance or support)</li> <li>Allows others to join an activity or play</li> </ul>	<ul style="list-style-type: none"> <li>Follows classroom expectations and routines (including transitions) for play and group participation with minimal adult support</li> <li>Participates in a small group project or activity for up to 15 minutes (teacher led)</li> <li>Participates in a large group project or activity for up to 15 minutes with prompts</li> <li>Engages in sustained periods of cooperative play up to 10 minutes</li> <li>Knows how to join others in an activity or play</li> <li>Invites other children to join groups or activities</li> </ul>
<b>2. Share experiences and ideas with others</b>	<ul style="list-style-type: none"> <li>Answers questions about personal experiences as they relate to an activity or play experience</li> </ul>	<ul style="list-style-type: none"> <li>Shares a personal experience as they relate to an activity or play experience with some adult support</li> </ul>	<ul style="list-style-type: none"> <li>Accepts suggestions from other children during play</li> <li>Offers or accepts assistance from other children when help is needed</li> </ul>
<b>3. Begin to examine a situation from another person's perspective</b>	<ul style="list-style-type: none"> <li>Experiments with effects of own actions on objects and people (cause and effect)</li> </ul>	<ul style="list-style-type: none"> <li>Notifies the effects of own actions on objects and people</li> <li>Expresses concern for the needs of others</li> </ul>	<ul style="list-style-type: none"> <li>Understands the effects of own actions on objects and people with adult support</li> <li>Modifies plans in consideration of others wants and needs with adult guidance</li> <li>Demonstrates an understanding of and responds to needs of others</li> </ul>
<b>4. Resolve conflicts with others</b>	<ul style="list-style-type: none"> <li>Uses language rather than physical actions to resolve</li> </ul>	<ul style="list-style-type: none"> <li>Uses language rather than physical actions to resolve</li> </ul>	<ul style="list-style-type: none"> <li>Uses language rather than physical actions to resolve conflicts</li> </ul>

	<p><b>conflicts</b></p> <ul style="list-style-type: none"> <li>Expresses concerns to an adult (tattling)</li> <li>Shows an interest in fairness and established expectations</li> </ul>	<p><b>conflicts</b></p> <ul style="list-style-type: none"> <li>Expresses concerns to an adult</li> <li>Suggests solutions to conflicts with adult guidance and support</li> <li>Attempts to make amends (says I'm sorry, offers a toy)</li> <li>Offers solutions to conflict with another child with adult assistance</li> </ul>	<ul style="list-style-type: none"> <li>Expresses concerns to peers and adults</li> <li>Attempts to solve problems with other children independently</li> </ul>
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<p><b>Suggestions for the Environment:</b></p> <ul style="list-style-type: none"> <li>Duplicates of some toys/materials so children can play next to and with others without always having to share and take turns</li> <li>Toys that can be used for simple role play/pretend play</li> <li>Visual cues depicting appropriate behaviors during routine times</li> <li>Time and space for group work as well as space to work alone</li> <li>Materials such as trays, placemats, or rugs to allow children to visually define their space</li> <li>Open-ended toys such as blocks and dollhouses that create opportunities for turn taking and encourage cooperation and problem solving</li> <li>Visual cues for social strategies (emotions chart and Five Steps to Self Regulation)</li> </ul>	<p><b>Teaching with Intent Throughout the Day:</b></p> <ul style="list-style-type: none"> <li>Talks with child about how his/her behavior might make others feel</li> <li>Plays games with child that demonstrate how behavior and actions cause effects</li> <li>Models appropriate negotiation and conflict management behaviors with others</li> <li>Provides positive, specific, descriptive, individualized feedback to children to promote cooperative and prosocial behaviors</li> <li>Provides materials that encourage interactive play with others</li> <li>Encourages turn-taking and cooperation during communication and play</li> <li>Encourages children to rely on one another (ask a friend to help zip your coat)</li> <li>Provides opportunities for children to work in small groups in which each child has a specific responsibility</li> <li>Encourages peer interactions in activities to learn cooperation skills</li> <li>Models cooperation ("Can I have that when you are finished?")</li> <li>Anticipates potential problems and plans accordingly</li> <li>Identifies strategies to enter into play with another child or group of children</li> </ul>
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# LANGUAGE & LITERACY

## I. Spoken/Expressive Language; A. Use Language to Communicate

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Communicate in a variety of ways</b>	<ul style="list-style-type: none"> <li>• Uses words or phrases to express wants, seek attention, protest, comment, or offer greeting</li> <li>• Asks questions to acquire more information</li> </ul>	<ul style="list-style-type: none"> <li>• Understands different rules for using language and variation in voice level</li> <li>• Begins to understand body language as a nonverbal means of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Uses non-verbal communication to enhance message (eye contact as appropriate, facial expression, gestures)</li> </ul>
<b>2. Initiate and respond appropriately in conversation and discussions</b>	<ul style="list-style-type: none"> <li>• Asks “why”, “who”, and “where” questions</li> <li>• Is able to say own name</li> <li>• Responds to simple and familiar questions</li> <li>• Participates in conversations about past events</li> <li>• Answers simple questions and begins to ask questions using inflection and intonation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Engages in turn-taking conversations with adults</b></li> <li>• Answers “why”, “who”, and “where” questions</li> <li>• Greets and initiates interactions with adults and peers</li> <li>• Uses social conventions in language with adult support</li> <li>• Relates a personal experience with some understanding of sequence and ending/closure</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Maintains a topic of conversation through multiple exchanges (with adults and peers)</b></li> <li>• Uses language to share ideas and gain information</li> <li>• Attempts to independently solve problems through communicating with other children</li> <li>• Follows agreed upon rules for discussions</li> <li>• Responds to open ended questions</li> </ul>
<b>3. Use language to pretend or create</b>	<ul style="list-style-type: none"> <li>• Role plays as various characters during play</li> </ul>	<ul style="list-style-type: none"> <li>• Makes up rhymes or songs</li> <li>• Tells make believe stories</li> <li>• Describes what is happening in a picture</li> </ul>	<ul style="list-style-type: none"> <li>• Uses language for a variety of purposes (role playing, rhyming, telling jokes, using props, telling stories, describing feelings)</li> </ul>
<b>4. Use complete sentences of varying length</b>	<ul style="list-style-type: none"> <li>• Generally uses sentences of 2 or more words</li> <li>• Communicates verbally ranging from single words to simple sentences</li> <li>• Communicates using noun+verb combinations</li> <li>• Uses past tense</li> <li>• Uses possessive nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Generally uses sentences of 3 or more words</li> <li>• Uses sentences that include two or more separate ideas</li> <li>• Communicates using noun/pronoun+verb combinations</li> <li>• Uses simple pronouns (I, me, you, mine, he, she)</li> <li>• Uses prepositions</li> <li>• Uses irregular plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Generally uses sentences of 4 or more words</li> <li>• Uses increasingly longer and more complex sentences to communicate ideas</li> <li>• Communicates using noun/pronoun+verb combinations+adjectives/prepositions/conjunctions</li> <li>• Understands and uses most</li> </ul>



		<ul style="list-style-type: none"> <li>Understands and uses some question words</li> <li>Demonstrates an emerging understanding of basic grammar rules</li> </ul>	question words
<b>5. Acquire and experiment with vocabulary</b>	<ul style="list-style-type: none"> <li>Matches ten colors (red, orange, yellow, green, blue, purple, pink, brown, black, white)</li> <li>Understands directional and positional concepts-close/open, front/back, in/out, up/down</li> <li>Understands qualitative concepts-big/little</li> <li>Names animals and common objects</li> <li>Names objects or actions in picture books</li> <li>Uses personal pronouns (I, you, me)</li> <li>Uses words to label actions</li> <li>Exhibits curiosity and interest in learning new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Identifies ten colors (red, orange, yellow, green, blue, purple, pink, brown, black, white)</li> <li>Understands directional and positional concepts-behind/in front of, bottom/top</li> <li>Understands qualitative concepts-full/empty</li> <li>Exhibits curiosity and interest in learning new vocabulary</li> <li>Uses new vocabulary that has been introduced in sentences</li> <li>States the function of familiar objects</li> <li>Names parts of the body</li> <li>Provides a label when given a child-friendly definition of a familiar word</li> <li>Demonstrates an emerging understanding of frequently occurring verbs and adjectives by relating them to their opposites</li> <li>Distinguishes among a few verbs describing the same action by acting out the meanings</li> </ul>	<ul style="list-style-type: none"> <li>Names ten colors (red, orange, yellow, green, blue, purple, pink, brown, black, white)</li> <li>Understands directional and positional concepts-over/under, low/high, forward/backward, away from/toward, above/below, right/left</li> <li>Understands qualitative concepts-tall/short, fast/slow, all/none, long/short, large/small</li> <li>Asks and answers questions about unknown words in a text</li> <li>Begins to use new words and phrases acquired through conversations and exposures to texts</li> <li>Describes similarities and differences between objects</li> <li>Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites</li> <li>Distinguishes among some verbs describing the same general action by acting out the meanings</li> </ul>
<b>6. Produce a variety of sounds</b>	<ul style="list-style-type: none"> <li>Speaks, or uses alternate communication methods, so that familiar listeners are able to understand</li> <li>Imitates sounds and simple rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Speaks clearly, or uses alternate communication methods, to be understood by unfamiliar listeners-75% of speech is intelligible</li> <li>Produces m,h,p,b,n,d,k,and f- in words</li> <li>Produces consonant sounds at the beginning of words</li> <li>Produces consonant sounds at the end of words</li> <li>Produces consonant sounds in the middle of words</li> </ul>	<ul style="list-style-type: none"> <li>Speaks clearly, or uses alternate communication methods, to be understood by unfamiliar listeners-90% of speech is intelligible</li> <li>Produces m,h,w,p,b,n,d,k,f-,t,g, and y in words</li> </ul>

**Suggestions for the Environment:**

- Materials that encourage face-to-face interactions (books, puppets, dolls, mirrors)
- Pictures of children and their families displayed in the environment
- A variety of activities and centers that encourage children to interact and communicate with adults and peers
- Props, books, materials, and manipulatives for telling and retelling events and stories

**Teaching with Intent Throughout the Day:**

- Treats children's attempts at communication as intentional and meaningful
- Uses alternate ways to communicate when needed (sign language, picture exchange, gestures)
- Builds on children's interests to introduce new vocabulary and ideas
- Engages children in back and forth communication
- Provides opportunities for children to engage in turn taking and dialogue in conversation
- Frequently engages in conversations with children
- Uses advanced language with children by extending their language and using new or unfamiliar vocabulary
- Uses open-ended questions throughout the day that require children to put together language to communicate complex ideas such as, "Tell me about..." or "What do you think?" and "How do you know..."



# LANGUAGE & LITERACY

## II. Listening/Receptive Language

### A. Listen for Different Purposes

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Listen to others</b>	<ul style="list-style-type: none"> <li>Responds to name being said</li> </ul>	<ul style="list-style-type: none"> <li>Listens to others and responds to feelings and expressed ideas</li> </ul>	<ul style="list-style-type: none"> <li>Listens to others and responds to feelings and expressed ideas</li> </ul>
<b>2. Listen to sounds in the environment</b>	<ul style="list-style-type: none"> <li>Notices sounds in the classroom</li> <li>Notices sounds outside of the classroom (playground)</li> <li>Asks about sounds that are heard</li> </ul>	<ul style="list-style-type: none"> <li>Listens to sounds in the classroom</li> <li>Listens to sounds outside of the classroom (playground)</li> </ul>	<ul style="list-style-type: none"> <li>Describes sounds that are heard</li> </ul>
<b>3. Follow simple directions</b>	<ul style="list-style-type: none"> <li><b>Follows simple one-step directions during tasks and activities</b></li> <li>Points to pictures of animals or common objects on request</li> <li>Responds with understanding to action words</li> </ul>	<ul style="list-style-type: none"> <li><b>Follows simple two-step directions during tasks and activities</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Follows two-step directions during tasks and activities</b></li> <li>Follows verbal instructions with contingencies during tasks and activities</li> </ul>
<b>4. Listen responsively to books and stories</b>	<ul style="list-style-type: none"> <li>Attends to and gains information from short stories, rhymes, fingerplays, and songs demonstrated by pointing to pictures, filling in or repeating parts, or asking and answering questions</li> <li>Imitates phrases in a book with repetition</li> <li>Engages in reading activities with an adult and small group of peers</li> </ul>	<ul style="list-style-type: none"> <li><b>Listens to stories that are read aloud and shows understanding by answering who, where, and why questions</b></li> <li>Listens to stories that are read aloud, and shows understanding through body language, pointing to pictures, filling in or repeating parts, asking and answering questions, or retelling the story</li> <li>Asks and answers simple questions about story content with support</li> <li>Demonstrates understanding of the meaning of stories, songs, and poems</li> <li>Makes relevant comments about stories</li> </ul>	<ul style="list-style-type: none"> <li><b>Listens to familiar stories that are read aloud and shows understanding by recognizing beginning, middle, and end using illustrations</b></li> <li><b>Listens to familiar stories that are read aloud and shows understanding by sharing 2-3 key events using illustrations</b></li> <li>Asks and answers questions about key details in a text with support</li> <li>Makes predictions about a story that is read aloud</li> <li>Listens to stories that are read aloud, and shows understanding through filling in or repeating parts, and asking and answering questions</li> <li>Retells stories with increasing detail</li> </ul>

			<ul style="list-style-type: none"> <li>and accuracy with support</li> <li>Identifies characters, setting, and major events in a story</li> </ul>
<b>5. Respond to questions</b>	<ul style="list-style-type: none"> <li><b>Responds to simple yes and no questions</b></li> <li>Answers simple questions using short sentences</li> <li>Answers simple questions about text using pictures</li> </ul>	<ul style="list-style-type: none"> <li>Answers “why”, “who”, and “where” questions</li> </ul>	<ul style="list-style-type: none"> <li>Answers questions about a story or activity</li> <li>Answers open ended questions</li> <li>Answers “what if” questions</li> <li>Makes predictions</li> </ul>

<p><b>Suggestions for the Environment:</b></p> <ul style="list-style-type: none"> <li>Stories, songs, words, games, and daily schedules in English and the languages of non-English speaking children</li> <li>Books, photo albums, magazines with pictures, catalogs, flannel boards, and puppets accessible throughout the day</li> <li>Opportunities to play listening games and listen to different types of sounds</li> <li>Assist children in understanding new vocabulary by using a word wall, pictures, or labels</li> <li>Materials/props available for retelling the story in a variety of ways</li> <li>Opportunities to listen to stories/songs independently or in small group situations</li> <li>Technology activities available to support and extend children’s language learning</li> <li>Visuals to support listening and understanding of schedules, step by step directions, routines</li> </ul>	<p><b>Teaching with Intent Throughout the Day:</b></p> <ul style="list-style-type: none"> <li>Engages children in social games and back and forth communicating</li> <li>Pairs words with actions and objects during play activities and daily routines</li> <li>Names and describes people, things, and actions during play activities and daily routines</li> <li>Follows the child’s lead, commenting on the child’s actions and sounds</li> <li>Engages children in songs, rhymes, fingerplays, and stories, including songs and stories that are culturally meaningful to the children in the group</li> <li>Uses short phrases to describe actions in play activities and daily routines</li> <li>Names and describes people, things, and actions in the environment</li> <li>Expands on child’s language and answers questions</li> <li>Presents information in a variety of ways with an assortment of materials (enhance the meaning of stories being read by including actions or props that demonstrate the meaning)</li> <li>Makes learning meaningful by helping children link their interests and experiences to concepts (themes, previous learning)</li> <li>Introduces more complex words that are frequent enough that most would know what they mean, but usually require explicit/direct instruction to new learners, in conjunction with simple definitions to increase vocabulary-words typically offer more precise or mature ways of referring to ideas children already know (“This cookie is scrumptious, it tastes so good.”)</li> </ul>
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# LANGUAGE & LITERACY

## III. Written Language

### A. Use Writing as a Means of Expression/Communication

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Experiment with writing tools and materials</b>	<ul style="list-style-type: none"> <li>Experiments with a variety of writing tools, materials, and surfaces</li> </ul>	<ul style="list-style-type: none"> <li>Shows an interest in early writing</li> <li>Makes intentional marks when writing and drawing</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes a variety of writing tools and materials</li> <li>Makes intentional marks when writing and drawing</li> </ul>
<b>2. Use scribbles, shapes, pictures, letter-like forms and letters to write</b>	<ul style="list-style-type: none"> <li><b>Uses drawing, scribbles, or other marks that are meaningful to the student</b></li> <li>Scribbles with crayon or pencil as if writing; strokes are purposeful or well-controlled so seldom lose contact with the paper</li> <li>Draws straight and curved lines</li> </ul>	<ul style="list-style-type: none"> <li><b>Represents specific thoughts, ideas, or stories using drawing, scribbles, shapes, or letter-like forms</b></li> <li>Scribbles individual symbols</li> <li>Writes letter-like symbols</li> <li>Copies simple lines and shapes</li> <li>Recognizes that the letters of the alphabet are a special category of visual graphics that can be named</li> <li>Copies forms (vertical line, horizontal line, circle)</li> <li>Traces uppercase letters</li> <li>Draws a person with a head, eyes, legs, mouth, arms, hair and nose</li> <li>Draws a recognizable picture</li> <li>Uses consistent marks to represent name when writing</li> </ul>	<ul style="list-style-type: none"> <li><b>Represents specific thoughts, ideas, or stories using scribbling, letter-like forms, or letters to intentionally convey meaning</b></li> <li>Recognizes writing as a way of communicating for a variety of purposes (giving information, sharing stories)</li> <li>Writes a random string of letters to represent a word</li> <li>Copies forms (+, X, square)</li> <li>Copies uppercase letters</li> <li>Writes first name in a combination of upper and lowercase letters or all uppercase letters</li> <li>Draws a person with a head, eyes, legs, mouth, arms, hair, nose, trunk, hands, feet, ears (Mat Man)</li> <li>Draws a recognizable picture</li> <li>Recognizes letters are grouped to form words</li> </ul>
<b>3. Tell others about marks and intended meaning of drawing or writing</b>	<ul style="list-style-type: none"> <li>Draws simple shapes or scribbles to represent objects or actions</li> <li>Talks with others about what they have drawn/written</li> </ul>	<ul style="list-style-type: none"> <li>Identifies his/her writing as distinct from his/her drawing</li> <li>Labels a drawing with several randomly placed, letter-like shapes</li> <li>Draws, names and describes a recognizable picture</li> <li>Creates writing with the intent of</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates understanding of the organization and basic features of print</li> <li>Uses pretend writing in play as a purposeful activity</li> <li>Uses drawing, scribbling, letter-like form, and letters to intentionally</li> </ul>

		communicating (list, story) <ul style="list-style-type: none"> <li>• Demonstrates understanding of the organization and basic features of print</li> <li>• Demonstrates an understanding that print conveys meaning</li> </ul>	convey meaning <ul style="list-style-type: none"> <li>• Draws, names and describes a recognizable picture</li> <li>• Recognizes that spoken words are represented in written language by specific sequences of letters</li> </ul>
<b>4. Use a variety of resources to facilitate writing</b>	<ul style="list-style-type: none"> <li>• Imitates teacher lines</li> <li>• Attempts to copy shapes or letters</li> </ul>	<ul style="list-style-type: none"> <li>• Writes some letter-like forms and letters with support</li> <li>• Copies first name by looking at it</li> <li>• Participates in shared writing projects</li> </ul>	<ul style="list-style-type: none"> <li>• Copies environmental print from signs/labels posted around room</li> <li>• Asks an adult to help write familiar words</li> <li>• May use invented spelling consisting of salient or beginning sounds to write words</li> <li>• Participates in shared research and writing projects</li> </ul>

<b>Suggestions for the Environment:</b> <ul style="list-style-type: none"> <li>• Include print in the environment (posters, labels on cubbies and materials)</li> <li>• Provide a variety of writing tools accessible to children (variety of paper, crayons and pencils, paint brushes, markers)</li> <li>• Provide durable books</li> <li>• Display children's art and beginning writing around the room</li> <li>• A variety of writing materials to encourage children's attempts at writing</li> <li>• Books and writing tools in each area of play or center</li> <li>• Various items with letters included in the environment (magnetic letters, letter stamps, alphabet puzzle)</li> <li>• Displays of children's work that reflect meaningful experiences (art, beginning writing, response to books or experience) around the room</li> <li>• Displays of the alphabet and environmental print that children can easily see and/or access</li> </ul>	<b>Teaching with Intent Throughout the Day:</b> <ul style="list-style-type: none"> <li>• Provide age-appropriate writing materials to explore</li> <li>• Respect early forms of writing and talk to child about the writing</li> <li>• Models the use of writing and drawing in everyday activities</li> <li>• Provides developmentally-appropriate writing materials of all kinds throughout the room (colored pencils, pens, crayons, markers, unlined paper, notepads, labels, sticky notes)</li> <li>• Models the use of print, writing, and drawing in everyday activities</li> <li>• Writes dictation about child's artwork</li> <li>• Encourages children to "read" daily (schedule, job chart)</li> <li>• Models and provides specific feedback regarding how to hold writing tools and scissors</li> <li>• Teaches and models correct letter formation</li> <li>• Provides frequent opportunities for developmentally appropriate writing activities</li> <li>• Provides opportunities for children to express their thoughts and ideas through the developmental stages of scribbles to conventional print</li> </ul>
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# LANGUAGE & LITERACY

## IV. Knowledge of Print and Books

### A. Apply Early Reading Skills

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Show an interest in reading and books</b>	<ul style="list-style-type: none"> <li>Sustains attention for short periods of time while being read a book</li> <li>Requests favorite book to be read repeatedly</li> <li>Engages in reading activities with an adult and small group of peers</li> </ul>	<ul style="list-style-type: none"> <li>Maintains interest when reading with an adult for at least 5 minutes</li> <li>Actively engages in small group reading activities with purpose and understanding</li> <li>Demonstrates interest in and appreciation of reading-related activities</li> <li>Chooses a favorite book</li> <li>Demonstrates an interest in different types of literature</li> <li>Takes part in reading by filling in words and phrases</li> <li>Asks and answers questions about unknown words/pictures in books</li> </ul>	<ul style="list-style-type: none"> <li>Actively engages in large and small group reading activities with purpose and understanding</li> <li>Utilizes books as a source of information</li> <li>Pretends to read book titles/simple stories</li> <li>Distinguishes between fantasy and reality</li> <li>Relates own experiences to a book or story</li> <li>Asks and answers questions about unknown words in a text</li> <li>Describes the role of an author and an illustrator</li> </ul>
<b>2. Exhibit book handling skills</b>	<ul style="list-style-type: none"> <li><b>Demonstrates book-handling skills by holding the book right side up, turning each page front to back, and looking at pictures</b></li> <li>Pretends to read books, turns pages, talks about what is happening in the book</li> </ul>	<ul style="list-style-type: none"> <li>Knows the parts of a book</li> <li>Turns individual pages, progressing from left to right through the book</li> </ul>	<ul style="list-style-type: none"> <li>Knows how to care for books</li> <li>Knows specific words related to books such as title, author and illustrator</li> <li>Locates parts of a book (front cover, back cover, title, text, etc)</li> </ul>
<b>3. Recognize that print represents spoken words</b>	<ul style="list-style-type: none"> <li>Points to pictures of animals and familiar objects on request</li> <li>Points to and names familiar pictures in a book</li> </ul>	<ul style="list-style-type: none"> <li>Asks people to read stories, signs, and notes</li> <li>Understands that print carries meaning</li> <li>Understands that books have both illustrations and print</li> </ul>	<ul style="list-style-type: none"> <li>Asks people to read stories, signs, and notes</li> <li>Understands that text progresses from left to right and top to bottom</li> <li>Knows the difference between letters and words</li> </ul>
<b>4. Develop a sense of story</b>	<ul style="list-style-type: none"> <li>Imitates concepts or actions from a familiar book</li> <li>Attends to and gains information</li> </ul>	<ul style="list-style-type: none"> <li>Listens to stories that are read aloud and shows understanding by asking and answering questions, repeating</li> </ul>	<ul style="list-style-type: none"> <li>Retells a story including the beginning and end (verbally or acting out)</li> </ul>



	<p>from short stories, rhymes, fingerplays, and songs demonstrated by pointing to pictures, filling in or repeating parts, or asking and answering questions</p> <ul style="list-style-type: none"> <li>• Uses phrases to describe events in books</li> <li>• Relates characteristics or actions of the characters in a story to self</li> </ul>	<p>parts of the story, or retelling the story</p> <ul style="list-style-type: none"> <li>• Begins to sequence, predict, and retell a story</li> <li>• Relates events in story to own knowledge and experience</li> <li>• Tells stories to others, real and imaginary</li> <li>• Describes what is happening in a picture</li> <li>• Talks about story characters and events</li> </ul>	<ul style="list-style-type: none"> <li>• Makes predictions during stories</li> <li>• Identifies main components of a story (setting, character, events)</li> <li>• Asks questions about stories</li> <li>• Talks about characters' feelings</li> <li>• Compares and contrasts the adventures and experiences of characters in familiar stories with support</li> </ul>
<b>5. Read environmental print and symbols</b>	<ul style="list-style-type: none"> <li>• "Reads" familiar environmental print (logos, signs)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes name in print</li> <li>• "Reads" familiar environmental print (logos, signs)</li> </ul>	<ul style="list-style-type: none"> <li>• Attends to the beginning letters in words</li> <li>• Recognizes the difference between symbols including letters vs numerals vs shapes</li> </ul>
<b>6. Identify some alphabet letters</b>	<ul style="list-style-type: none"> <li>• <b>Recognizes some letters in own name</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recognizes letters in own name</b></li> <li>• <b>Matches uppercase to lowercase letters</b></li> <li>• Names some letters</li> <li>• Recites alphabet</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Names at least 20 letters (uppercase or lowercase-including letters in own name)</b></li> <li>• Makes some letter-sound connections</li> </ul>

<p><b>Suggestions for the Environment:</b></p> <ul style="list-style-type: none"> <li>• Many types of durable children's books</li> <li>• Soft, cozy place for looking at books available</li> <li>• Diverse books are accessible for children to explore</li> <li>• Many types of children's books; reference books, audio books, electronic books, big books, board books, materials, and props available to support retelling the story</li> <li>• Some books displayed on accessible shelves with covers facing outward</li> <li>• Books and displays that celebrate the differences of all children and families</li> </ul>	<p><b>Teaching with Intent Throughout the Day:</b></p> <ul style="list-style-type: none"> <li>• Helps children learn to care for and respect books</li> <li>• Spends time with the child reading and looking at books together</li> <li>• Points to and names items depicted in books while looking at them together</li> <li>• Reads stories that repeat words or phrases; encourages children to repeat</li> <li>• Explores and extends children's understanding of the meaning of new words</li> <li>• Reads to children daily, individually, and/or with others</li> <li>• Provides print-rich environment and reads to children, both individually and in small and large groups throughout the day</li> <li>• Places books and signs/posters in all interest areas on relevant topics</li> <li>• Reads books with rich, descriptive vocabulary, exploring and extending children's understanding of the meaning of new words</li> <li>• Uses story time to teach literacy concepts such as author, illustrator, title page, directionality and print to picture match</li> <li>• Demonstrates use of different kinds of books: fiction, non-fiction, poetry</li> <li>• Encourages children to share a favorite book</li> <li>• Makes connections to books and real-life activities and events</li> </ul>
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# LANGUAGE & LITERACY

## V. Sounds of Language (Phonological Awareness)

### A. Attend to Sounds in Language

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Repeat rhymes, simple songs, poems and fingerplays</b>	<ul style="list-style-type: none"> <li>Participates in rhymes, simple songs, poems, and fingerplays (singing along or filling in the blank)</li> </ul>	<ul style="list-style-type: none"> <li>Sings songs and recites nursery rhymes</li> <li>Repeats and does actions to simple fingerplays</li> </ul>	<ul style="list-style-type: none"> <li>Sings songs and recites nursery rhymes</li> <li>Recites and does actions to simple fingerplays</li> <li>Sings ABCs</li> </ul>
<b>2. Participate in word games</b>	<ul style="list-style-type: none"> <li>Engages in activities that include rhyme and alliteration</li> <li>Engage in activities that involve sound variations (fast/slow, quiet/loud)</li> </ul>	<ul style="list-style-type: none"> <li>Claps hands for each syllable in words</li> <li>Shows enjoyment of rhymes and alliteration</li> </ul>	<ul style="list-style-type: none"> <li>Able to distinguish syllables in words</li> <li>Blends phonemes into spoken words</li> <li>Segments spoken words into phonemes</li> <li>Makes rhymes to simple words</li> <li>Demonstrates phonemic awareness by playing with sounds to create new words</li> </ul>
<b>3. Discriminate some sounds in words</b>	<ul style="list-style-type: none"> <li>Recognizes sounds that are similar to those found in name</li> <li>Uses and imitates sounds when playing</li> <li>Differentiates between sounds that are the same and different (bell vs drum)</li> </ul>	<ul style="list-style-type: none"> <li>Listens to two words and determines whether or not they rhyme</li> <li>Identifies when initial sounds in words are the same</li> <li>Identifies the sound of the first letter in their name</li> <li>Identifies some letter sounds</li> <li>Notifies that several words or names begin with the same sound</li> <li>Recognizes rhyming words in songs, chants or poems</li> </ul>	<ul style="list-style-type: none"> <li><b>Isolates the initial sound in some words</b></li> <li><b>Isolates the ending sound in some words</b></li> <li><b>Produces rhyming words</b></li> <li><b>Identifies at least 10 letter sounds</b></li> <li>Recognizes that letters of the alphabet have distinct sound(s) associated with them</li> <li>Makes some letter-sound connections</li> </ul>

#### Suggestions for the Environment:

- Books and pictures for the child to explore
- Books that contain rich language (rhyme, repetition, rhythm)

#### Teaching with Intent Throughout the Day:

- Narrates children's actions
- Sings songs that are meaningful to the child

- Quiet spot where children can listen to a variety of nursery rhymes and stories
- Picture books that have easy-to-follow stories, rhymes, repetition, and simple language
- Displays which encourage visual connections with rhyming words and word/letter families (word wall, pocket chart, collections of materials that start with the same letter)

- Talks about sounds and encourages children to practice the sounds
- Continues to name objects the child is familiar with
- Reads often to children
- Plays with language by singing, chanting, playing, and reading to children
- Models and encourages use of new and interesting words
- Encourages children to create rhymes with familiar words (bat, hat, cat) or nonsense (gat, jat, lat)
- Give children opportunities to repeat sounds in their names and other words
- Draws children's attention to the separate sounds of spoken language through playful songs, games, and rhymes
- Incorporates phonemic and alliteration awareness within daily activities
- Uses engaging story times to teach literacy concepts (rhyming, alliteration)
- Writes what children say to demonstrate the connection between spoken and written words

# MATHEMATICS

## I. Number and Operations

### A. Develop Number Sense

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Shows interest and understanding in counting</b>	<ul style="list-style-type: none"> <li>• <b>Counts by rote to 10</b></li> <li>• Counts to 5 using 1:1 correspondence</li> <li>• Shows interest by asking how many</li> <li>• Identifies first and second in a sequence (ordinal numbers)</li> <li>• Imitates counting rhymes and songs</li> <li>• Participates in counting and number activities and games</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Counts by rote to 20</b></li> <li>• <b>Counts to 5 using 1:1 correspondence</b></li> <li>• Makes a set with up to 5 objects</li> <li>• Understands that the last number said in the counting sequence names the quantity for that set (cardinality)</li> <li>• Identifies first, second, next, and last in a sequence</li> <li>• Spontaneously counts for own purposes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Counts by rote to 30</b></li> <li>• <b>Counts to 10 using 1:1 correspondence</b></li> <li>• Makes a set with up to 10 objects</li> <li>• Understands that the last number said in the counting sequence names the quantity for that set (cardinality)</li> <li>• Understands that the number of objects remains the same regardless of the order in which the objects are counted</li> <li>• Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1)</li> <li>• Uses math vocabulary "first," "second," "next," "last"</li> </ul>
<b>2. Explores quantity</b>	<ul style="list-style-type: none"> <li>• Recognizes the concept of quantity using "more" or "all gone"</li> <li>• Names groups of 1-2 items (pair of shoes)</li> <li>• Compares collections that are obviously different in size (one collection is at least twice the other)</li> <li>• Begins to recognize how adding or subtracting objects changes the quantity (adds more blocks and indicates "I have more")</li> <li>• Understands descriptive words (big/small/same)</li> </ul>	<ul style="list-style-type: none"> <li>• Compares groups of up to 5 objects utilizing counting and matching strategies noting if they are equal</li> <li>• Represents addition and subtraction by manipulating up to 5 objects</li> <li>• When shown a collection of up to 3 items creates another collection of equal amounts, not necessarily by matching</li> </ul>	<ul style="list-style-type: none"> <li>• Subitizes numbers up to 10 within an organized group (dot arrays, fingers, ten frame etc.)</li> <li>• Compares groups of up to 10 objects utilizing counting and matching strategies noting if they are more, less, or equal</li> <li>• Uses objects, fingers or pictures to solve situation problems, word problems, and oral number problems with totals up to 5</li> <li>• Composes and decomposes numbers less than or equal to 5 into pairs in more than one way using objects</li> </ul>

			<ul style="list-style-type: none"> <li>• Combines small groups and names how many</li> <li>• Estimates then counts to verify the quantity</li> <li>• Uses math vocabulary “more,” “less,” “fewer”</li> <li>• Demonstrates an understanding that each successive number name refers to a quantity that is one larger</li> <li>• Compares two numbers between 1 and 5 when presented with written numerals (3 is more than 1, 4 is less than 5)</li> </ul>
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<p><b>Suggestions for the Environment:</b></p> <ul style="list-style-type: none"> <li>• Multiple objects to explore and manipulate</li> <li>• Materials that provide mathematical examples and encourage use of numbers</li> <li>• Manipulatives and materials (print and digital material, puzzles, counting books, stamps) and activities (tracing in sand or clay, forming numbers with playdough, recording data) that feature number names and number quantities</li> <li>• Materials and books that promote exploration of number quantities</li> <li>• Open-ended materials, natural or man-made, that can be counted, sorted, grouped, weighed, measured, or manipulated in the indoor or outdoor setting</li> <li>• Simple board games and other games and activities that use dice and/or counting</li> </ul>	<p><b>Teaching with Intent Throughout the Day:</b></p> <ul style="list-style-type: none"> <li>• Connect mathematical language and symbols to quantities</li> <li>• Create a math-talk community</li> <li>• Engages in simple finger plays with children</li> <li>• Models counting and sequencing within daily routines and interactions</li> <li>• Exposes children to numbers and number concepts in pictures, books, and songs</li> <li>• Uses number words and numerals, including zero, in everyday situations</li> <li>• Counts using the child’s home language</li> <li>• Acknowledges children’s attempts to count</li> <li>• Fosters and reinforces 1:1 correspondence throughout the day (asks children to pass out napkins at snack time, etc)</li> <li>• Models strategies to help children keep track of what they are counting</li> <li>• Encourages and support attempts to learn to count numbers to 20 or higher</li> <li>• Includes and refers by name to written numerals in the environment</li> <li>• Intentionally refers to the symbol and number name when discussing numbers (quantities) of objects</li> <li>• Integrates purposeful counting experiences throughout the day</li> <li>• Encourages children to compare numbers frequently through question and graphing</li> <li>• Models how to represent and describe data (displays daily attendance on a graph and discusses “how many”, “less”, “more”, “fewer”, “equal to”)</li> <li>• Works with children in small groups to help them organize (classify) objects, describe their work, and represent the results (simple graphs)</li> <li>• Provide opportunities to copy and trace numbers</li> <li>• Models correct number formation</li> <li>• Have a number of the week and incorporate it into large group, small group, and/or center time</li> </ul>
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# MATHEMATICS

## I. Number and Operations

### B. Develop Numerical Representation

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Identify numerals in everyday situations</b>	<ul style="list-style-type: none"> <li>Looks for numerals in the environment</li> <li>Recognizes some numerals</li> </ul>	<ul style="list-style-type: none"> <li>Reads numerals 0-5</li> <li>Finds and names numbers in books, signs, classroom environment</li> </ul>	<ul style="list-style-type: none"> <li><b>Reads numerals 0-10</b></li> <li>Uses ordinal numbers to tell the position of objects</li> </ul>
<b>2. Use drawings to represent number</b>	<ul style="list-style-type: none"> <li>Draws pictures to represent information (score, size, quantity of snacks, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Draws pictures to represent information (score, size, quantity of snacks, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Makes marks or tallies on paper to represent numbers</li> </ul>
<b>3. Write some numerals</b>		<ul style="list-style-type: none"> <li>Demonstrates an understanding that number names can be represented with a written numeral</li> </ul>	<ul style="list-style-type: none"> <li>Begins to write numbers 0-10 (trace, copy, independently)</li> <li>Represents a group of objects with a written numeral 0-10</li> </ul>

#### Suggestions for the Environment:

- Multiple objects to explore and manipulate
- Materials that provide mathematical examples and encourage use of numbers
- Manipulatives and materials (print and digital material, puzzles, counting books, stamps) and activities (tracing in sand or clay, forming numbers with playdough, recording data) that feature number names and number quantities
- Materials and books that promote exploration of number quantities
- Open-ended materials, natural or man-made, that can be counted, sorted, grouped, weighed, measured, or manipulated in the indoor or outdoor setting
- Simple board games and other games and activities that use dice and/or counting

#### Teaching with Intent Throughout the Day:

- Connect mathematical language and symbols to quantities
- Create a math-talk community
- Engages in simple finger plays with children
- Models counting and sequencing within daily routines and interactions
- Exposes children to numbers and number concepts in pictures, books, and songs
- Uses number words and numerals, including zero, in everyday situations
- Counts using the child's home language
- Acknowledges children's attempts to count
- Fosters and reinforces 1:1 correspondence (asks children to pass out napkins at snack time, etc)
- Models strategies to help children keep track of what they are counting (tallies, graphs)
- Encourages and support attempts to learn to count numbers to 20 or higher
- Includes and refers by name to written numerals in the environment
- Intentionally refers to the symbol and number name when discussing numbers (quantities) of objects

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|  | <ul style="list-style-type: none"><li>• Integrates purposeful counting experiences throughout the day</li><li>• Encourages children to compare numbers frequently through question and graphing</li><li>• Models how to represent and describe data (displays daily attendance on a graph and discusses “how many”, “less”, “more”, “fewer”, “equal to”)</li><li>• Works with children in small groups to help them organize (classify) objects, describe their work, and represent the results (simple graphs)</li><li>• Provide opportunities to copy and trace numbers</li><li>• Models correct number formation</li></ul> |
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# MATHEMATICS

## II. Geometry and Spatial Sense

### A. Investigate Positions and Locations

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Take objects apart and puts them together</b>	<ul style="list-style-type: none"> <li>Completes basic shapes puzzle</li> </ul>	<ul style="list-style-type: none"> <li>Completes lined tangrams or pattern block puzzles using simple shapes</li> <li>Completes simple puzzles and outlined puzzles using trial and error</li> <li>Creates pictures by representing single objects, made up of various shapes</li> </ul>	<ul style="list-style-type: none"> <li>Replicates a design made with tangrams or pattern blocks</li> <li>Manipulates pieces to complete interlocking puzzles</li> <li>Creates pictures by representing single objects, made up of various shapes</li> </ul>
<b>2. Use actions and words to indicate position and location</b>	<ul style="list-style-type: none"> <li>Understands directional and position word vocabulary (on/off, close/open, front/back, in/out, up/down)</li> <li>Hides behind or between objects for play</li> </ul>	<ul style="list-style-type: none"> <li>Understands directional and position word vocabulary (over/under, low/high, forward/backward, away from/toward, in front of/behind, bottom/top)</li> </ul>	<ul style="list-style-type: none"> <li>Understands directional and position word vocabulary (above/below, left/right, off/on, low/high, away from/toward, in/out, next to/between, etc)</li> </ul>
<b>3. Use actions and words to indicate movement and orientation</b>	<ul style="list-style-type: none"> <li>Explores space by moving self over, under, through, in, and around various objects and spaces</li> <li>Recognizes proper direction of objects (turns over upside down cup)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an understanding of math concepts and vocabulary through representations such as movement, drawing, and building</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an understanding of math concepts and vocabulary through representations such as movement, drawing, and building</li> </ul>

#### Suggestions for the Environment:

- Safe spaces where children can crawl, climb, and move around
- Interesting and age appropriate materials for children to explore and move around
- A variety of puzzles and shape sorters to encourage children to problem-solve and make comparisons
- Variety of shapes in the environment to identify and explore
- A variety of materials representing various shapes and sizes for counting, comparing, building pictures, and drawing conclusions about relationships (tangrams, pattern blocks,

#### Teaching with Intent Throughout the Day:

- Describe objects and attributes while interacting with children
- Uses descriptive words related to spatial concepts
- Allows ample time for children to explore and manipulate objects
- Include games that require students to place their body or objects in various spatial locations
- Give directions that require students to place their body or objects in various spatial locations
- Uses movement vocabulary such as, flip, turn, rotate, shift to indicate orientation



<p>geoboards, grid paper, boxes, tubes, containers, blocks, balls, etc)</p> <ul style="list-style-type: none"> <li>• Items to encourage movement (tunnel, empty box, plank)</li> <li>• Developmentally appropriate technology/media</li> <li>• Materials available in the indoor and outdoor setting for children to create three-dimensional structures (blocks, tubes, sticks, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses math vocabulary such as, half and whole</li> <li>• Opportunities to do a variety of different puzzles</li> <li>• Opportunities to create shapes and pictures with string, pipe cleaners, playdough, blocks, pattern blocks, tangrams, etc.</li> <li>• Encourages children to make comparisons of various shapes and sizes</li> <li>• Uses and encourages children to use spatial vocabulary to describe the relative position of items and people</li> <li>• Introduces and uses vocabulary describing two- and three- dimensional shapes and constructions (circle, sphere, square, cube, triangle, rectangular prism, pyramid, side, corners)</li> <li>• Provides space and time to explore and experience the materials in both the indoor and outdoor settings</li> </ul>
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# MATHEMATICS

## II. Geometry and Spatial Sense

### B. Explore Shapes

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Investigate and talk about the characteristics of shapes</b>	<ul style="list-style-type: none"> <li>Matches similar shapes</li> </ul>	<ul style="list-style-type: none"> <li>Identifies characteristics of shapes (lines, curves, corners)</li> </ul>	<ul style="list-style-type: none"> <li>Describes shapes by number of sides and/or corners and sides of same or different length</li> <li>Investigates and talks about the characteristics of shapes</li> <li>Talks about how shapes are alike and different</li> </ul>
<b>2. Identify and name some shapes</b>	<ul style="list-style-type: none"> <li>Recognizes and names 2-dimensional shapes regardless of orientation including circle, square, and triangle</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes and names two-dimensional shapes regardless of orientation including circle, square, rectangle, triangle</li> <li>Identifies different shaped objects in the environment (circle, square, rectangle, triangle)</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes and names two-dimensional shapes regardless of orientation including circle, square, rectangle, triangle, oval, diamond</li> <li>Identifies different shaped objects in the environment (circle, square, rectangle, triangle, oval, diamond, ball/sphere, can/cylinder, box/rectangular prism/cube )</li> <li>Names common three-dimensional shapes informally or with mathematical names (ball/sphere, can/cylinder, box/rectangular prism/cube)</li> </ul>
<b>3. Create and duplicate three-dimensional and two-dimensional shapes</b>	<ul style="list-style-type: none"> <li>Copies lines and circle</li> </ul>	<ul style="list-style-type: none"> <li>Combines different shapes to make representations or patterns</li> <li>Draws shapes (circle)</li> <li>Decomposes shapes by trial and error</li> </ul>	<ul style="list-style-type: none"> <li>Creates and builds shapes from models or components</li> <li>Draws shapes (square)</li> <li>Puts together several shapes to make a picture and fill simple outline puzzles</li> </ul>

**Suggestions for the Environment:**

- Safe spaces where children can crawl, climb, and move around
- Interesting and age appropriate materials for children to explore and move around
- A variety of puzzles and shape sorters to encourage children to problem-solve and make comparisons
- Variety of shapes in the environment to identify and explore
- A variety of materials representing various shapes and sizes for counting, comparing, building pictures, and drawing conclusions about relationships (tangrams, pattern blocks, geoboards, grid paper, boxes, tubes, containers, blocks, balls, etc)
- Items to encourage movement (tunnel, empty box, plank)
- Developmentally appropriate technology/media
- Materials available in the indoor and outdoor setting for children to create three-dimensional structures (blocks, tubes, sticks, etc.)

**Teaching with Intent Throughout the Day:**

- Describe objects and attributes while interacting with children
- Uses descriptive words related to spatial concepts
- Allows ample time for children to explore and manipulate objects
- Include games that require students to place their body or objects in various spatial locations
- Give directions that require students to place their body or objects in various spatial locations
- Uses movement vocabulary such as, flip, turn, rotate, shift to indicate orientation
- Uses math vocabulary such as, half and whole
- Opportunities to do a variety of different puzzles
- Opportunities to create shapes and pictures with string, pipe cleaners, playdough, blocks, pattern blocks, tangrams, etc.
- Encourages children to make comparisons of various shapes and sizes
- Uses and encourages children to use spatial vocabulary to describe the relative position of items and people
- Introduces and uses vocabulary describing two- and three- dimensional shapes and constructions (circle, sphere, square, cube, triangle, rectangular prism, pyramid, side, corners)
- Provides space and time to explore and experience the materials in both the indoor and outdoor settings
- Take a shape walk to look for various shapes, lines, and curves in the environment
- Have a shape of the week and incorporate it into large group, small group, and/or center time

# MATHEMATICS

## III. Patterns and Relationships (Algebra)

### A. Develop an Awareness of Patterns

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Recognize patterns and relationships</b>	<ul style="list-style-type: none"> <li>Sorts objects into two groups based on one identified attribute</li> <li>Notices patterns that repeat (can be in a song or story-Brown Bear Brown Bear)</li> </ul>	<ul style="list-style-type: none"> <li>Identifies patterns that repeat</li> <li>Engages in meaningful conversations reflective of experiences with materials present in the environment</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes/identifies patterns in the environment and in numbers</li> <li>Matches, sorts, and regroups objects according to one or more characteristics and explains how the grouping was done</li> <li>Orders objects according to relative differences (size, length, height)</li> <li>Begins to translate patterns through other representations (connects tall/short fence pattern to another AB pattern in the classroom)</li> </ul>
<b>2. Duplicate and extend patterns</b>	<ul style="list-style-type: none"> <li>Identifies, describes, and extends simple patterns started by an adult (movements, sounds, visuals, manipulatives)</li> </ul>	<ul style="list-style-type: none"> <li>Identifies, describes, and extends simple patterns started by an adult (movements, sounds, visuals, manipulatives)</li> </ul>	<ul style="list-style-type: none"> <li>Completes or extends given repeating patterns</li> </ul>
<b>3. Create patterns</b>	<ul style="list-style-type: none"> <li>Copy AB patterns</li> </ul>	<ul style="list-style-type: none"> <li><b>Creates AB patterns</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Extends, creates, and describes patterns (AB/ABC/AAB)</b></li> </ul>

#### Suggestions for the Environment:

- Materials of various sizes, colors, textures, and shapes that children can sort, classify, order, and pattern (beads, measuring cups, unit blocks, loose parts, pattern blocks, etc)
- Developmentally appropriate technology/media that allows children to recognize and create their own series and patterns
- Books that provide illustrations or language that reinforces patterns

#### Teaching with Intent Throughout the Day:

- Listens carefully to children's responses and restates their responses using clear, age-appropriate, mathematical language
- Uses and encourages children to use math related vocabulary throughout the day to reinforce mathematical concepts
- Uses descriptive language related to patterns, size, and texture
- Emphasizes repeating or growing patterns in songs, movements, and daily experiences
- Takes children on pattern walks to identify, draw, or photograph patterns
- Models simple repeating patterns (AB, ABC, ABB) using objects, pictures, actions and words
- Explores and describes simple growing patterns



# MATHEMATICS

## IV. Measurement

### A. Use Measurement

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Explore ways to measure</b>	<ul style="list-style-type: none"> <li>Explores measurement using non standard tools (blocks, crayons etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Explores standard measuring tools (balance scale, ruler, measuring cups)</li> </ul>	<ul style="list-style-type: none"> <li>Explores standard measuring tools (balance scale, ruler, measuring cups)</li> </ul>
<b>2. Measure using objects</b>	<ul style="list-style-type: none"> <li>Physically aligns two objects to directly compare length or height (a block and a pencil to determine which is longer)</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use nonstandard (hand, shoe, yarn, block) tools to measure objects</li> </ul>	<ul style="list-style-type: none"> <li>Compares two containers directly, by pouring</li> <li>Can align objects to determine if one is longer or they are the same</li> </ul>
<b>3. Compare objects using measurable features</b>	<ul style="list-style-type: none"> <li><b>Nests or stacks objects of graduated sizes</b></li> <li>Sorts objects into two basic groups based on a single, adult identified, characteristic</li> </ul>	<ul style="list-style-type: none"> <li><b>Compares objects using length, height, and weight</b></li> <li>Sorts objects into two basic groups based on a single, child identified, characteristic</li> </ul>	<ul style="list-style-type: none"> <li><b>Compares and orders up to 5 objects using length, height, and weight</b></li> <li>Uses strategies to determine measurable features</li> </ul>
<b>4. Use language to describe measurement</b>	<ul style="list-style-type: none"> <li>Understands qualitative concepts (big/little)</li> <li>Uses some vocabulary related to size and quantity (big/bigger)</li> </ul>	<ul style="list-style-type: none"> <li>Understands qualitative concepts (full/empty)</li> <li>Sorts, orders, patterns, and classifies objects by non-measurable (color, texture, type of material) and measurable features (length, height, weight)</li> <li>Engages in meaningful conversations reflective of experiences with materials present in the environment</li> <li>Recognizes size of space ("This paper will let me make a big picture.")</li> </ul>	<ul style="list-style-type: none"> <li>Understands qualitative concepts (tall/short, all/none, long/short, large/small)</li> <li>Uses comparative language (shortest, heaviest, biggest)</li> </ul>

**Suggestions for the Environment:**

- Materials of various sizes, colors, textures, and shapes that children can sort, classify, order and pattern (beads, measuring cups, unit blocks, loose parts, pattern blocks, etc)
- Toys that have incremental sizes (nesting cups, stackable rings)
- Standard and non-standard measurement materials (unit blocks, inch cubes, rulers, cups, balance scales)

**Teaching with Intent Throughout the Day:**

- Listens carefully to children's responses and restates their responses using clear, age-appropriate, mathematical language
- Uses and encourages children to use math related vocabulary throughout the day to reinforce mathematical concepts
- Uses descriptive language related to patterns, size, and texture
- Uses terms such as more, less, bigger than, and smaller than
- Acknowledges children's efforts of comparison
- Invites children to compare and order objects according to measurable features (length, height, weight, area)
- Listens for and uses questions to extend children's conversations about long and short, longer and shorter, short and tall, shorter and longer)
- Models use of non-standard measuring tools, using measurement vocabulary
- Models use of standard measuring tools, using measurement vocabulary
- Take a math walk and talk about various characteristics including length, height, and weight

# MATHEMATICS

## V. Data

### A. Explore Data

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Collect and organize information</b>	<ul style="list-style-type: none"> <li>• <b>Sorts objects into two groups based on one adult identified attribute</b></li> <li>• Sorts objects that are alike into groups and can begin to name the attributes</li> <li>• Participates in activities that include organizing data (creating a chart of children's preferences following a fruit tasting activity)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sorts by one attribute</b></li> <li>• Sorts by a given attribute and can switch the sorting rule</li> <li>• Participates in recording specific information about self and others (favorite color, ice cream, or other topic)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sorts by two attributes</b></li> <li>• Asks questions to gather information</li> <li>• Engages in tasks that involve collecting information and creating a strategy to show the data (group of children asked their favorite color, graphing responses)</li> <li>• Sorts and classifies objects into groups</li> </ul>
<b>2. Displays information (charts and graphs)</b>	<ul style="list-style-type: none"> <li>• When prompted, communicates thinking while engaged in mathematical activities</li> </ul>	<ul style="list-style-type: none"> <li>• Describes and analyzes information from simple graphs with adult support</li> <li>• Graphs or charts real objects or pictures of objects as a ways to organize information</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describes and analyzes information from simple graphs in group tasks that involve identifying which graph represents "more" or "less" or "equal"</b></li> <li>• Uses charts and graphs to evaluate information</li> <li>• Makes inferences from graphic examples (most of us like grapes, no one likes kiwi)</li> <li>• Draws simple maps of the learning environment, neighborhood, or other relevant places</li> </ul>

#### Suggestions for the Environment:

- Containers labeled with visual prompts to encourage sorting and classifying
- Objects in various sizes, color, shapes, textures, and qualities that can be arranged in order (nesting cups, blocks)
- Simple graphs, charts and maps displayed in environment
- Materials to make their own graphs, posters, charts and maps

#### Teaching with Intent Throughout the Day:

- Models sorting behavior
- Asks open-ended questions to encourage children to talk about what they are thinking ("I wonder which group has more?")
- Listens carefully to children's responses to identify and clarify misconceptions
- Acknowledges children's efforts to organize data



- Clipboards or other materials to encourage children to collect and record their own data and information
- Materials to explore, sort, classify, and order (buttons, beads, pine cones)

- Explicitly uses mathematical language while interacting with children
- Encourages children to use descriptive words
- Asks open-ended questions to promote analytical thinking (How did you figure that out? Instead of How many do you have?)
- Models how to represent and describe data (displays daily attendance on a graph and discusses "how many," "more," "less," "fewer," "equal to")
- Poses interesting questions for children to investigate and collect data to answer
- Encourages children to compare numbers frequently through questions ("Are there more people riding the bus or in the airplane?") and graphing (favorite colors, pets)
- Helps children organize (classify) objects, describe their work, and represent the results (children use a series of graphs to represent the results of experiences in sorting buttons by various attributes-size, color, number of holes)

# SCIENCE

**I. Physical Science A. Explore, Investigate and Solve Problems of the Physical World**

**II. Life Science A. Explore, Investigate and Solve Problems of the Living Things**

**III. Earth Science A. Explore, Investigate and Solve Problems Involving Properties of the Earth and Sky**

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Ask questions</b>	<ul style="list-style-type: none"> <li>Asks adult questions to gather information</li> <li>Shows interest in scientific concepts</li> <li>Demonstrates initiative and curiosity in exploring the environment</li> </ul>	<ul style="list-style-type: none"> <li>Asks adult questions to gather information</li> <li>Shows interest and asks questions about objects and materials, the natural world, and changes in earth and space</li> <li>Ask questions about the relationship between two things ("Why some animals sleep during the day?")</li> </ul>	<ul style="list-style-type: none"> <li>Uses non-adult sources to gather information (books, peers, etc.)</li> <li>Shows interest and asks questions about objects and materials, the natural world, and changes in earth and space</li> <li>Shows interest in measurement of time, length, distance, weight</li> </ul>
<b>2. Make predictions based on experiences</b>	<ul style="list-style-type: none"> <li>Uses descriptive words to make observations and describe objects and actions in the environment</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use scientific vocabulary (investigate, experiment, predict, result)</li> <li>Begins to make predictions about the world</li> <li>Shows knowledge of the characteristics of living things</li> </ul>	<ul style="list-style-type: none"> <li>Uses scientific practice words (observe, experiment, compare, etc.)</li> <li>Makes predictions about the world</li> <li>Shows knowledge of the characteristics of living things</li> </ul>
<b>3. Experiment</b>	<ul style="list-style-type: none"> <li>Actively explores objects and experiences their properties through the senses</li> <li>Repeats actions that cause an interesting effect, at first by accident and later, intentionally</li> <li>Increase understanding of simple cause and effect relationships</li> <li>Engages in simple processes to reach an outcome (mixing paint colors to see what happens)</li> </ul>	<ul style="list-style-type: none"> <li>Begins to look for answers to questions through active investigation</li> <li>Identifies problems and experiments with objects to produce desired effects</li> <li>Uses a variety of tools and objects to explore the world and how things work in the world (tongs, magnifiers, microscope, magnets, flashlights, ramps, scales, funnels, cups, mirrors, etc.)</li> <li>Explores and experiments with familiar and unfamiliar objects to</li> </ul>	<ul style="list-style-type: none"> <li>Identifies problems and experiments with objects to produce desired effects</li> <li>Experiments with various materials to learn about characteristics of the world including weight, shape, size, temperature, force, motion, gravity</li> <li>Uses simple tools to conduct an investigation to increase understanding (tongs, magnifiers, microscope, magnets, flashlights, ramps, scales, funnels, cups, mirrors, etc.)</li> <li>Uses measurement tools (scale,</li> </ul>

		<p>examine how objects move when acted on by force</p> <ul style="list-style-type: none"> <li>Identifies problems and experiments with living things and earth and space</li> <li>Explores various materials to learn about characteristics of the world including weight, shape, size, temperature, force, motion, gravity</li> <li>Makes simple observations of the characteristics of the sun</li> </ul>	<p>cups, rulers, unit blocks etc.) to quantify similarities and differences between objects</p> <ul style="list-style-type: none"> <li>Observes and explains how plants and animals respond to changes in the environment and seasons</li> <li>Identifies problems and experiments with living things and earth and space</li> </ul>
<b>4. Reflect on results</b>	<ul style="list-style-type: none"> <li>Recognizes and identifies physical properties of objects (big/little, hot/cold)</li> <li>Expands vocabulary related to scientific concepts (magnetic, float, motion, weather, plants, animals, senses, my body)</li> <li>Represents observations through play, movement, art, construction, etc</li> <li>Shows interest in living things and engages with them in a respectful way</li> </ul>	<ul style="list-style-type: none"> <li>Compares and contrasts properties of objects (sink/float)</li> <li>Differentiates between living and nonliving</li> <li>Understands that living things need air, water, and food</li> <li>Describes or represents a series of events in the correct sequence</li> <li>Represents observations through play, movement, art, construction, etc</li> <li>Acquires and uses basic vocabulary for plants, animals, and humans</li> </ul>	<ul style="list-style-type: none"> <li>Collects, describes and records information through discussions, drawings, maps, and charts</li> <li>Communicates results of an investigation</li> <li>Begins to distinguish evidence from opinion</li> <li>Uses scientific content words</li> <li>Represents observations through play, movement, art, construction, etc</li> <li>Understands and is able to explain why plants and animals need air, food, and water</li> <li>Describes and compares the effects of common forces on objects and the impact of gravity, magnetism, and mechanical forces</li> <li>Recognizes and describes the effect of his/her own actions on objects</li> <li>Demonstrates an understanding that the sun provides light and warmth</li> <li>Demonstrates an understanding that living things exist in different habitats</li> <li>Demonstrates ways the environment provides natural resources that are needed by people</li> <li>Recognize helpful and harmful actions toward the natural environment and ways individuals can help protect the planet</li> </ul>

**Suggestions for the Environment:**

- Natural objects accessible throughout the day for observation, exploration, and manipulation
- Age appropriate tools (tongs, magnifiers, microscope, magnets, gears, pulleys, flashlights, ramps, scales, funnels, cups, mirrors, etc.)
- Resources to support learning about naturally occurring events
- Books, pictures, and/or toys that represent nature realistically (photos of animals rather than cartoon)
- A variety of living and non-living materials from the natural world
- Photos or visual cues to support children in retelling events experienced
- Materials to encourage curiosity and exploration (sand, water, balls, ramps, blocks)
- Informational, nonfiction books with photos and simple explanations
- Toys and materials that demonstrate cause and effect

**Teaching with Intent Throughout the Day:**

- Encourages children to ask questions and find answers through active exploration and reflection on their actions
- Models the scientific process that allows children to explain, predict, and draw conclusions:
  - State question of problem (What do we want answered?)
  - Predict the answer (What might the answer be? What might happen?)
  - Conduct experiments (How can we find out?)
  - Observe results (What happened?)
  - Make conclusions (Was our guess right? Why? Why not?)
  - Document the process to share with others
- Provides pictures of steps to perform “experiments” or complete projects
- Observes and discusses nature
- Models and explains the use of investigative tools and materials
- Challenges children to question their own thinking and conclusions to promote further learning
- Encourages children to discuss objects and events that they observe
- Introduces or models use of correct scientific terms and concepts
- Provides opportunities to observe and make predictions about natural events
- Provides opportunities for close observation and comparing or contrasting what was observed (comparing vegetables that grow above or below the ground)
- Provides information about specific scientific concepts
- Explicitly guides children’s investigation while providing them sufficient time for exploration
- Models respect for the environment (catch and release insects, observing without touch)



# PHYSICAL

## I. Physical Development and Coordination

### A. Use Gross Motor Skills with Purpose and Coordination

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Control body movements</b>	<ul style="list-style-type: none"> <li>• Navigates the indoor and outdoor school environment safely</li> <li>• Maintains balance when performing actions</li> <li>• Bends over to pick up a toy or object and stands up without trouble</li> <li>• Starts and stops running with ease</li> <li>• Walks and runs, adjusting speed depending on the situation</li> <li>• Imitates non-locomotor movements such as pat or tap, shake, twist, bend/straighten, push/pull</li> <li>• Experiments with different body movements, such as dancing, jumping, hopping around the room or outdoors</li> </ul>	<ul style="list-style-type: none"> <li>• Navigates the indoor and outdoor school environment safely</li> <li>• Moves body parts on command</li> <li>• Walks and runs around obstacles and corners</li> <li>• Balances on one foot</li> </ul>	<ul style="list-style-type: none"> <li>• Navigates the indoor and outdoor school environment safely</li> <li>• Runs over a variety of surfaces while changing directions, without falling</li> <li>• Safely participates in physical activities</li> <li>• Gallops, hops, balances on one foot</li> </ul>
<b>2. Use large muscle movements to manipulate objects</b>	<ul style="list-style-type: none"> <li>• Walks up to and kicks a stationary ball</li> <li>• Throws a ball, but has little control of direction or speed</li> <li>• Rides on strider toy, pushing feet on the ground to move</li> </ul>	<ul style="list-style-type: none"> <li>• Kicks ball with definite backward and forward leg swing</li> <li>• Throws large bean bags or ball with some accuracy from an overhead position</li> <li>• Catches thrown ball by scooping under the ball and trapping it to the chest</li> <li>• Catches bounced ball with both hands</li> </ul>	<ul style="list-style-type: none"> <li>• Combines large muscle movements with equipment (swinging, using a slide, riding a tricycle, bouncing a ball)</li> <li>• Explores, practices, and performs skill sets (throwing, pushing, pulling, catching, etc)</li> <li>• Kicks ball with a good backward and forward leg swing and follow-through</li> <li>• Throws ball by holding ball behind head, with rotation of the body and feet stationary</li> <li>• Throws tennis ball 10 feet</li> <li>• Catches a ball with both hands and chest</li> <li>• Pedals consistently when riding a</li> </ul>

			tricycle <ul style="list-style-type: none"> <li>Starts and stops a tricycle intentionally</li> </ul>
<b>3. Move from one point to another</b>	<ul style="list-style-type: none"> <li>Walks alone down stairs, both feet coming together on each step (marking time)</li> <li>Walks, runs, and creeps</li> <li>Jumps off floor with both feet</li> <li>Jumps over small objects</li> <li>Actively explores indoor and outdoor environment</li> </ul>	<ul style="list-style-type: none"> <li>Walks up stairs, alternating feet while holding rail</li> <li>Walks down stairs, alternating feet while holding rail</li> <li>Walks and runs</li> <li>Jumps with both feet together a distance of 10 inches</li> <li>Gallops or hops</li> <li>Climbs on play equipment</li> </ul>	<ul style="list-style-type: none"> <li>Walks up and down stairs using alternating feet</li> <li>Walks and runs</li> <li>Jumps on two feet over small objects with some control</li> <li>Jumps for distance and/or height</li> <li>Jumps forward up to 10 jumps</li> <li>Hops up to 5 hops on each foot</li> <li>Engages in activities that involve climbing, swinging, rolling, spinning, jumping, tumbling, being upside down</li> </ul>

<b>Suggestions for the Environment:</b> <ul style="list-style-type: none"> <li>Variety of equipment and materials to encourage gross motor development (riding toys, climbing equipment, steps, and balls, blocks)</li> <li>Variety of outdoor surfaces to explore with designated areas for riding toys</li> <li>Large spaces to walk, run, jump, and climb</li> <li>Games that require physical actions (rolling, throwing, kicking balls, chasing, going over/under objects)</li> <li>Low beams, tape on floor, ramps, wedges to help practice balance and encourage movement</li> <li>Equipment to encourage hopping, running, jumping, dancing, and other gross motor skills</li> <li>Safe and accessible equipment and environments that vary in skill levels to encourage physical activity for all children</li> <li>Safe outdoor environments that provide variation in elevation, so children can practice balancing and jumping</li> </ul>	<b>Teaching with Intent Throughout the Day:</b> <ul style="list-style-type: none"> <li>Encourages use of a variety of gross motor muscle movements and provides ample time for children to move freely to explore the environment</li> <li>Plays imitation games to encourage development of body awareness and gross motor skills</li> <li>Plays games that require physical actions, such as using different kinds of balls to roll, throw, or kick</li> <li>Provides encouragement and support to maximize successful attempts to accomplish tasks</li> <li>Provides physical guidance and support for children having difficulty with motor tasks</li> <li>Plans daily developmentally and individually appropriate indoor and outdoor physical activities</li> <li>Supervises and participates in daily outdoor play</li> <li>Teaches and encourages new skills (dance moves, bounce and kick ball activities)</li> <li>Plays games with children where they encounter real or pretend obstacles to go under, over, through, up or down</li> <li>Provides daily opportunities for dance and other movement activities that use both sides of the body (bending, twisting, stretching)</li> <li>Provides activities where only one side of the body is used at a time (hopping on one foot, standing on one foot)</li> <li>Provides appropriate modifications for children with varying needs</li> </ul>
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# PHYSICAL

## I. Physical Development and Coordination

### B. Use Fine Motor Skills with Purpose and Coordination

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Use fingers and hands to accomplish fine motor tasks</b>	<ul style="list-style-type: none"> <li>• Uses fingers to accomplish fine motor tasks (strings large beads, places shapes in a shape box, simple puzzles, turns the pages of a book one at a time, build a tower with 1 inch cubes)</li> <li>• Completes simple puzzles</li> <li>• Imitates forms (vertical line, horizontal line, circle)</li> <li>• Holds paper for cutting</li> <li>• Snips or makes small cuts in paper</li> <li>• Cuts forward 5 inches</li> <li>• Puts connecting blocks together and pulls them apart with relative ease</li> <li>• Nests or stacks objects of graduated sizes</li> <li>• Scribbles with crayon or pencil as if writing; strokes are purposeful or well-controlled so seldom lose contact with the paper</li> <li>• Draws somewhat recognizable picture that is meaningful to the student</li> <li>• Uses serving utensils and begins to pass/receive food with assistance</li> <li>• Uses fork and spoon with limited accuracy, may still use fingers often</li> </ul>	<ul style="list-style-type: none"> <li>• Uses fingers to accomplish fine motor tasks with growing skill (strings small beads, build a tower with 10+ one inch cubes)</li> <li>• Copies forms (vertical line, horizontal line, circle)</li> <li>• Traces uppercase letters</li> <li>• Draws a recognizable person with a head, eyes, legs, mouth, arms, hair, nose, trunk</li> <li>• Draws a recognizable picture</li> <li>• Cuts simple shapes within 1/2 -inch limits</li> <li>• Uses fork and spoon to eat</li> <li>• Uses serving utensils to self-serve food and exhibits increasing accuracy</li> <li>• Pulls caps off markers and puts them back on firmly</li> <li>• Opens and closes lids on containers</li> <li>• Builds with small blocks and pulls them apart with relative ease</li> </ul>	<ul style="list-style-type: none"> <li>• Copies forms (+, X, square)</li> <li>• Copies uppercase letters</li> <li>• Writes first name in a combination of upper and lowercase letters or all uppercase letters</li> <li>• Draws a recognizable person with a head, eyes, legs, mouth, arms, hair, nose, trunk, hands, feet, ears (Mat Man)</li> <li>• Draws a recognizable picture</li> <li>• Colors within lines (colors 3/4 of the space and only crosses lines 3-4 times)</li> <li>• Cuts circle moving the paper while cutting</li> <li>• Cuts simple shapes making smooth cuts within 1/4 -inch limits</li> <li>• Opens drink and food packaging</li> <li>• Zips front separating zipper</li> <li>• Displays greater accuracy with utensils</li> <li>• Zips and snaps clothing to dress self</li> <li>• Uses coordinated movements to complete complex tasks such as cutting along a line, pouring, or buttoning</li> <li>• Utilizes the following items: glue, play-doh, string beads, small connecting blocks, lacing cards</li> </ul>
<b>2. Use tools in a functional manner</b>	<ul style="list-style-type: none"> <li>• Holds and uses different tools for different purposes (utensils, paint brushes, crayons, pencils, scissors)</li> </ul>	<ul style="list-style-type: none"> <li>• Holds crayon or pencil with fingers not fist</li> <li>• Holds fork in fingers, not fist</li> </ul>	<ul style="list-style-type: none"> <li>• Uses adult-like grasp (tool held with thumb and 2-3 fingers) when manipulating writing and art tools</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Uses one hand consistently (hand dominance)</b></li> <li>• Holds crayon or pencil with fingers not fisted</li> <li>• Places scissors on fingers and holds comfortably and correctly</li> <li>• Opens and closes scissors</li> </ul>		<ul style="list-style-type: none"> <li>• Uses scissors</li> <li>• Utilizes utensils</li> </ul>
<b>3. Exhibit coordination of facial muscles</b>	<ul style="list-style-type: none"> <li>• Imitates facial movements</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinates facial muscles to move in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks clearly</li> </ul>

<p><b>Suggestions for the Environment:</b></p> <ul style="list-style-type: none"> <li>• Variety of materials for writing, drawing, and creating 3D objects (pencils, crayons, paint, playdough)</li> <li>• Toys and tools that require hand-eye coordination (shape sorters, blocks, lacing cards, puzzles, and beads to string)</li> <li>• Trays and containers for spatial awareness while doing activities</li> <li>• Availability of child size tools whenever possible</li> <li>• Child size seating options that allow children's feet to touch the floor</li> </ul>	<p><b>Teaching with Intent Throughout the Day:</b></p> <ul style="list-style-type: none"> <li>• Plans meaningful and challenging activities with materials that support the development of fine motor skills</li> <li>• Plays with children to model and encourage fine motor skills</li> <li>• Provides daily opportunities for hands-on activities and manipulation of materials during play</li> <li>• Switches out materials regularly so students are exposed to a variety of activities</li> <li>• Asks children to complete simple tasks that use small muscles in the hand (wiping off tables, putting toys away)</li> <li>• Supervises use of small materials</li> <li>• Provides adequate time and adaptations for fine motor skill development</li> <li>• Provides challenging indoor and outdoor activities to help children build more advanced fine motor skills, taking into consideration the children's individual needs and developmental skill level</li> <li>• Models how to use drawing, writing, cutting, and other classroom tools in daily activities</li> <li>• Scaffolds learning by starting with what the children can do and works toward more independence</li> <li>• Coaches each child to improve independence in daily activities (dressing, zipping)</li> <li>• Teaches each child to use cooking and eating utensils during meals, snacks, and supervised cooking activities</li> </ul>
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# PHYSICAL

## I. Physical Development and Coordination

### C. Respond to Sensory Input to Function in the Environment

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Exhibit sensory awareness</b>	<ul style="list-style-type: none"> <li>Uses senses to understand my world</li> </ul>	<ul style="list-style-type: none"> <li>Controls body according to the environment (energetic, calm)</li> <li>States food preferences, but is willing to try most new foods</li> </ul>	<ul style="list-style-type: none"> <li>Articulates personal sensory needs</li> <li>Accepts a wider variety of foods with various textures and flavors</li> <li>Participates in messy play</li> <li>Comments on smells or tastes</li> <li>Responds to sounds in the environment</li> <li>Finds details in illustrations</li> <li>Identifies objects by touch</li> <li>Hits target with a ball or beanbag</li> </ul>
<b>2. Exhibit body awareness</b>	<ul style="list-style-type: none"> <li>Identifies different body parts</li> </ul>	<ul style="list-style-type: none"> <li>Controls body</li> </ul>	<ul style="list-style-type: none"> <li>Controls body</li> <li>Plays games involving movement and directions</li> </ul>
<b>3. Exhibit spatial awareness</b>	<ul style="list-style-type: none"> <li>Navigates around objects in the environment</li> <li>Completes simple puzzles</li> <li>Talks about objects and people in familiar environments</li> </ul>	<ul style="list-style-type: none"> <li>Develops spatial awareness and may enjoy activities such as crawling through tunnels, simple obstacle courses, or under tables</li> <li>Uses words to indicate direction</li> <li>Creates representations of familiar places through various materials</li> </ul>	<ul style="list-style-type: none"> <li>Moves body forward, backward, up, down, and sideways</li> <li>Plays games involving movement and directions</li> <li>Identifies and correctly uses terms related to location, direction, and distance</li> <li>Creates simple maps or drawings of familiar places</li> <li>Matches objects to usual locations and identifies features of familiar places</li> </ul>
<b>4. Exhibit temporal awareness</b>	<ul style="list-style-type: none"> <li>Identifies routines and common occurrences in his/her life</li> <li>Recognizes the start and end of an event</li> </ul>	<ul style="list-style-type: none"> <li>Follows routines and schedules</li> <li>Moves body to the rhythm</li> <li>Uses words or phrases that differentiate between events that happened in the past, the present, and the future</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates awareness of distance</li> <li>Moves body to the rhythm and adjusts to the tempo</li> <li>Demonstrates an understanding of time related to daily schedule</li> </ul>

**Suggestions for the Environment:**

- Variety of materials with different textures, colors and shapes
- Sensory table or tub with items that change regularly
- Visual schedule
- Simple maps displayed
- Labels for shelf items
- Variety of puzzles

**Teaching with Intent Throughout the Day:**

- Reads books and discusses pictures
- Moves to music
- Establishes routines
- Provides opportunities for movement activities
- Investigates and identifies sounds
- Explains routines to children
- Discusses events that are happening, using phrases such as "Today, we are doing an activity with fruit."

# PHYSICAL

## II. Health

### A. Practice Healthy Behaviors

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Show independence in personal care routines</b>	<ul style="list-style-type: none"> <li>• <b>Cares for toileting needs and rarely has an accident (attempts to wipe self but may need help on occasion)</b></li> <li>• Attempts personal care tasks independently (dressing, wipes nose with tissue, washes/dries hands)</li> <li>• Removes coat</li> <li>• Washes hands with soap without assistance</li> <li>• Wipes nose when prompted</li> <li>• Eats own food at table with other children and adults</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cares for toileting needs including managing clothing</b></li> <li>• <b>Puts on coat independently (may need help with zipper)</b></li> <li>• Puts on shoes (may be on wrong feet)</li> <li>• Identifies appropriate clothing for various weather conditions</li> <li>• Expresses hunger and satiety verbally and uses descriptive vocabulary for food preferences</li> <li>• Uses napkin to wipe face and hands at meals</li> <li>• Knows and participates in routines for serving, passing, and cleaning up after meals</li> <li>• Passes food at the table and is able to take appropriate sized portions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cares for toileting needs independently</b></li> <li>• <b>Puts on shoes</b></li> <li>• <b>Wipes nose</b></li> <li>• Covers mouth and nose when coughing and sneezing</li> <li>• Uses a napkin to wipe face and hands at meals</li> <li>• Washes and dries hands</li> <li>• Develops understanding that eating healthy foods is important for energy to grow, think, and play</li> </ul>
<b>2. Participate in a daily physical activity</b>	<ul style="list-style-type: none"> <li>• Participates in indoor and outdoor physical activities (running, jumping, climbing, music and movement)</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participates in indoor/outdoor physically active play and games that enhances health and well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participates in indoor/outdoor physically active play and games that enhances health and well-being</li> </ul>
<b>3. Exhibit body strength and endurance</b>	<ul style="list-style-type: none"> <li>• Sits upright in a chair/on the floor for the duration of an activity</li> <li>• Engages in active play</li> </ul>	<ul style="list-style-type: none"> <li>• Sits upright in a chair/on the floor for the duration of an activity</li> <li>• Engages in active play</li> </ul>	<ul style="list-style-type: none"> <li>• Sits upright in a chair/on the floor for the duration of an activity</li> <li>• Engages in active play</li> </ul>

#### Suggestions for the Environment:

- Child size furnishings (or items at the child's level, or aids) to encourage development of self-help skills (toilet, sink, step stool, cubbies)

#### Teaching with Intent Throughout the Day:

- Models good health and safety practices
- Provides daily opportunities for children to be physically active
- Supervises and monitors children's physical and emotional health

<ul style="list-style-type: none"><li>• Access to indoor and outdoor play spaces that are safe and supportive for daily quality physical activity</li><li>• Picture schedules with instructions for handwashing and toileting procedures posted for children to facilitate independence in self-care routines</li><li>• Easily accessible soap, paper towels, and tissues for handwashing and self-care</li></ul>	<ul style="list-style-type: none"><li>• Makes care routines as enjoyable as possible</li><li>• Provides encouragement and opportunities for children to learn and practice health and safety routines</li><li>• Ensure children are properly dressed for weather conditions and activities, and actively involves children in the process</li><li>• Provides adequate time for daily physical activity and rest</li><li>• Provides explanation and instruction, using simple directions, for basic health rules</li><li>• Reviews and adapts routine times to increase participation</li></ul>
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# PHYSICAL

## III. Safety

### A. Practice Safe Behaviors

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Know and follow safety rules</b>	<ul style="list-style-type: none"> <li>Makes safe choices</li> </ul>	<ul style="list-style-type: none"> <li>Follows program or safety rules with few reminders and recognizes signs of danger</li> <li>Makes safe choices</li> </ul>	<ul style="list-style-type: none"> <li>Follows safety plans and procedures</li> <li>Makes safe choices</li> </ul>
<b>2. Recognize personal danger</b>	<ul style="list-style-type: none"> <li><b>Only mouths/eats food items</b></li> <li>Avoids dangers (blows on hot foods, hot surfaces, sharp utensils) but cannot be relied on to keep self safe</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes safety issues with guns, water, fire, and strangers</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes danger and poison symbols and avoids these objects/areas</li> <li>Understands and explains that some practices may be personally dangerous (playing near the street, smoking, playing with matches)</li> <li>Recognizes personal privacy in relation to their body</li> </ul>
<b>3. Know how and when to seek help from others</b>	<ul style="list-style-type: none"> <li><b>Gives first and last name</b></li> <li>Communicates to adult when someone hurts them or makes them feel bad</li> </ul>	<ul style="list-style-type: none"> <li><b>Gives parents' names</b></li> <li>Communicates to peers and adults when seeing dangerous behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Identifies adults that can help in dangerous situations (parents, teachers, police)</li> </ul>

#### Suggestions for the Environment:

- Safe indoor and outdoor space for children to explore free of risks to health and safety
- Equipment and furnishings that promote health and safety (fenced playground, safety outlets)
- Access to indoor and outdoor play spaces that are safe and supportive for daily quality physical activity
- Procedures and signs for emergency evacuation and written health and safety policies posted
- Keep personal belongings in closet away from student's reach

#### Teaching with Intent Throughout the Day:

- Provides constant close supervision and guidance
- Models good health and safety practices
- Demonstrates clear and consistent boundaries about harmful objects and situations (always wearing bike helmets, staying with the group)
- Prepares food to avoid choking hazard
- Provides explanation and instruction, using simple directions, for basic safety rules
- Provides opportunities to practice emergency drills
- Provides opportunities to learn about community helpers

# EXPRESSIVE ARTS

## I. Music and Movement

### A. Show Interest in Music and Movement

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Use body to move to music and express self</b>	<ul style="list-style-type: none"> <li>Participates in musical activities (singing, dancing, finger-plays, games, etc.)</li> <li>Creates new dances</li> </ul>	<ul style="list-style-type: none"> <li>Responds to tempos presented in a variety of ways (marches, gallops, claps according to beat)</li> <li>Produces rhythmic patterns (humming a song, clapping out a beat, tapping, etc.)</li> <li>Creates new dances</li> </ul>	<ul style="list-style-type: none"> <li>Sings songs that use the voice in a variety of ways</li> <li>Creates new dances</li> </ul>
<b>2. Use music and movement to express concepts, ideas or feelings</b>	<ul style="list-style-type: none"> <li>Repeats parts of simple songs</li> <li>Use instruments to produce rhythm and musical sounds</li> <li>Experiments with a variety of sound making objects</li> <li>Knows and asks for favorite songs</li> </ul>	<ul style="list-style-type: none"> <li>Imitates or spontaneously sings a song</li> <li>Use instruments to produce rhythm and musical sounds</li> </ul>	<ul style="list-style-type: none"> <li>Describes feelings and reactions in response to diverse musical genres and styles</li> <li>Creates own songs and movements</li> <li>Vocalizes and uses instruments in more complex music/songs</li> <li>Creates and uses instruments to produce rhythm and musical sounds</li> </ul>

#### Suggestions for the Environment:

- Musical instruments accessible for children
- Include a variety of materials to express movement (scarves, wands, etc)
- A variety of musical genres and styles, including songs from other cultures and in other languages

#### Teaching with Intent Throughout the Day:

- Incorporates a variety of musical instruments
- Plans for musical experiences that encourage children to experiment with songs and instruments throughout the day
- Incorporates different strategies to increase children's familiarities with rhythms (uses rhymes, poems, chants, and songs with steady beats)
- Sings with children throughout the day (in routines, group times, transitions, improvised/planned)

# EXPRESSIVE ARTS

## II. Visual Arts

### A. Show Interest in Visual Arts

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Explore and experiment with a range of media through sensory exploration</b>	<ul style="list-style-type: none"> <li>Experiments with a variety of art media and tools to color, paint, scribble, sculpt (play dough)</li> <li>Shows preferences for colors or pictures</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates the safe and appropriate use and care of art materials and tools</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes and describes various art forms (collage, sculpture, painting, etc.)</li> <li>Reflects on differences and preferences when encountering artwork</li> </ul>
<b>2. Use a range of materials to create pictures or three-dimensional objects</b>	<ul style="list-style-type: none"> <li>Uses a variety of materials creatively to represent other items (blocks, dramatic play materials)</li> </ul>	<ul style="list-style-type: none"> <li>Uses materials to build and create a three-dimensional structures to represent another item (blocks become a castle, play dough becomes a snake)</li> </ul>	<ul style="list-style-type: none"> <li>Uses materials to build and create more complex three-dimensional structures to represent another item</li> </ul>
<b>3. Use creative art to express thoughts, feelings and experiences</b>	<ul style="list-style-type: none"> <li>Expresses ideas by making random marks on paper</li> <li>Shows pride in ability to use art materials and enjoys showing completed art to others</li> </ul>	<ul style="list-style-type: none"> <li>Draws or paints images with a few details</li> <li>Expresses ideas by creating artwork that represents people, places, and objects</li> <li>Creates work that requires some planning</li> </ul>	<ul style="list-style-type: none"> <li>Drawing becomes better defined and more detailed</li> <li>Develops a growing ability to plan, work independently, cooperatively, and demonstrate care and persistence in a variety of art</li> <li>Discusses own artistic creations and those of others</li> </ul>

#### Suggestions for the Environment:

- Variety of art materials and tools easily accessible to children
- Space to display children's artwork and works by various artists
- Children's artwork is displayed where children can easily view
- Storage space for art projects so children can revisit and reflect on their work to revise or make changes over time
- Variety of media available to explore and learn about (photographs, paintings-various mediums, book illustrations, etc)

#### Teaching with Intent Throughout the Day:

- Provides opportunities to explore and create with various mediums (paint, oil pastel, colored pencil, watercolor, clay, paper, etc)
- Provides opportunities to explore and create different projects (paintings, collage, sculpture, illustrations, self-portraits, still lifes, etc)
- Makes specific, nonjudgmental observations about the qualities of children's artwork ("You used long, thin lines for the leaves in your painting.") and avoids showing preference for realistic over abstract art
- Holds gallery walks for students to share about their work and learn about



<ul style="list-style-type: none"> <li>• Variety of art examples and materials form various cultures</li> </ul>	<p>the work of other students</p> <ul style="list-style-type: none"> <li>• Points our various forms of media found in books, photographs/prints in a variety of settings</li> <li>• Provides opportunity to observe various artists who use different techniques ant art media</li> <li>• Encourages appreciation of the process of creating rather than the end product</li> <li>• Introduces children to vocabulary used in the visual arts (line, color, shape, sculpture, collage, etc.)</li> </ul>
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# EXPRESSIVE ARTS

## III. Drama

### A. Show Interest in Dramatic Arts

	3 Years Before Kindergarten	2 Years Before Kindergarten	1 Year Before Kindergarten
<b>1. Express self through physical action and sound</b>	<ul style="list-style-type: none"> <li>Imitate actions of people</li> </ul>	<ul style="list-style-type: none"> <li>Recites nursery rhymes and simple songs</li> </ul>	
<b>2. Begin to use representation to communicate</b>	<ul style="list-style-type: none"> <li>Acts out simple games, stories, or fingerplays with adult support</li> </ul>	<ul style="list-style-type: none"> <li>Acts out or retells a familiar story</li> </ul>	<ul style="list-style-type: none"> <li>Repeats dialogue and movements to tell a story</li> <li>Recognizes difference between pretend/fantasy and reality</li> </ul>
<b>3. Begin to pretend play</b>	<ul style="list-style-type: none"> <li><b>Uses creativity and imagination in play</b></li> <li>Engages in simple whole-group dramatics (everyone is a cat)</li> </ul>	<ul style="list-style-type: none"> <li><b>Engages in pretend play representing familiar experiences (school, family, shopping)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Engages in pretend play representing familiar experiences with peers (kitchen, blocks, puppets, acting out a story)</b></li> </ul>
<b>4. Use creativity and imagination to assume roles in dramatic play</b>	<ul style="list-style-type: none"> <li>Engages in object substitution (using a block for a phone) during play</li> <li>Uses blocks or other objects to build simple structures like a pen, house, road</li> <li>Uses a doll or other toys/props to act out a scene</li> <li>Uses words and/or actions to portray a role, situation, or setting (mom, dad, teacher, baby etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Uses objects to represent real items in pretend play (cardboard box as a car, sets up a "grocery store")</li> <li>Constructs a bridge or other structure with blocks using pictures or models</li> <li>Talks to and plays with pretend friends, stuffed animals, and toys</li> <li>Uses costumes to disguise self and become a character (wears a tie to be a dad, purse to be a mom, etc.)</li> <li>Creates stories with props or manipulatives (puppets, action characters, etc.)</li> <li>Engages in role play in various activities such as dramatic play, block play, or outdoor play</li> <li>Puts on a performance for an audience</li> </ul>	<ul style="list-style-type: none"> <li>Uses symbols/images/objects to represent something not present (draws a phone to use)</li> <li>Constructs a bridge or other structure with blocks using past experiences as a guide</li> <li>Creates roles for self and others in dramatic play situation using body and dialogue</li> <li>Uses props/objects in creative ways to promote and enact a story</li> <li>Listen and watch an age-appropriate play or performance (peer or non-peer)</li> <li>Puts on a performance for an audience</li> </ul>

**Suggestions for the Environment:**

- A well-equipped dramatic play center with a variety of props that reflect children's background knowledge and community (home, restaurant, hospital)
- Dress up clothing with a variety of fasteners
- Dress up clothing that is masculine, feminine and themed accessible for all children
- Dolls and images of people representing diverse cultures and abilities
- Materials representing various cultures and abilities (food, pictures, flags, glasses)
- Dramatic play props in the outdoor setting (food etc.)
- Non-fiction materials (books, photographs, etc) for students to gain information about various settings (grocery store, veterinarian office, restaurant, etc)

**Teaching with Intent Throughout the Day:**

- Provides opportunities for children to act out books, nursery rhymes, and assume roles in other ways
- Encourages children to tell and act out stories; stressing beginnings and endings to introduce sequencing
- Assists children in learning the roles possible within a dramatic play scenario (various roles in a grocery store: stocker, cashier, customer etc.)
- Provides dramatic play scenario vocabulary (florist, arrangement, greenery)
- Participates with children in various forms of dramatic expression including those from other cultures
- Provides first hand experiences for children (video modeling, program visitors, non-fiction books) to experience the arts
- Provides a variety of dramatic play scenarios to explore (bakery, post office, grocery store, school, house, etc) where adults interact with students and model vocabulary and various scenarios

There were several resources utilized during the creation of this document including:

- Missouri Early Learning Standards (MELS)
- Desired Results Developmental Profile (DRDP)
- Brigance Inventory of Early Development (IED III)
- CDC Developmental Charts
- NAEYC Position Statements
- Nebraska's Birth to Five Learning and Development Standards-Early Learning Guidelines
- Kansas Early Learning Standards