



**District of Columbia
Early Learning Standards 2019**

Introduction to District of Columbia Early Learning Standards

This updated edition of the *District of Columbia Early Learning Standards* is a response to the evolution of the standards movement in early care and education throughout the country. The *Early Learning Standards* include alignment with the *Common Core State Standards for English Language Arts and Mathematics* (2010) as well as the *Next Generation Science Standards* (2013). The standards are also aligned with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* (2015), thus ensuring that all children receive the same standards-based instruction and appropriate learning experiences regardless of program auspices.

The *District of Columbia Early Learning Standards*, referred to throughout this document as Early Learning Standards, include indicators for infants, toddlers, two-year-olds and preschoolers, as well as exit expectations for children leaving pre-K and kindergarten. These standards provide parents and teachers with information about expectations for what children know and are able to do and describe how children progress at various ages and development levels. They focus on the whole child and include a broad range of domains because young children’s learning and development are interrelated and cross all areas of learning. The *Early Learning Standards* acknowledge the essential role of the teacher in intentionally guiding children’s learning and development in a high-quality early care and education environment in partnership with families.

The *Early Learning Standards* recognize that teachers are key decision-makers in the process of helping young children develop, learn and ultimately become ready for school. The *Head Start Early Learning Outcomes Framework: Ages Birth to Five* provides seven guiding principles to help educators successfully utilize early learning standards to help prepare young children for success in school and later in life:¹

1. “Each child is unique and can succeed. Children are individuals with different rates and paths of development. Each child is uniquely influenced by their prenatal environment, temperament, physiology and life experiences. With the appropriate support, all children can be successful learners and achieve the skills, behavior and knowledge described in the [*Early Learning Standards*].
2. Learning occurs within the context of relationships. Caring families, teachers and other adults matter in a young child’s life. Responsive and supportive interactions with adults are essential to children’s learning.
3. Families are children’s first and most important caregivers, teachers and advocates. Families must be respected and supported as the primary influence in their child’s early learning and education. Their knowledge, skills and cultural backgrounds contribute to children’s school readiness.
4. Children learn best when they are emotionally and physically safe and secure. Nurturing, responsive and consistent care helps create safe environments where children feel secure and valued. In these settings, children are able to engage fully in learning experiences.
5. Areas of development are integrated and children learn many concepts and skills at the same time. Any single skill, behavior or ability may involve multiple areas of development.
6. Teaching must be intentional and focused on how children learn and grow. Children are active, engaged and eager learners. Good teaching practices build on these intrinsic strengths by providing developmentally appropriate instruction and opportunities for exploration and meaningful play.
7. Every child has diverse strengths rooted in their family’s culture, background, language and beliefs. Responsive and respectful learning environments welcome children from diverse cultural and linguistic backgrounds. Effective teaching practices and learning experiences build on the unique backgrounds and prior experiences of each child.”

Purpose and Uses of the Early Learning Standards

The primary purpose of the Early Learning Standards is to ensure that children in the District of Columbia have the kinds of rich and robust early learning experiences that prepare them for success in school and for lifelong learning. The Early Learning Standards, include indicators for infants, toddlers, two-year-olds and preschoolers, as well as exit expectations for children leaving pre-K and kindergarten. The kindergarten exit expectations mirror the Common Core State Standards for English Language Arts and Mathematics and the Next Generation Science Standards (NGSS), and do not change any standards currently in place.

To achieve this goal, the *Early Learning Standards* **should** be used as:

- A resource for guiding the selection and implementation of curriculum;
- A focus for discussion by families, educators, community members and policymakers regarding the care and education of young children;
- A guide for selecting assessments appropriate for children from a variety of backgrounds with differing abilities;
- A guide for planning experiences and instruction that enable children to make progress in meeting the standards; and
- A framework for planning professional development opportunities for education staff.

The *Early Learning Standards* **should not** be used to:

- Deny children from entering kindergarten level;
- Exclude children in any early care and education program and/or activities based on the presence of disabilities or the language spoken at home; or
- Evaluate or assess children’s development and learning.

Dual Language Learners in Early Care and Education Programs

The *Early Learning Standards* define **dual language learners (DLLs)** as children from birth through kindergarten-level entry who are learning two (or more) languages at the same time or learning a second language while continuing to develop their first language.²

The term “dual language learner” may encompass or overlap substantially with other terms frequently used, such as bilingual, English language learner (ELL), limited English proficient (LEP), English learner (EL) and children who speak a language other than English (LOTE).³

DLLs come from homes where a language other than English is spoken.⁴ For some DLLs, both a language other than English and English may be spoken at home.⁵

Children who are considered to be DLLs may be enrolled in any type of early care and education program. This includes:

- Public preschool programs with English as the primary classroom language;
- Dual language programs in which all students are learning two languages or more in the classroom;
- Child development homes (with caregivers who speak English or another language); and
- Child development centers (with caregivers who speak English or another language).

It is important to note that, for the purposes of these standards, DLLs refer to children who are dual language learners across all program types. Most children who are considered to be DLLs are not enrolled in the District’s dual language programs, in which all students study grade-level content in two languages. Students enrolled in these programs, some of which begin in preschool, are often called Dual Language students.

The terms English learners and limited English proficiency refer to the specific definition under the federal Every Student Succeeds Act-specific definition for children 3 through 21 years of age.⁶ These terms may or may not apply to children who are DLLs as defined in these standards, depending on the children’s developmental stage and level of acquisition of the English language.

Family Engagement

Families play a critical role in supporting early childhood learning and school readiness. Children begin learning at home before they enter the early learning setting. The DC Office of the State Superintendent of Education (OSSE) and the federal Administration for Children and Families, Office of Head Start (OHS) recognize that positive parent-child relationships provide the foundation for children’s learning. Engaging with families through meaningful relationships is a critical component of high-quality early care and education. Effective family engagement practices can support the health and development of young children, including their social, emotional, cognitive, language and literacy and physical development. Children’s experiences within their families contribute greatly to their school readiness.

- Dual language learners benefit, as do all children, from warm and respectful school-family relationships that support the development of each of their languages. Teachers can provide useful information and guidance regarding the cognitive, linguistic and social benefits of bilingualism and address any questions families may have about maintaining a home language. Teachers and program staff should model respect for all languages by communicating with families in their preferred language(s), using trained interpreters and translators if/when needed. Additionally, the translation of materials shared with families into the home language is required by Sections 2(2) and 2(3) of the District of Columbia Municipal Regulations (DCMR) Language Access Act, Chapter 12 (D.C. Official Code §§2-1931(2) and 1931(3)).

Role of Curriculum

The *Early Learning Standards* are intended to complement curriculum models currently used by programs and should be used by programs to inform the selection of an appropriate curriculum and effective implementation. To achieve the desired outcomes for children, the curriculum, classroom practices and instructional approaches must be carefully planned, developmentally appropriate, culturally and linguistically responsive and comprehensive. The National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS-SDE) defined indicators of effective curriculum as follows:⁷

- Children are active and engaged.
- Goals are clear and shared by all.
- The curriculum is evidence-based.
- Valued content is learned through investigation and focused, intentional teaching.
- The curriculum builds on prior learning and experiences.
- The curriculum is comprehensive.
- Professional standards validate the curriculum's subject matter content.
- The curriculum is likely to benefit children.

Role of Assessment

Assessment methods should be “developmentally appropriate, culturally and linguistically responsive, tied to children’s daily activities, supported by professional development, inclusive of families and connected to specific, beneficial purposes.” Those purposes include “(1) making decisions about teaching and learning, (2) identifying significant concerns that may require focused intervention for individual children and (3) helping programs improve their educational and developmental interventions.”⁸

The *Early Learning Standards* are not meant to be used as an assessment. Rather, programs should use an assessment system that aligns to their curriculum and that will provide data on children’s progress in meeting the standards. Assessment is an ongoing process of gathering information about children to support their learning. The primary purposes of assessment are to:

- Get to know each child — what he/she knows and can do in relation to the learning objectives;
- Plan activities and instruction for individual children and for groups of children;
- Track progress and ensure every child is progressing in all areas; and
- Prepare reports — for families, funders and other interested parties.

Assessment Consideration for Dual Language Learners

Ongoing authentic assessment of children’s progress toward learning goals is especially important for children who are DLLs. DLLs may demonstrate their knowledge and skills related to these standards in English, in a home language or nonverbally (depending on the skill, the child’s language background and the setting). Unless the assessment is of a child’s English language knowledge and skill, assessments should support DLLs to respond in any language or in a way that is comfortable and appropriate for the child. This will be implemented differently in different settings. Family members can contribute to this process by sharing what they see and experience, their goals and expectations for their child’s development and any concerns they may have. Educators should use what they learn from ongoing assessment to plan and carry out developmentally appropriate learning activities with families’ involvement.

It is important to note that many assessments (including most standardized assessments) are designed to be used with children who speak only English. They do not assess the breadth or depth of DLLs’ knowledge and skills. Ongoing authentic assessment of a child’s progress (in all of a child’s languages) is appropriate and provides a more valid assessment of what the child knows and is able to do. This ongoing assessment includes observation and documentation of a child’s development as well as comparing a child’s development over time.

Supporting Inclusion of All Children

As stated above, the *Early Learning Standards* provide guidance on selecting and implementing a curriculum and assessment system as well as planning experiences and instruction that enable all children to demonstrate progress towards meeting the standards. This includes children with special education needs who demonstrate a wide range of cognitive, language/communication, physical, social-emotional and sensory differences. A Universal Design for Learning approach provides supports that can help all children access the curriculum, including children with disabilities or other special needs. While a Universal Design for Learning approach is an important foundation to support all children, additional adaptations to the program or school environment, materials and teaching strategies may be needed to accommodate all children's disabilities or other special needs. Because each child reveals his or her learning styles, skills and preferences in unique ways, these kinds of adaptations are individually determined within each child's individualized family service plan (IFSP) or individualized education program (IEP). Adaptations provide ways for children with developmental delays and disabilities to develop their strengths and meet their learning differences as they demonstrate progress towards the outcomes in the *Early Learning Standards*. Teachers can plan and structure programs to ensure that children with developmental delays and disabilities are successful by focusing on identifying children's individual strengths and needs, linking learning opportunities to the curriculum and the standards, providing appropriate supports and modifications as indicated in the individual plans and assessing children's progress in an ongoing manner.

Transition to Kindergarten

The move to kindergarten level is a critical time for young children and their families and it is important for teachers to help create a supportive and seamless transition. This is done most effectively through a collaborative approach that involves communicating with kindergarten teachers and families about curricula and individual children's development and educational strengths and needs. When preschool and kindergarten experiences are aligned, children can easily build on what they have already learned and be prepared for what they will be learning next. This benefits children cognitively, academically and socially. Effective strategies for building a smooth transition include the following:

- Building positive relationships between children, parents and schools;
- Aligning assessments, standards and curricula between preschool and kindergarten levels;
- Establishing joint professional development between preschool and kindergarten teachers; and
- Sharing information, communicating about the needs of children and families and setting the expectations for school readiness.

Cultural and Linguistic Responsiveness

Culturally and linguistically responsive practices recognize the importance of connecting children's cultural background, including their home language to teaching and learning. Teachers make learning more relevant and meaningful for all children by acknowledging, celebrating and integrating their cultural knowledge, background experiences and learning styles into the program.

Children are developing knowledge of their culture and language from (and even before) birth. They learn the sounds of the language(s) used by their family, as well as their family's cultural values, traditions and practices. Teachers can learn about children's language and cultural backgrounds through their relationships with families and children. They can use supportive practices that are culturally and linguistically responsive to children's backgrounds. These practices can then build on children's existing knowledge and skills developed within their family and culture. Educators may use familiar materials, language or practices to introduce children to new skills and ideas. Culturally and linguistically responsive practices also support young children's identity and sense of self. Teachers have an opportunity to help all children grow and learn by strengthening the connections between home, school and the community. Building relationships with young children and their families in authentic and meaningful ways is central to providing culturally and linguistically responsive practices.

Professional Development and Training

New as well as experienced early care and education administrators, coaches, consultants, trainers and teachers must be given continuous support, training and professional development that intentionally meet their individual needs to ensure that their work and practices are informed by the Early Learning Standards. To achieve the positive learning outcomes for children defined in the Early Learning Standards, all stakeholders (e.g., teachers, parents, coaches, etc.) must be committed to their full implementation and receive continuous support and appropriate training to support this implementation.

Guiding Principles for Educators

Below are recommended practices for educators to support young children in their development and learning. These principles, combined with knowledge found in the *Early Learning Standards* of the progression of early development and learning, will strengthen an educator's skills in implementing relationship-based interactions and building strategies for effective learning.

- 1. Providing a safe environment** with interactions that support and reflect each child's interests, strengths and needs encourages meaningful learning through self-initiated exploration and experiences.
- 2. Universal Design for Learning**, which is a strengths-based approach to implementing curriculum and designing early learning environments to meet the needs of all learners in a common setting. Universal Design for Learning offers multiple means of representing, expressing and engaging in learning.
- 3. Building relationships with families** in your program provides a foundation for current and later engagement of families in their children's learning.
- 4. Practicing relationship-based care** including the important elements of primary care, continuity of care, individualized care, culturally sensitive care, small groups and inclusion supports the way young children learn.
- 5. Communicating in culturally and linguistically responsive ways** supports identity development in children and builds strong learning communities where all voices and ideas are heard.
- 6. Working collaboratively with families, kindergarten teachers and local school administrative officials** creates a seamless transition for children entering kindergarten.
- 7. Understanding the strengths of each child** through a developmental lens strengthens observations of individual children and the ability to plan for optimal learning for all children.
- 8. Engaging in reflective collaboration** with other early learning professionals supports professional development and builds shared knowledge and continuity for children and families.
- 9. Planning effective curricula for young children** is rooted in observation and documentation of children's abilities, interests and needs that are blended with values and practices from the families in each program — providing a context to include family experiences with program curricula and learning.
- 10. Maintaining responsive, consistent routines and transitions** that are predictable and yet flexible when needed supports the optimal development and learning of all children and can be especially beneficial for children who have experienced trauma or toxic stress.
- 11. Designing a sensory-rich environment** with a variety of materials, including natural and found items that reflect the families' home cultures and children's current interests and offer new or connecting ideas to support the developmental progression of learning.
- 12. Designating a space for teacher documentation, reflection and planning;** small-group learning; areas for exploration; accessible materials; and spaces for movement and flow of traffic that meet all children's motor abilities and assistive devices is essential in a young child's learning environment.

The Importance of Play as Part of Early Care and Education

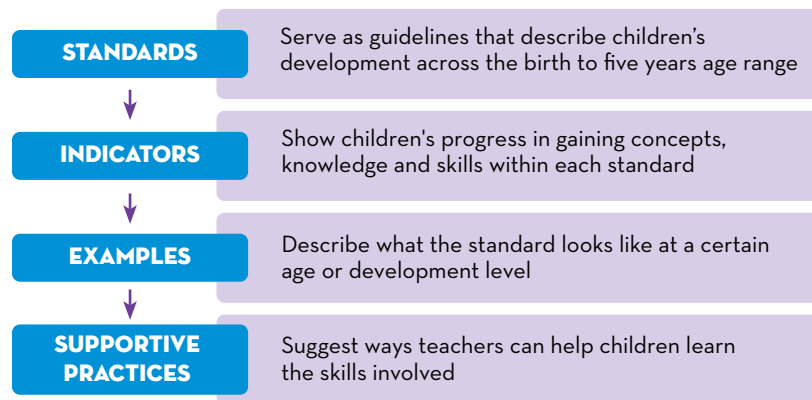
Much of young children’s important cognitive, social-emotional, language and physical development occurs in the context of play. There is pretend play, rough-and-tumble play, games where children make up the rules and games with rules and play that involve building and using materials. There is also play with adults and play with other children. These different kinds of play promote the healthy development of the whole child.

While children need time for free play, knowledgeable teachers can help children engage in constructive, purposeful play that supports memory development, impulse control and cognitive flexibility as well as language and physical development. When children have opportunities to use materials in open-ended ways, investigate interesting topics, engage in hands-on explorations and construct models and pictures, they are actually learning essential skills and concepts.

Complex socio-dramatic play is particularly helpful in giving children opportunities to develop important skills. In this kind of play, children have to invent their roles, respond in character to others, be willing to make changes as the play unfolds and learn and use the language associated with the role. Teachers can support this kind of complex play by listening; providing language as necessary; extending learning by offering new language, ideas and props; and encouraging problem-solving as well as furthering the use of the child’s imagination.

Organization of the Document

The chart below shows how the *Early Learning Standards* are organized.



The Early Learning Standards are composed of nine areas of development and learning:

- Approaches to Learning/Logic and Reasoning;
- Communication and Language;
- Literacy;
- Mathematics;
- Science and Engineering;
- Social Studies;
- The Arts;
- Social and Emotional Development; and
- Physical Development, Health and Safety.

The standards have “indicators” for these age/grade levels:

- Infants
- Toddlers
- Twos
- Preschoolers
- Pre-K Exit Expectations
- Kindergarten Exit Expectations

Each indicator includes an example of what the standard looks like at the age or grade level, as well as one or more supportive practices that suggest ways teachers can help children learn the skills involved. Most of the standards at the pre-K level include additional indicators (e.g., 5a, 5b, etc. to address the complexity of the standard at that level). The indicators, examples and supportive practice(s) use “they” and “their” as gender-neutral pronouns to be inclusive of all children. Below is an excerpt from the *Early Learning Standards* to show how this document is organized.

| COMMUNICATION AND LANGUAGE | INFANTS | TODDLERS | TWOS | PRESCHOOL |
|--|---|--|--|---|
| STANDARDS | Indicators | Indicators | Indicators | Indicators |
| 5. Demonstrates understanding of spoken language | 5a. Appears interested in others' speech <i>Example:</i> <ul style="list-style-type: none"> Look at people who are talking. <i>Supportive Practice:</i> <ul style="list-style-type: none"> Talk to children throughout the day, describing what they are doing and experiencing (e.g., say "You're picking up green peas with your fingers."). | 5a. Responds to others' speech and gestures <i>Example:</i> <ul style="list-style-type: none"> Touch their shoe when they hear the word shoe. <i>Supportive Practice:</i> <ul style="list-style-type: none"> Name objects and actions, introducing new words (e.g., say "Here's your dinosaur blanket with the soft ribbon fringe."). | 5a. Responds to simple statements, questions and simple texts read aloud <i>Example:</i> <ul style="list-style-type: none"> Open the flaps in the book "Where's Spot?" at the appropriate times. <i>Supportive Practice:</i> <ul style="list-style-type: none"> Read and reread books to enhance understanding and vocabulary. Comment on the pictures and story. | 5a. Responds to more complex questions, statements and texts read aloud that present new vocabulary and ideas <i>Example:</i> <ul style="list-style-type: none"> Follow directions to wash and dry hands after working with papier-mâché. <i>Supportive Practice:</i> <ul style="list-style-type: none"> Give directions with two or more steps. |

| PRE-K EXIT EXPECTATIONS | K EXIT EXPECTATIONS |
|--|--|
| INDICATORS | COMMON CORE STATE STANDARDS |
| Comprehension and Collaboration 5a. Asks and answers questions in order to seek and offer help, get and offer information or clarify something that is not understood <i>Example:</i> <ul style="list-style-type: none"> Ask the teacher whether they are having chicken for lunch, what kind and whether they may have three pieces. 5b. Demonstrates understanding of spoken language by responding appropriately <i>Example:</i> <ul style="list-style-type: none"> Get paper to make a sign after the teacher mentions that they might need to make one because children are running in the classroom. <i>Supportive Practices</i> <ul style="list-style-type: none"> Encourage children to think of questions they want to ask the police officers when they come to visit. To help children understand what you're saying, clarify your message by demonstrating with concrete objects and movements (e.g., say, "Watch how I always keep this foot in front when I gallop."). | Comprehension and Collaboration SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL.K.3. Ask and answer questions in order to seek help, get information or clarify something that is not understood. |

The Common Core State Standards for English Language Arts and Mathematics and the Next Generation Science Standards (NGSS) are DC's adopted content standards and are not altered by the Early Learning Standards.

There are 38 standards:

Approaches to Learning/Logic and Reasoning

1. Attends and engages with curiosity
2. Shows persistence
3. Approaches tasks flexibly
4. Uses symbols and takes on pretend roles

Communication and Language

5. Demonstrates understanding of spoken language
6. Uses language to express self
7. Uses conventional grammar and syntax
8. Uses conventional conversational and other social communication skills

Literacy

9. Demonstrates understanding of print concepts
10. Demonstrates comprehension of printed materials read aloud
11. Hears and discriminates the sounds of English and/or home languages
12. Writes letters and words
13. Understands the purpose of writing and drawing

Mathematics

14. Matches, groups and classifies objects
15. Demonstrates knowledge of numbers and counting
16. Demonstrates knowledge of volume, height, weight and length
17. Identifies and labels shapes
18. Demonstrates understanding of positional words

Science and Engineering

19. Investigates living things
20. Investigates physical objects
21. Investigates characteristics of Earth and space
22. Investigates engineering

Social Studies

23. Demonstrates an understanding of self, family and a diverse community
24. Demonstrates an understanding of the relationship between people and the environments in which they live
25. Demonstrates an understanding of time as it relates to self, family and community

The Arts

26. Engages in music and movement activities
27. Engages in drama activities
28. Explores the visual arts

Social and Emotional Development

29. Expresses a variety of feelings and learns to manage them
30. Recognizes the feelings and rights of others and responds appropriately
31. Manages own behavior
32. Develops positive relationships with adults
33. Engages and plays with peers
34. Resolves conflicts with others

Physical Development, Health and Safety

35. Demonstrates strength and coordination of large muscles
36. Demonstrates strength and coordination of small muscles
37. Demonstrates behaviors that promote health and safety
38. Demonstrates competent eating behaviors through the maintenance of positive eating attitudes, optimal food acceptance skills, self-regulation of food intake, mindful food choices and positive body image

Areas of Development and Learning

The following is a brief overview of each area or domain included in the *Early Learning Standards*.

Approaches to Learning/Logic and Reasoning is about how children learn to perceive and process information. Skills in this area of development are related to thinking: remembering, problem-solving and decision-making. For children to be ultimately successful in school, they must be able to figure out what to do, how to do it and coordinate the necessary skills required to accomplish the task. Children need to learn to control impulses, multitask, follow directions and focus. There is great interest today about the importance of these executive function skills and how to teach them. Young children can develop these skills when teachers and family members model and teach them. Teachers help children by organizing the environment in ways that support children’s ability to focus and make choices. Teachers can intentionally give children practice in following multistep directions. Teachers can also provide opportunities for children to explore and investigate topics that are interesting and meaningful so that children will engage and focus as they use previous knowledge to learn new things. They can encourage children to talk about what they are learning and how they learned it. They can also model self-talk that helps children understand how they decide what to do to accomplish a task.

Communication and Language involves learning to understand others and to use language to communicate. At the pre-K and kindergarten levels, the standards are divided into subareas for further clarification: **Comprehension and Collaboration, Presentation of Knowledge and Ideas, Vocabulary Acquisition and Use** and **Conventions of Standard English**.

The **Literacy** standards reflect the growing emphasis on exposing young children to both informational texts and literature from an early age. In addition to basic **Print Concepts**, children are expected to learn how to think about the **Key Ideas and Details** and the **Craft and Structure** in texts. They learn about the **Integration of Knowledge and Ideas** by talking and writing about what they read and listen to. They are expected to develop specific skills in **Phonological Awareness/Phonics and Word Recognition**. The **Production and Distribution of Writing** area includes both the act of writing and understanding the purpose of writing and drawing. Finally, children learn about different **Text Types and Purposes** as they write about what they are learning and write stories.

The **Mathematics** standards include expectations for learning about **Classification** and **Patterns**, but the most important emphasis for young children is skills related to developing number sense:

- **Knows number names and the count sequence**
- **Counts to tell the number of objects**
- **Compares numbers**
- **Understands addition as putting together and adding to and understands subtraction as taking apart and taking from**
- **Measurement is included with this expectation: Describes and compares measurable attributes**
- **Geometry is included with these expectations: Identifies and describes shapes and the relative position of objects**

The **Science and Engineering** standards include the domains of **living things, physical objects, characteristics of Earth and space** and **engineering**. The indicators for each domain clearly describe what children should know, understand and be able to do by the end of the appropriate year. Indicators are included for infants, toddlers, twos, preschool, pre-K and kindergarten years. It is important for early care and education workforce members to expose very young children to scientific explorations; children interact with, explore, observe, recognize, identify and describe living things, objects and the environment. It is important to intentionally use these words when communicating children’s developmental progression in meeting the indicators within each domain. The performance expectations from the NGSS are included as the indicators for the kindergarten year. Each year’s indicators “thoughtfully weave together the three dimensions: science and engineering practices, disciplinary core ideas and cross-cutting concepts.”⁹ The table below illustrates the components of each of the three dimensions.

| SCIENCE AND ENGINEERING PRACTICES | DISCIPLINARY CORE IDEAS | CROSSCUTTING CONCEPTS |
|---|--|---|
| <ol style="list-style-type: none"> 1. Asking Questions and Defining Problems 2. Developing and Using Models 3. Planning and Carrying Out Investigations 4. Analyzing and Interpreting Data 5. Using Mathematical and Computational Thinking 6. Constructing Explanations and Designing Solutions 7. Engaging in Argument from Evidence 8. Obtaining, Evaluating and Communicating Information | <p>Physical Sciences</p> <ul style="list-style-type: none"> • Matter and Its Interactions • Motion and Stability: Forces and Interactions • Energy • Waves and Their Applications <p>Life Sciences</p> <ul style="list-style-type: none"> • From Molecules to Organisms: Structures and Processes • Ecosystems: Interactions, Energy and Dynamics • Heredity: Inheritance and Variation of Traits • Biological Evolution: Unity and Diversity <p>Earth and Space Sciences</p> <ul style="list-style-type: none"> • Earth’s Place in the Universe • Earth’s Systems • Earth and Human Activity <p>Engineering, Technology and Applications of Science</p> <ul style="list-style-type: none"> • Engineering Design • Links among Engineering, Technology, Science and Society | <ol style="list-style-type: none"> 1. Patterns 2. Cause and Effect 3. Scale, Proportion and Quantity 4. Systems and System Models 5. Energy and Matter 6. Structure and Function 7. Stability and Change |

Social Studies standards cover birth to pre-K. Teachers build social studies learning with young children in the context of understanding of self, family and a diverse community. Children also develop understanding of the relationship between people and the environment they live in and demonstrate understanding of time as it relates to self, family and community. By the time children exit pre-K, they should be developing **Knowledge of Human Characteristics, Knowledge of Life in a Community** and knowledge about **Change Related to Familiar People and Places**.

The Arts standards cover birth to pre-K. Although teachers are expected to design many arts-related experiences for young children in the early years, particular indicators that support the Arts standards for infants are not described. However, supportive practices are provided to guide early care and education professionals in designing activities aligned with standards identified for the succeeding age groups. Arts experiences include **Music and Movement, Drama** and **Visual Arts Concepts and Expression**.

Social and Emotional Development of young children is at the core of their learning because it affects all other areas of development. The self-regulation skills that are crucial to developing the executive function skills mentioned earlier under **Approaches to Learning/Logic and Reasoning** are part of what children are learning as they

grow socially and emotionally. Children need to learn how to express **Emotions and Behaviors** in ways that support development of positive relationships with others. As they recognize and label feelings and practice developing rules and following limits and expectations with the help of supportive adults, they gain invaluable practice that will help them in school and in life. **Positive Relationships** are essential to this development and it is so important for teachers and children to develop positive relationships with one another. As part of these relationships, teachers guide children in ways to resolve social conflicts that routinely occur in the classroom. How to interact with and develop relationships with other children is a key learning experience for young children. When teachers plan meaningful and engaging play experiences that encourage children to work together, children learn to interact and make friends while learning important skills and concepts across the curriculum.

Physical Development includes **Large-Muscle Strength and Coordination** and **Small-Muscle Strength and Coordination**. As the focus in school becomes more and more academic, it is important to remember that competence in physical development and coordination is important to the development of the whole child. Children who feel good about themselves physically are often more successful in their schoolwork. **Health and Safety** includes learning about rules, self-help skills, nutrition and communicating physical boundaries.

Birth–Grade Three Learning Standards Continuum

The following table illustrates the continuum of development and learning expectations aligned with the *Head Start Early Learning Outcomes Framework*,¹¹ the *District of Columbia Early Learning Standards*, the *Common Core State Standards for English Language Arts and Mathematics*¹² and the NGSS.

| | INFANTS | TODDLERS | TWOS | PRESCHOOL | PRE-K EXIT | K-3 EXIT |
|--|---------------------------------|----------|------|-----------|------------|-----------------------------|
| Approaches to Learning/Logic and Reasoning | X | X | X | X | X | N/A |
| Communication and Language | X | X | X | X | X | Common Core State Standards |
| Literacy | X with some standards emerging* | X | X | X | X | Common Core State Standards |
| Mathematics | X with some standards emerging* | X | X | X | X | Common Core State Standards |
| Science and Engineering | X | X | X | X | X | NGSS |
| Social Studies | X | X | X | X | X | N/A |
| The Arts | X with some standards emerging* | X | X | X | X | N/A |
| Social and Emotional Development | X with some standards emerging* | X | X | X | X | N/A |
| Physical Development/Health and Safety | X | X | X | X | X | N/A |

*"Emerging" is used to convey the idea that the child's skills in this area are just beginning to develop.

To access the full list of references, resources, assessment tools consulted and state early learning standards consulted, please visit the OSSE website at <https://osse.dc.gov/publication/district-columbia-common-core-early-learning-standards-dc-ccels>.

Acknowledgments

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Notes

¹ Administration for Children and Families (2015). Head Start Early Learning Outcomes Framework. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/elof-ohs-framework.pdf>

² U.S. Departments of Health and Human Services and Education (2017, January 5). Policy Statement on Supporting the Development of Children who are Dual Language Learners in Early Childhood Programs. Retrieved from www.acf.hhs.gov/sites/default/files/ecd/dll_guidance_document_final.pdf

³ U.S. Departments of Health and Human Services and Education (2017, January 5). Policy Statement on Supporting the Development of Children who are Dual Language Learners in Early Childhood Programs. Retrieved from www.acf.hhs.gov/sites/default/files/ecd/dll_guidance_document_final.pdf

⁴ Ibid.

⁵ Ibid.

⁶ U.S. Department of Education (2015, December 10). Every Student Succeeds Act. Retrieved from www.congress.gov/114/plaws/publ95/PLAW-114publ95.htm

⁷ National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) (2003, November). Building an Effective, Accountable System in Program for Children Birth through Age

⁸ Retrieved from www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/pscape.pdf

⁹ Vermont Agency of Education & Vermont Department for Children and Families (2015). Vermont Early Learning Standards. Retrieved from <http://education.vermont.gov/sites/aoe/files/documents/edu-early-education-early-learning-standards.pdf>

¹⁰ Next Generation Science Standards Lead States (2013). Building an Effective, Accountable System in Program for Children Birth through Age 8. Retrieved from http://epsc.wustl.edu/seismology/book/presentations/2014_Promotion/NGSS_2013.pdf

¹¹ U.S. Department of Health and Human Services. (2015). Head Start early learning outcomes framework: Ages birth to five. Washington, DC: Administration for Children and Families, Office of Head Start. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/elof-ohs-framework.pdf>

¹² National Governors Association Center for Best Practices, & Council of Chief State School Officers (2010). Common core state standards for Mathematics, English language arts & literacy in history/social studies, science and technical subjects. Washington, DC. Retrieved from www.corestandards.org/read-the-standards/

| APPROACHES TO LEARNING/LOGIC AND REASONING | INFANTS | TODDLERS | TWOS |
|--|---|---|---|
| STANDARDS | Indicators | Indicators | Indicators |
| 1. Attends and engages with curiosity | <p>1a. Uses all senses to explore objects and surroundings</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Look at a soft toy, grasp and shake it to make it jingle, bring it to mouth and suck on it. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide safe spaces and materials for infants to explore. • Provide opportunities for sensory exploration using familiar and unfamiliar objects (e.g., books, spoon, toy vehicles, etc.) and describe to infants what they are experiencing (feeling, hearing, touching, tasting, smelling, seeing, etc.). | <p>1a. Manipulates objects; observes and explores surroundings by using all senses</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Knock down stacking cups, scatter them about and attempt to restack them. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Encourage toddlers to notice what can be done with objects (e.g., cups or sponges), “I wonder what will happen when I put the cup in the water?” • Provide safe objects for sensory stimulation and experiences with a variety of colors, textures, sounds, shapes or smells (e.g., stacking cups, shape boxes, balls, musical instruments, etc.). | <p>1a. Explores new places and materials; chooses a variety of tasks, especially those with adult support</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Dig a hole in the sand, watch as the dry sand flows back into the hole and ask the teacher to help fix it. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Provide a variety of familiar and unfamiliar experiences and objects (e.g., stacking cups, shape boxes, balls, musical instruments, etc.) for children to explore. |
| 2. Shows persistence | <p>2a. Attends to sights and sounds</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Drop a toy or object and look for it. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Arrange the environment and the daily schedule to encourage infants to explore objects (e.g., books, dramatic play toys, etc.) and interact with people for as long as they are interested. • Provide activities and experiences repeatedly if child shows interest. | <p>2a. Repeats actions with the goal of achieving a result</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Put blocks in a bucket and dump them out again and again. • Look for a favorite book where it is usually placed. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Provide materials (e.g., stacking cups, shape boxes, balls, musical instruments, etc.) that encourage children to repeat and practice new skills. | <p>2a. Continues to work on a self-selected task, especially with adult support</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Work with an adult to stack large cardboard blocks over and over until they can get them to stand as tall as they are. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Provide challenging but achievable activities and tasks (e.g., stacking cardboard blocks, stringing toys) that help children build on existing skills. |

| PRESCHOOL | PRE-K EXIT EXPECTATIONS | K EXIT EXPECTATIONS |
|--|--|---------------------|
| Indicators | Indicators | |
| <p>1a. Chooses tasks of interest; responds to adult encouragement</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Complete a new five-piece puzzle while a parent volunteer encourages their effort by saying, “You turned it and now it fits.” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Rotate materials in the classroom (e.g., in the discovery area, add magnets and a scale for children to weigh magnetic items). | <p>Approaches to Learning</p> <p>1a. Demonstrates curiosity and eagerness to learn by showing interest in a growing range of topics, ideas and tasks</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Ask questions about an upcoming trip to the library, including how the class will get there and whether they may check out books. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Encourage children’s interests by following children’s leads as you choose study topics. | |
| <p>2a. Continues an activity even when there are challenges; may stop and later return to a self-selected activity</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Stop painting when the colors run together. Resume painting after the teacher suggests waiting until parts of the painting are dry. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Support children’s attempts to complete tasks and activities that they might not be able to do alone by suggesting they ask a classmate for help. | <p>2a. Perseveres to understand and accomplish a challenging, self-selected activity despite interruptions and distractions</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Build an elaborate structure out of a variety of materials, working on it for several days. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Provide opportunities for children to engage in activities for extended periods of time and to return to their projects over the course of several days. | |

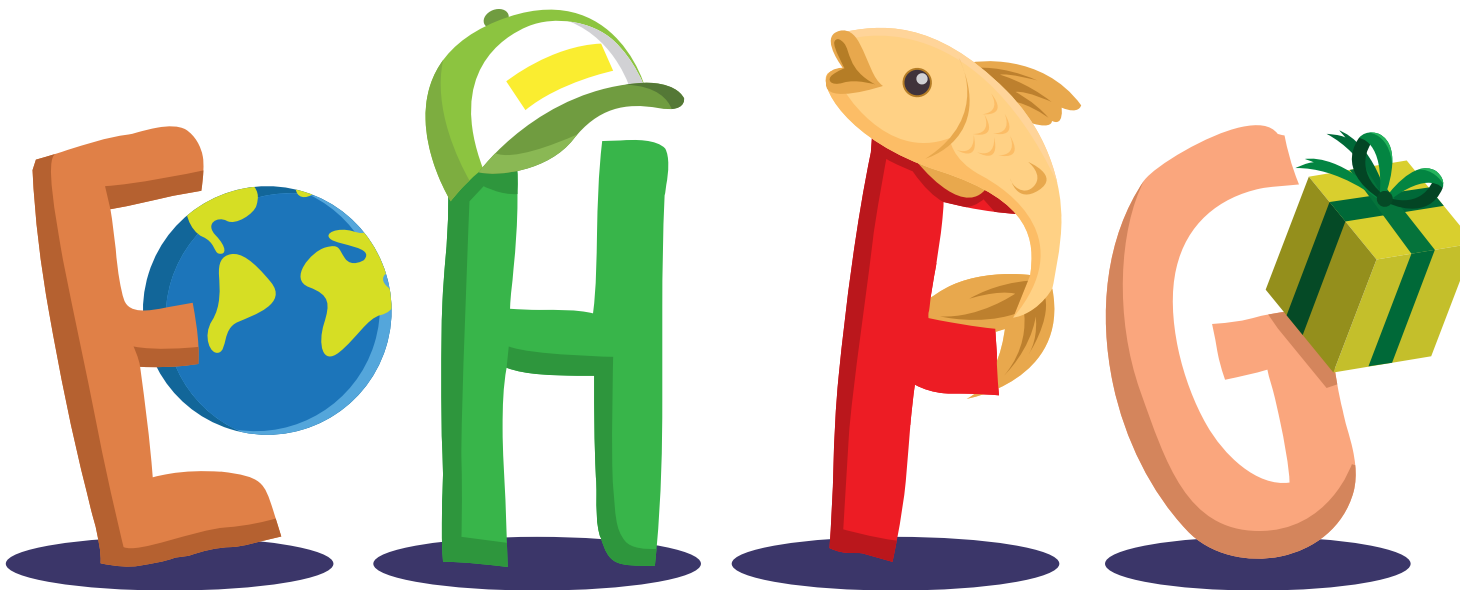
| APPROACHES TO LEARNING/LOGIC AND REASONING | INFANTS | TODDLERS | TWOS |
|--|--|--|--|
| STANDARDS | Indicators | Indicators | Indicators |
| 3. Approaches tasks flexibly | <p>3a. Notices how others approach a task</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Turn head toward an adult doing a finger play. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Sing songs, read stories, dance and practice finger plays repeatedly in English or other home language(s). • Introduce and repeat stimulating toys, (e.g., rattles, textured fabric) games (e.g., peek-a-boo) and sounds to encourage curiosity and creativity. | <p>3a. Notices how others approach a task and imitates their attempts</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Watch the teacher play peek-a-boo with an infant and join the game. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Play different types of music and model a range of ways to move to the beat. | <p>3a. Uses trial-and-error approaches; asks for help</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Stand on a stool to reach a toy and ask for help when they still cannot reach it. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Talk about alternative solutions for new challenges (e.g., suggest, “We don’t have any more dolls. Why don’t you take care of the baby bunny?”). |
| 4. Uses symbols and takes on pretend roles | <p>4a. Shows an interest in other people’s use of objects</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Watch, kick legs, smile, etc. when an adult puts up a mobile on the crib. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide opportunities for infants to explore the environment by giving them space to crawl, stand and move around. • Allow infants to explore objects using their mouth, shake and manipulate a variety of objects and toys (e.g., maracas, push toys, etc.). • Model the use of developmentally appropriate materials and objects (e.g., rolling a ball and using sit-to-stand learning walker). | <p>4a. Observes other people’s actions and use of objects; uses realistic objects in pretend play</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Pretend to fit toy keys into a cabinet door lock. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Model a new use for a material, like moving a block across the floor and announcing, “Beep-beep! Here comes a school bus!” • Start to introduce toys associated with dramatic play (e.g., kitchen, pots, pans, plates, cups, etc.). | <p>4a. Uses props and imitates actions to reenact familiar events</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Pat a doll in the dramatic play area, tell it that it’s time for “nigh, nigh” and put it in the toy bed. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Encourage children to talk about familiar things, like families, as they explore materials (e.g., talk about the different sizes of plastic cows; ask, “Which cow is the mother? How about the baby? Which is the biggest cow?”). |

| PRESCHOOL | PRE-K EXIT EXPECTATIONS | K EXIT EXPECTATIONS |
|---|--|---------------------|
| Indicators | Indicators | |
| <p>3a. Finds solutions without having to try every possibility; may change approach</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Get a wagon when they cannot carry three balls in their arms. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Model problem-solving (e.g., when too many children want to be in the playhouse, put a sheet over a table and ask, “Who wants to play in the tent?”). | <p>3a. Uses multiple strategies to solve problems and complete tasks</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Work with a group of classmates to build a model vehicle from cardboard boxes. <p>3b. Initiates cooperative activities with peers</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Say to two other children, “Let’s make a school bus out of this box.” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Discuss the pros and cons of potential solutions, encouraging children to experiment with possibilities until they solve the problem. • Provide sufficient time for cooperative activities and encourage turn-taking and sharing as part of cooperative interactions. | |
| <p>4a. Uses props in pretend play with one or more children; substitutes one object for another; activity is often theme-based</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Tell two children, “I’m a dinosaur. You’d better run. I’m going to eat you!” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Provide children with a range of open-ended materials for dramatic play (e.g., they might make a sign that reads “Doctor’s Office” for the dramatic play area). | <p>Symbolic Thinking</p> <p>4a. Uses objects, materials, actions and images to represent other objects</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Use blocks and animal figurines to create a model zoo. <p>4b. Plays with a few other children for periods as long as 10 minutes, agreeing on scenarios and roles</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Pretend to be a veterinarian, playing with stuffed animals, office props and children who are “pet owners.” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide materials for children to document their observations as they investigate pine cones during a study of trees. • Encourage children to explore various roles by offering props such as hard hats and child-sized shovels outside. | |

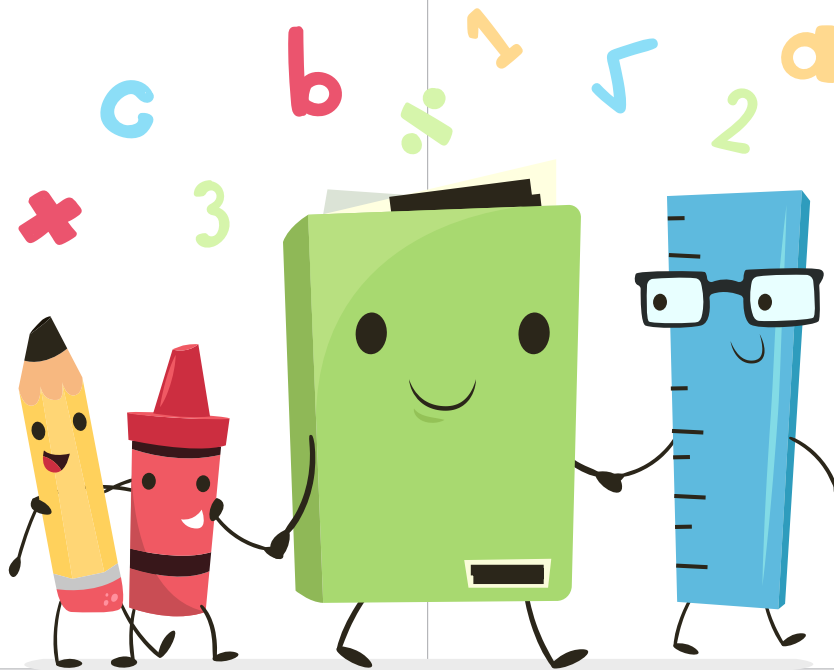
| COMMUNICATION AND LANGUAGE | INFANTS | TODDLERS | TWOS |
|--|---|--|--|
| STANDARDS | Indicators | Indicators | Indicators |
| 5. Demonstrates understanding of spoken language | <p>5a. Appears interested in others' speech</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Look at people who are talking. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Talk to children throughout the day, describing what they are doing and experiencing (e.g., say "You're picking up green peas with your fingers."). | <p>5a. Responds to others' speech and gestures</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Touch their shoe when they hear the word shoe. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Name objects and actions, introducing new words (e.g., say "Here's your dinosaur blanket with the soft ribbon fringe."). | <p>5a. Responds to simple statements, questions and simple texts read aloud</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Open the flaps in the book "Where's Spot?" at the appropriate times. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Read and reread books to enhance understanding and vocabulary. Comment on the pictures and story. |



| PRESCHOOL | PRE-K EXIT EXPECTATIONS | K EXIT EXPECTATIONS |
|---|---|---|
| Indicators | Indicators | Common Core State Standards |
| <p>5a. Responds to more complex questions, statements and texts read aloud that present new vocabulary and ideas</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Follow directions to wash and dry hands after working with papier-mâché. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Give directions with two or more steps. | <p>Comprehension and Collaboration</p> <p>5a. Asks and answers questions in order to seek and offer help, get and offer information or clarify something that is not understood</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Ask the teacher whether they are having chicken for lunch, what kind and whether they may have three pieces. <p>5b. Demonstrates understanding of spoken language by responding appropriately</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Get paper to make a sign after the teacher mentions that they might need to make one because children are running in the classroom. <p><i>Supportive Practices</i></p> <ul style="list-style-type: none"> Encourage children to think of questions they want to ask the police officers when they come to visit. To help children understand what you're saying, clarify your message by demonstrating with concrete objects and movements (e.g., say, "Watch how I always keep this foot in front when I gallop."). | <p>Comprehension and Collaboration</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information or clarify something that is not understood.</p> |



| COMMUNICATION AND LANGUAGE | INFANTS | TODDLERS | TWOS |
|----------------------------------|---|--|---|
| STANDARDS | Indicators | Indicators | Indicators |
| 6. Uses language to express self | <p>6a. Vocalizes and gestures in an effort to communicate</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Squeal and lean toward trusted adult when they want to be picked up. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Respond to infants’ babbling by talking to them. | <p>6a. Uses language to express needs and refer to familiar people and objects</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Say, “Baba me” when they see their bottle. • Use gestures and sign to express self (e.g., points to a toy to express interest). <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Ask simple questions and provide the answer if the toddler doesn’t answer (e.g., “Is that a cat? Yes, that is a cat.”). | <p>6a. Uses language to describe objects and people and to ask for help</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Respond to an airplane flying overhead by saying, “Grandma go bye-bye.” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Build upon children’s language, adding and reordering words as necessary to model complete sentences. |



| PRESCHOOL | PRE-K EXIT EXPECTATIONS | K EXIT EXPECTATIONS |
|---|---|--|
| Indicators | Indicators | Common Core State Standards |
| <p>6a. Uses new vocabulary in everyday speech to meet own needs and to explain, describe and manage social relationships</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Say, “A caterpillar is in the cocoon.” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Encourage children to tell stories about everyday routines such as walking to school. | <p>Presentation of Knowledge and Ideas</p> <p>6a. Describes familiar people, places, things and events and with prompting and support, provides additional detail</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Tell about a trip to the grocery store, mentioning some items and when asked, say that they came from the freezer. <p>6b. Expresses thoughts, feelings and ideas verbally, enunciating clearly enough to be understood</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • During small-group time, clearly repeat the directions given for an activity because classmates said they did not understand what to do. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • When children are arriving in the morning, have them tell how they got to school. Ask questions to encourage them to give details about their journey (e.g., “Did you pass any stores? Did you see any stop signs? Did you go when the light turned green?”). • Encourage children to think of another way to ask their questions if you cannot understand what they are asking. <p>Vocabulary Acquisition and Use</p> <p>6c. With guidance and support, generates words that are similar in meaning (e.g., happy/glad, angry/mad)</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Explain that some friends are taller because they are “bigger than me.” <p>6d. Applies words learned in classroom activities to real-life situations</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • While looking at a book about dinosaurs, say, “That’s a carnivore. It is a meat eater.” <p>6e. Uses words and phrases acquired during conversations, by listening to stories and informational texts read aloud, playing with other children and other activities</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • While playing outside, look at a flag and try to sing the national anthem. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Play word games, encouraging children to think of words that have the same meaning, e.g., “cooperate” and “work together.” • Use new and interesting words that have meaning to children, e.g., the word fair when a child is being a good game leader. • Talk with children about interesting articles you read in the newspaper, e.g., about a new park that is opening close to the school. | <p>Presentation of Knowledge and Ideas</p> <p>SL.K.4. Describe familiar people, places, things and events and with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings and ideas clearly.</p> <p>Vocabulary Acquisition and Use</p> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> • Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). • Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • Identify real-life connections between words and their use (e.g., note places at school that are colorful). • Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to and responding to texts.</p> |


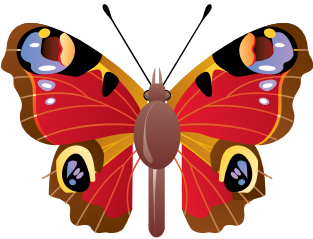
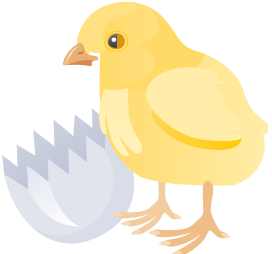
| COMMUNICATION AND LANGUAGE | INFANTS | TODDLERS | TWOS |
|---|---|--|--|
| STANDARDS | Indicators | Indicators | Indicators |
| 7. Uses conventional grammar and syntax | <p>7a. Babbles and experiments with tone and pitch</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Vocalize, “Ba, ba, ba. BA, BA, BA.” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Sing descriptions of what you are doing (e.g., sing, “I’m going to change your diaper now.”). | <p>7a. Uses one- and two-word sentences</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Ask, “Mommy go?” when looking for their mother. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Extend what toddlers say, modeling complete sentences (e.g., after children say, “doggy,” say, “I hear the dog, too.”). | <p>7a. Uses two- to four-word sentences with some word omissions and errors</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Say, “More apple here” and point to their plate. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> When reading, emphasize grammatical concepts that children are figuring out, such as the formation of plurals (e.g., “This is a story about three bears. If it were only one, it would be about a bear.”). |
| 8. Uses conventional conversational and other social communication skills | <p>8a. Vocalizes or gestures in back and forth exchanges with others</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Squeal each time an adult says, “Peek-a-boo!” and cover their eyes. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Talk with children during routines (e.g., explain, “I’m mashing this banana for you to eat.”). | <p>8a. Exchanges single words, simple gestures and facial expressions with others</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Look out the window and ask, “Out?” Teachers respond by saying, “No, it’s raining.” Children repeat, “No.” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Narrate what you are doing as you change a child’s shirt (e.g., say, “Put your left arm in. Where is your other arm?”). | <p>8a. Initiates and engages in short back-and-forth exchanges, responding to verbal and nonverbal cues</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Children say, “Os,” and hold up two pieces of cereal. After the teachers observe, “You picked up two pieces,” the children say, “Two.” (children may use home or other spoken language/s). <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Use self and parallel talk intentionally to label actions and cues. |

| PRESCHOOL | PRE-K EXIT EXPECTATIONS | K EXIT EXPECTATIONS |
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| Indicators | Indicators | Indicators |
| <p>7a. Uses longer sentences with plurals, adjectives, adverbs and negatives</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • While playing outside, say, “I’m first. You wait until I go’d!” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Converse in complete, grammatically correct sentences, rather than correct a child’s language directly (e.g., if children say, “I teached them how,” respond, “Oh, you taught them to pedal.”). | <p>Conventions of Standard English</p> <p>7a. Speaks in complete sentences of 4–6 words, using past, present and future tenses appropriately for frequently occurring verbs</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Tell the class, “We went to the playground today.” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Model expanded language by adding a few words to children’s short utterances. Ask questions to encourage children to express themselves more fully. | <p>Conventions of Standard English</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Print many upper- and lowercase letters. • Use frequently occurring nouns and verbs. • Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). • Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). • Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). • Produce and expand complete sentences in shared language activities. <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun I. • Recognize and name end punctuation. • Write a letter or letters for most consonant and vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. |
| <p>8a. Initiates and engages in conversations of as many as three exchanges</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Extend a conversation by adding ideas to what other children said about going to a store, saying, “We’ve been there,” and later in the conversation saying, “We bought pants.” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Encourage children to converse with you, prompting them as necessary with related questions (e.g., “What is your favorite animal? Why is it your favorite? Have you seen a real one?”). | <p>Comprehension and Collaboration</p> <p>8a. Initiates and engages in conversations of at least three exchanges</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Answer, “Red” when a classmate asks what their favorite color is and then ask, “What’s yours?” When classmates say, “Blue,” respond, “I like blue, too. My mom’s favorite is purple.” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Encourage children to talk with others, prompting them as necessary by asking questions such as these: “What would you say? Do you like to do that? How would you do it?” | <p>Comprehension and Collaboration</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • Continue a conversation through multiple exchanges. |

| LITERACY | INFANTS | TODDLERS | TWOS | PRESCHOOL |
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| STANDARDS | Indicators | Indicators | Indicators | Indicators |
| 9. Demonstrates understanding of print concepts | <p>9a. Shows an interest in print materials</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Reach for a magazine while sitting with an adult who is reading one. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Provide a variety of sturdy cardboard and cloth books for infants to explore. Share books with infants, following their interest in the pictures and textures of books. | <p>9a. Notices pictures of familiar objects in print materials</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Point to a picture of a dog in a picture book and say, "Dog." <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Encourage frequent lap-reading, showing and talking about illustrations and by reading simple texts aloud. | <p>9a. Participates actively in book readings by choosing books to read, listening to short books read aloud, turning pages in books and pointing to pictures of interest</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Repeat the word "bus," as they look on a shelf for their favorite book "The Wheels on the Bus." Turn the pages on a book quickly to get to a favorite picture or part of a story. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Talk about the signs, like "STOP" and the name of the grocery store, during a walk around the neighborhood. Read favorite books repeatedly (e.g., "Brown Bear, Brown Bear, What Do You See?"). Provide children with access to books that have been read to them. Support children to hold and turn the pages in books during shared book readings. | <p>9a. Understands that print has meaning and corresponds with spoken language; orients book correctly and turns pages</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Look at the pictures on each page while telling parts of the story of "The Big Bad Wolf." <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Display children's drawings and writing with dictated captions that explain their meaning. |

| PRE-K EXIT EXPECTATIONS | K EXIT EXPECTATIONS |
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| <p style="text-align: center;">Indicators</p> <p>Print Concepts</p> <p>9a. With guidance and support, demonstrates a basic understanding of the organization and features of print</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Ask their teacher to write their name with “big” and “little” letters or in upper- and lowercase, like the label on the cubby. <p>9b. Recognizes that spoken language can be written and read and that written language can be read and spoken</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Work with the teacher to write directions for making Play-Doh. <p>9c. Recognizes and names 10 or more letters of the alphabet</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Play “I Spy” with classmates to find letters in different areas of the classroom. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Talk about where to begin reading and how to track text as it is read. Explain how to listen to a recorded story while looking at the book. Offer children opportunities to play games with letters, e.g., “fishing” for letters and matching the ones they “catch” with letters on an alphabet chart. | <p style="text-align: center;">Common Core State Standards</p> <p>Print Concepts</p> <p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> Follow words from left to right, top to bottom and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet. <p>Fluency</p> <p>RF.K.4. Read emergent-reader texts with purpose and understanding.</p> |



| LITERACY | INFANTS | TODDLERS | TWOS | PRESCHOOL |
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| STANDARDS | Indicators | Indicators | Indicators | Indicators |
| 10. Demonstrates comprehension of printed materials read aloud | <p>10a. Begins to look at pictures in books, with adult support</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Grab a board book to look at an image of a baby’s face, while sitting in an adult’s lap. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Read books with infants and talk about the pictures. Share books with infants; follow their interest in the pictures and textures of books. | <p>10a. Engages actively in short book readings by pointing at pictures or repeating words, with adult support</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Point at a picture of a dog in a book and then look to the adult reading the book to begin an exchange. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Point at picture and words of books being read. Engage in frequent lap-reading, showing and talking about illustrations that interest the child and reading simple texts aloud. <p style="text-align: center;"> Apple  </p> | <p>10a. Shows continued engagement/attention to printed materials in a variety of ways</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Respond using simple words or phrases in English or home language when the teacher asks a question related to the book being read (e.g., responding to simple questions, acting out parts of a story or joining in the action of a story, showing curiosity, etc.). <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Read books with children and talk about the pictures. Engage children in interactive book readings by responding to what interests them about the book, make comments and ask simple questions and support children to act out or repeat words or chants in books. <p style="text-align: center;"> Butterfly  </p> | <p>10a. Uses some words and/or concepts from the text to talk about a story, poem or informational text read aloud</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> After hearing the book “Old McDonald” read aloud, retell the story to a doll, using some of the teacher’s gestures and animal sounds. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Encourage children to talk about a book read earlier in the day as they are waiting for everyone to get their coats on. Ask questions (e.g., use open-ended questions and ask follow-up questions) about a story read or ask to retell the story. <p style="text-align: center;"> Chicken  </p> |

| PRE-K EXIT EXPECTATIONS | K EXIT EXPECTATIONS |
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| Indicators | Common Core State Standards |
| <p>Literature and Informational Texts Key Ideas and Details</p> <p>10a. With prompting and support, asks and answers questions about key details of a story, poem or informational text read aloud</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • During choice time, sit with a few other children and use a big book to read and talk about the story. <p>10b. With prompting and support, retells a sequence of events from a familiar story read aloud or important facts from an informational text read aloud</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • With help from other children, retell a story at lunch that was read during morning meeting. <p>10c. With prompting and support, identifies the characters and settings of a story read aloud</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Use puppets to act out a story that they heard read aloud, telling classmates about the three goats, a “bad guy,” and a bridge that was in the story. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide a range of written materials that relate to the topics of interest to the children, including brochures from local sites like museums, homemade books and published books. • Encourage children to explain what happens as beans sprout and grow. • Provide opportunities to act out stories like “The Three Bears.” <p>Craft and Structure</p> <p>10d. With prompting and support, asks and answers questions about unfamiliar words in a story, poem or informational text read aloud</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Ask teacher whether “pledge allegiance” means that the flag is pretty. <p>10e. With prompting and support, names the author and illustrator of a familiar book and defines the role of each in telling the story</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Bring “The Cat in the Hat” to the teacher and tell the teacher the cat was bad and that a doctor, Seuss, wrote about it. <p>10f. Recognizes familiar books by their covers</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Pile several Eric Carle books and say, “These are my favorite.” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Throughout the day, model the use of new words introduced earlier in the day. • When getting ready to read a new book to children, tell them the names of the author and illustrator. • Go on a “book hunt” in the classroom, asking children to find a book by the way you describe its cover. | <p>Literature Key Ideas and Details</p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3. With prompting and support, identify characters, settings and major events in a story.</p> <p>Informational Text Key Ideas and Details</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p>Literature Craft and Structure</p> <p>RL.K.4. Ask and answer questions about unknown words in a text.</p> <p>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>Informational Text Craft and Structure</p> <p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5. Identify the front cover, back cover and title page of a book.</p> <p>RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>Literature Integration of Knowledge and Ideas</p> <p>RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.8. (Not applicable to literature)</p> <p>RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> |


| LITERACY | INFANTS | TODDLERS | TWOS | PRESCHOOL |
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| STANDARDS | Indicators | Indicators | Indicators | Indicators |
| 10. Demonstrates comprehension of printed materials read aloud (Continuation) | | | | |
| 11. Hears and discriminates the sounds of English and/or home language(s). | <p>11a. Shows awareness of speech sounds and imitates them</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Respond to hearing adults say, “Mama,” by smiling, kicking their feet and repeating “Mamama.” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Play with language sounds, like changing mamama to papapa and then lalalala. Talk with infants in your own preferred language. Sing songs and lullabies with babies, including those from their families’ languages and cultures. Respond with enthusiasm to the speech sounds that infant’s make. | <p>11a. Repeats words; joins in singing random words of simple songs</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Say, “Horse,” when their teacher points to a picture and prompts, “I see a horse.” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Sing songs and read books with simple rhymes and refrains. Talk to children and respond positively to their own utterances. | <p>11a. Joins in songs, rhymes, refrains and word games with repeating language sounds</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Say, “Baby bee,” as the teacher sings, “I’m bringing home a baby bumble bee...” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Read books with predictable rhymes. Sing developmentally appropriate songs with rhymes (e.g., “Hickory, Dickory Dock”) and sound play in English or child’s other home language/s. | <p>11a. Plays with language, experimenting with beginning and ending sounds</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> While playing a memory game, laugh when they turn over a card with a pig and say, “Wig! No, pig!” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Sing songs and recite rhymes with repeating initial and ending sounds (e.g., “Hickory, Dickory, Dock” and “Peter, Peter, Pumpkin Eater”). |

| PRE-K EXIT EXPECTATIONS | K EXIT EXPECTATIONS |
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| Indicators | Common Core State Standards |
| <p>Integration of Knowledge and Ideas</p> <p>10g. After hearing a story read aloud, looks at the illustrations and with prompting and support, explains the part of the story that each illustration depicts</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Hear a story about a museum, make a book with a picture for each of their favorite parts of the story and then talk about their book with a classmate. <p>10h. After hearing an informational text read aloud, looks at illustrations and explains important ideas in the picture</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Use pictures to retell details from a book about animals that hibernate. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> While reading with children, ask them questions about what they notice in the illustrations. As you read, also ask questions that support comprehension, e.g., “Why does...?” Read a book about the seasons and ask children to sequence cards with pictures that show seasonal changes. | <p>Informational Text</p> <p>Integration of Knowledge and Ideas</p> <p>RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).</p> <p>RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).</p> <p>Range of Reading and Level of Text Complexity</p> <p>RL.K.10., RI.K.10. Actively engage in group reading activities with purpose and understanding.</p> |
| <p>Phonological Awareness/Phonics and Word Recognition</p> <p>11a. Shows awareness of separate words in a sentence</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> During a musical game, stand when the word stand is sung and sit when the word sit is sung. <p>11b. Decides whether two words rhyme</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Play a game with a classmate, saying rhyming words prompted by pictures on cards. <p>11c. Identifies the initial sound of a spoken word and with guidance and support, thinks of several other words that have the same initial sound</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Look through a book that has words with the same initial sound and say them out loud as the teacher did during a read-aloud session (e.g., “Brown Bear, Brown Bear”). <p>11d. Shows awareness of separate syllables in a word</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Clap the syllables while saying their name. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Call attention to particular words in your morning message by highlighting them. Read a short poem and ask the children whether they hear any rhyming words in it, like night and light. Talk with children about how words can be broken into smaller parts. Use their names as examples (e.g., Sha-kir-a). | <p>Phonological Awareness</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p> <ul style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/ or /x/.) Add or substitute individual sounds (phenomes) in simple, one-syllable words to make new words. <p>Phonics and Word Recognition</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary sound of many of the most frequent sounds for each consonant. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |

| LITERACY | INFANTS | TODDLERS | TWOS | PRESCHOOL |
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| STANDARDS | Indicators | Indicators | Indicators | Indicators |
| 12. Writes letters and words | <p>12a. Emerging</p> <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Provide infant safe items of assorted crayons, shapes, textures and sizes for them to grasp, reach, release and grasp again to allow infants to make markings on paper and other available surfaces (e.g., chart paper, large roll paper). | <p>12a. Makes marks or scribbles</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Make simple marks, often repeating arm movements (up and down or around and around). <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Provide many opportunities for children to explore writing by making crayons and paper available regularly. | <p>12a. Makes controlled linear scribbles and efforts at representation (e.g., markings on paper using chalk pen, etc.), including drawing</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Repeat chalk marks on a large piece of paper. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Informally model writing and drawing throughout the day. Invite children to participate in writing with you. | <p>12a. Uses letter-like forms, letter strings, some letter combinations that are words</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Make a “shopping list” by writing some letter- like forms. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Make sure that writing materials (e.g., markers, crayons, pencils, post its, index card, copy paper, etc.) are available throughout the classroom. |
| 13. Understands the purpose of writing and drawing | <p>13a. Emerging</p> <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Point to, identify and briefly discuss images in a book that interest the infant. | <p>13a. Makes marks or scribbles</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Make simple marks on an easel after seeing an older child do so. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Acknowledge or notice the scribbles a child makes and talk about them. Point to words and images in the environment and talk about them. | <p>13a. Makes marks and talks about them</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Talk about their painting (e.g., saying, “I like cereal” as they make a series of brown marks to represent cereal). <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Point to words in the environment (e.g., the child’s name, EXIT). Read the word aloud and explain what it means (e.g., say, “Exit means a way out”). Use and point out the printed form of the child’s name in English or child’s other home language(s). Talk about words and pictures in book while reading. | <p>13a. Dictates and draws to share or record information and tell stories</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Repeat what a friend is saying about dry leaves while making simple marks on a pad of paper in the Discovery Area. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Encourage children to dictate captions for drawings they contribute to a class book about leaves. |

| PRE-K EXIT EXPECTATIONS | K EXIT EXPECTATIONS |
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| Indicators | Common Core State Standards |
| <p>Production and Distribution of Writing</p> <p>12a. Begins to invent spelling while writing to convey a message with prompting and support</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Ask the teacher to help them write a letter to their grandma. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Ask children to make signs for the classroom that will help parents coming for “Back-to-School Night” understand what they do at school. | <p>Production and Distribution of Writing</p> <p>W.K.4. (Begins in grade 3)</p> <p>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> |
| <p>Text Types and Purposes</p> <p>13a. Dictates words or draws to express a preference or opinion about a topic</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Ask a classroom volunteer to help write a story about why their family member (e.g., parents, guardians, siblings, etc.) is the best. <p>13b. Uses a combination of dictating and drawing to tell some information about a topic</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Create a book with words and pictures about a family celebration. <p>13c. Uses a combination of dictation and drawing to tell a real or imagined story</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Help to tell the story of the class trip to the zoo as the teacher writes on chart paper. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Encourage children to make posters for the classroom about things that are important to them (e.g., having peaches more often at snack time and why dogs and cats are good pets). Engage children in pretending to be news reporters as they write about a recent storm. As a small-group activity, have children write and illustrate books about their families. | <p>Text Types and Purposes</p> <p>W.K.1. Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., “My favorite book is…”).</p> <p>W.K.2. Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3. Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.</p> <p>Research to Build and Present Knowledge</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> |




| MATHEMATICS | INFANTS | TODDLERS | TWOS | PRESCHOOL |
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| STANDARDS | Indicators | Indicators | Indicators | Indicators |
| 14. Matches, groups and classifies objects | <p>14a. Interacts differently with familiar and unfamiliar people and objects</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Show preference for familiar voices and people, including a primary caregiver. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Provide groups of toys of various colors, shapes and textures (e.g., variety of rattles, balls of different size and/or color). Name and describe objects when interacting with infant (e.g., say “Look at all these balls, they are bumpy. Here is another ball, it is smooth.”). <p>Patterns</p> <p>14b. Develops awareness of repeating sequences in everyday routines</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Demonstrate expectations for familiar sequences of event (e.g., kick feet, wave arms or smile when bottle is seen before feeding). <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Provide a predictable schedule and sequence of routines. Allow for flexibility when needed. Talk about the sequence of caregiving routines (e.g., say “Your bottle is warming. I will check to see if it is ready”). | <p>14a. Recognizes similarities and differences, including familiar and unfamiliar people, objects and routines and begins to match one object with a similar object</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Put shoe next to another child’s shoe. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Provide groups of toys of various colors, shapes and textures (e.g., nesting cups, cube blocks). Describe objects by characteristics such as size and shape (e.g., “It’s a blue scarf.” or “Here comes the round ball.”). <p>Patterns</p> <p>14b. Notices and anticipates simple repeating sequences</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Anticipate daily events such as move to the table after handwashing without the teacher’s instruction. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Provide a predictable schedule and sequence of routines. Allow for flexibility when needed. Introduce simple rhymes with repeated sequence in language and movement (e.g., “Open, Shut Them” song). Provide groups of toys of various colors, shapes and textures (e.g., nesting cups, cube blocks). | <p>14a. Matches one object with a group of similar objects</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Place all of the toy vehicles in a basket. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Talk about leaves that have the same shape and different shapes. During clean up time, help children see how objects have specific places where they belong and similar objects are grouped together. Label containers so the child can have the opportunity to return objects to the same place. Provide children with shape puzzles and other games (e.g., picture lotto), where they match an object with a group of similar objects. <p>Patterns</p> <p>14b. Follows and participates in simple repeating sequences</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Follow a movement sequence led by an adult, such as clap, tap, clap, tap. Show interest in patterns in finger plays, nursery rhymes or songs (e.g., child participates in singing, “Hickory, Dickory Dock”). <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Plan and use finger plays, books and songs with repeating action or language (e.g., “Where is Thumbkin?” or “Are You Sleeping?” or “Brown Bear, Brown Bear, What Do You See?”). Use language to help point out patterns in the environment (e.g., say “Look! You have a pattern; red, blue, red, blue”). | <p>14a. Groups objects on the basis of a single characteristic (e.g., color, size or shape)</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Group all of the red beads together, then the blue, yellow and the green beads in separate piles <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Encourage children to talk about the characteristics of toys and materials, such as rectangular and round items. Ask children to describe the fire fighter’s uniform found in dramatic play area. <p>Patterns</p> <p>14b. Copies simple patterns</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> String beads in a yellow, pink; yellow, pink; etc. pattern after looking at another child’s necklace. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Provide patterning materials and call attention to patterns in the environment (e.g., provide large cube blocks with different colors; arrange them in patterns and encourage conversation about it). |

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| <p>Classification</p> <p>14a. Groups objects according to a common characteristic, regroups them according to a different characteristic and explains the grouping rules</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Help the teacher sort and organize materials in an interest area so that items that are used together are stored together. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Engage children in sorting collections by using different rules that you make up together (e.g., “Put only red bears in this basket and blue bears in the other.”). <p>Patterns</p> <p>14b. Creates and extends simple repeating patterns</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Identify the pattern (e.g., car, truck; car, truck) that a classmate is making with materials in the block area. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Make a simple repeating pattern with leaves that children find on a walk, stopping to ask “Which comes next: a maple leaf or an oak leaf?” | <p>Classify Objects and Count the Number of Objects in Each Category</p> <p>K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>  |

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| 15. Demonstrates knowledge of number and counting | <p>15a. Begins to develop an awareness of quantity</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Begin to explore objects in the environment, developing a foundation for number awareness (e.g., grasp one object, reach for more toys). <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Provide toys within the infant’s reach (e.g., blocks, rattles, nesting toys). Sing nursery rhymes or songs containing numbers or counting (e.g., sing “One, Two, Buckle My Shoe”). | <p>15a. Shows awareness of the concepts of one, two and more; recites numbers in random order</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> After the teacher says, “Take two crackers” they take two, look at the teacher and ask, “More?” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Use counting words during play and interactions (e.g., when stacking blocks, count with child, “one, two, three”). Use number words during routine interactions (e.g., say “Would you like one more cracker so you will have two crackers?”). | <p>15a. Begins to rote count to 10 but may not be accurate consistently</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Line up plates and quickly count, “One, two, three, four, six,” while pointing at them randomly. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Make counting interesting (e.g., ask whether there are enough apples for everyone; with the children, count the apples, count the children and compare the quantities). Sing counting songs to practice reciting the number list. Count with children during every day play (e.g., in the yard, count together while walking up the ladder or while swinging back and forth). | <p>15a. Counts to 10 by rote; accurately assigns number names to quantities up to 5 (one-to-one correspondence); recognizes a few numerals and connects each to a quantity</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Tell five children that they may each have one doll, count five dolls and then give one to each child. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Encourage children to count as a way to get information to solve problems (e.g., ask how many cups they should put on the table if there are five children and each child needs one cup). |




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| <p>Knows Number Names and the Count Sequence</p> <p>15a. Counts to 20 by ones</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Ask to sing “A Lot of Monkeys Jumping on the Bed.” When the teacher asks, “How many is a lot?” they say, “Twenty” and starts to count. <p>15b. Tells what number comes next in the counting sequence when given a number between 1 and 9</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Answer, “Four” when given the clue “the next number after three” during the game “I’m Thinking of a Number.” <p>15c. Recognizes and names the written numerals 1–10</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Use paper and pencil in the dramatic play area to create a menu with a picture and price for each item. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Provide opportunities for children to count throughout the day (e.g., ask, how many steps are on the ladder to the slide). Give children the opportunity to say the next number when counting things like plates. Create a display that shows groups of 1-10 items. Label each quantity with a corresponding numeral card. <p>Counts to tell the number of objects</p> <p>15d. Counts 10–20 objects accurately, using one number name for each object</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Count the children who want to plant seeds and take that many cups from a box. <p>15e. Understands that the last number named tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Play a “magic game” where they rearrange cups in the dramatic play area, cover them with a scarf, uncover them and recount them. <p>15f. Counts to answer “How many?” questions about 10–20 objects</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Ask the teacher how many Canada geese are flying overhead but start to count the birds before they answer. | <p>Knows number names and the count sequence</p> <p>K.CC.1. Count to 100 by ones and by tens.</p> <p>K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</p> <p>Counts to tell the number of objects</p> <p>K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ul style="list-style-type: none"> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. Understand that each successive number name refers to a quantity that is one larger. <p>K.CC.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array or a circle or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p>Work with numbers 11-19 to gain foundations for place value</p> <p>K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones.</p> |

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| <p>15. Demonstrates knowledge of number and counting (Continuation)</p> |  |  |  | |

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| <p>15g. Correctly associates a numeral with a group of as many as 10 counted objects</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Match numeral cards with cards on which different quantities of animals are pictured. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Model counting whenever possible, reminding children that they should assign one number to each item that they are counting (e.g., count the number of jackets hanging in cubbies, touching each one as they count). • Play games with the children where they count and recount the same set of people who change position each time they are to be counted again (e.g., they sit, stand and change places with each other). • Ask children “How many?” questions throughout the day (e.g., ask them to count the napkins on the table). • Play “I Spy,” using numbers (e.g., “in the corner of the room, I spy three...”). <p>Compares Numbers</p> <p>15h. Uses matching and counting strategies and comparative language to identify whether the number of objects in one group (as many as 10 objects) is greater than, less than or equal to the number of objects in another group (as many as 10 objects)</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Serve two dolls the same number of Play-Doh “raisins.” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Encourage children to compare quantities of objects throughout the day (e.g., ask which basket has more toys, which box has fewer crayons). <p>Understands Addition as Putting Together and Adding to and Understands Subtraction as Taking Apart and Taking From</p> <p>15i. Uses concrete objects to solve real-world addition (putting together) and subtraction (taking away) problems with 6–10 objects</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Give a friend two puzzle pieces so they will have the same number in their stacks. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Offer games with materials, like pebbles, during which children make groups that are the same, smaller and larger. Talk about what happens when they add an item or take one away. | <p>Compare numbers</p> <p>K.CC.6. Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p>K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.</p> <p>Understand addition as putting together and adding to and understand subtraction as taking apart and taking from</p> <p>K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations.</p> <p>K.OA.2. Solve addition and subtraction word problems and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p>K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings and record the answer with a drawing or equation.</p> <p>K.OA.5. Fluently add and subtract within 5.</p> |

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| 16. Demonstrates knowledge of volume, height, weight and length | <p>16a. Emerging</p> <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Provide materials to explore with different sizes, shapes and textures (e.g., infant-safe three-dimensional blocks of different sizes, shapes and textures). | <p>16a. Explores objects of different shapes and sizes and demonstrates awareness of how objects differ by properties (size, weight, height, etc.)</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Pour water from a large pitcher into a small cup at the water table, watching the water overflow <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Provide a wide range of opportunities for toddlers to explore different three-dimensional objects, varying in size, length or capacity, like nesting boxes. Use words to describe the size, length or weight of objects (e.g., say “This tower is tall.” “We have a big ball and a small ball.”). | <p>16a. Makes simple comparisons, noticing similarities and differences between measurable properties of objects (e.g., length, width, height)</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Put three plastic cows in order from biggest to smallest, saying “daddy, mommy, baby,” as they do so. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Encourage children to focus on physical attributes of objects (e.g., point out how tall things are, how wide or how long). Use story books such as “Goldilocks and the Three Bears” to introduce concepts of size. | <p>16a. Understands reasons for measuring and the purpose of measuring tools; uses standard and nonstandard tools and some measurement words; begins to order a few objects according to height and length</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Get blocks and begin to count the number of times they fit end-to-end across a table. When they get to the end they say, “It’s eight blocks!” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Provide children with tools for determining length and weight, such as rulers, measuring tapes, bathroom scales, etc. |

| PRE-K EXIT EXPECTATIONS | K EXIT EXPECTATIONS |
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| <p>Describes and Compares Measurable Attributes</p> <p>16a. Describes everyday objects in terms of measurable attributes, such as length, height, weight or volume (capacity), using appropriate basic vocabulary (e.g., short, long, tall, heavy, light, big, small, wide, narrow)</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Describe shells in terms of big/little, light/dark, long/short, etc. <p>16b. Knows and correctly uses a few ordinal numbers</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Challenge a classmate to race to a tree, shouting, “I’ll be first!” <p>16c. Knows the usual sequence of basic daily events</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Tell the substitute teacher that it isn’t time to go to the library because they haven’t had their snack yet. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Engage children in discussions about materials in and out of the classroom. Use measurement terms (e.g., heavy/light, long/short). Use ordinal terms, such as first, second and third, when appropriate. Explain the order that each term identifies (e.g., explain, “You were the third person to sit down for circle.” “One, two, three. First, second, third.”). Talk about the daily schedule throughout the day, reviewing what has already happened and what will happen next. Use a picture and a word chart. | <p>Describes and Compare Measurable Attributes.</p> <p>K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p>  |

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| 17. Identifies and labels shapes | <p>17a. Interacts with objects in the immediate environment</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Mouth an infant-safe object (e.g., large soft blocks, maracas, large ball). <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Provide a wide array of materials with different geometric shapes (e.g., large soft blocks of different shapes) and talk about them. | <p>17a. Explores objects of different shapes</p> <p><i>Example:</i></p> <p>Attempt to put pieces into a shape sorter.</p> <p><i>Supportive Practices:</i></p> <p>Provide shape sorters and building toys.</p> <p>Provide blocks of various shapes and sizes.</p> | <p>17a. Matches one shape with the same shape</p> <p><i>Example:</i></p> <p>Choose block of the same shape to build a tower.</p> <p><i>Supportive Practice:</i></p> <p>Provide shape cutters for Play-Doh.</p> <p>Provide children with shape puzzles and other toys (e.g., shape sorters), where they match an object with a similar shape.</p> | <p>17a. Names a few basic two-dimensional shapes</p> <p><i>Example:</i></p> <p>Roll a ball along a shelf, singing “The Wheels on the Bus are a circle!”</p> <p><i>Supportive Practice:</i></p> <p>Play games with shapes (e.g., while on the playground, ask children to find as many round objects, like balls, as they can).</p> |
| 18. Demonstrates understanding of positional words | <p>18a. Notices and responds to how objects, people or own body move through space</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Show a preference for how an infant is held by the caregiver (e.g., infants cry when held in a position that they are not used to and stop when held in a position that they are used to). Watch a mobile and tracks its movement. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Provide surfaces for infants to move own body in different ways (stretch, roll, crawl). Use spatial words in English or home language/s to describe the position and movement of objects when interacting with infants (e.g., say “up and down” when infant is swinging). | <p>18a. Follows directions that include gestures to place objects in, on, under, up or down</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Move body up and down while the teacher sings, “The children on the bus go up and down.” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Engage children in movement activities that involve words like up and down, in and out. | <p>18a. Follows verbal directions to place or find objects in, on, under, up or down</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Look under the couch when the teacher says, “The ball rolled under it.” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Introduce simple games with materials like a toy garage, where children place small cars in, on, up or under parts of the garage. | <p>18a. Follows directions to place objects or body beside, between or next to</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> When asked, sit next to a particular classmate during circle time. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Plan activities that require children to follow simple directions (e.g., say “Give the ball to the person next to you.”). |

| PRE-K EXIT EXPECTATIONS | K EXIT EXPECTATIONS |
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| <p>Identifies and Describes Shapes and the Relative Position of Objects</p> <p>17a. Correctly names basic two-dimensional shapes (squares, circles, triangles, rectangles), regardless of their orientations or size</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Look around the classroom and point out that there are a lot of circles and squares because of the tabletops. <p>17b. Describes basic two- and three-dimensional shapes</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Explain, “It has three sides and three points. It’s a triangle.” <p>17c. Builds objects of basic shapes (ball/sphere, square box/cube, tube/cylinder) by using various materials such as craft sticks, blocks, pipe cleaners, clay and so on</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Make balls with play dough and call them marbles. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Name shapes as you play shape-matching games, such as matching a triangle with a triangle. • Have children name the shape you draw in the air with your finger, giving hints like “Round and round...” • Provide sufficient material for children to create different shapes by placing three-dimensional models in the art area. | <p>Identify and Describe Shapes (Squares, Circles, Triangles, Rectangles, Hexagons, Cubes, Cones, Cylinders, Spheres).</p> <p>K.G.1. Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to.</p> <p>K.G.2. Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).</p> <p>Analyze, Compare, Create and Compose Shapes.</p> <p>K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices / “corners”) and other attributes (e.g., having sides of equal length).</p> <p>K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G.6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”</p> |
| <p>18a. Identifies the relative position of objects, using appropriate terms such as above, below, in front of, behind, over, under</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • While playing with a toy garage, put the vehicles in different places and say things like, “Park this one next to that one. Move it over.” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Play “Simon Says.” Give directions (e.g., “Put your hand on your head”) so that children hear and use terms that indicate relative positions. | <p>K.G.1. Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to.</p> |

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| 19. Investigates living things | <p>19a. Explores own body</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Reach to touch their feet when laying on their back. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Provide children with safe areas indoors and outdoors to lay, kick their feet and wave their hands, roll over, sit up, crawl, scoot, pull up to standing and cruise. When interacting with children, make different facial expressions and other movements with hands, arms, legs and feet that children may mimic with their own bodies. <p>19b. Interacts with people (and other living things) in the immediate environment</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> When set on a mat to play outdoors, crawl to the edge of the mat and pat the grass over and over. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Interact with children in responsive and nurturing ways (e.g., singing a familiar lullaby in a home language; sharing a book or favorite toy with a child). Select indoor and outdoor play areas that provide children with opportunities to interact with each other (e.g., encouraging two infants to play in the same area) and with other living things (e.g., setting a mat outdoors for tummy time). | <p>19a. Begins to recognize own body parts</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Touch their nose when a caregiver asks, “Where is your nose?” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Refer with words (using appropriate terminology in children’s home language) and gestures to children’s body parts during play and daily routines (e.g., “Your hand picked up the grape and put it in your mouth.”). Sing “Head, Shoulders, Knees and Toes” or use other songs and rhymes with children, introducing more and more of children’s body parts as they begin to recognize them. <p>19b. Observes and explores familiar living things</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Shuffle through a pile of leaves during a walk outdoors and hear the leaves rustle. Step directly on some of the leaves to hear them crunch. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Draw children’s attention to plants and animals in the local environment during daily outdoor play or during walks in a stroller or on foot; name plants and animals. Expose children to a variety of living things, such as having a classroom plant or pet. Describe daily caretaking routines (e.g., “I am setting your snack on this tray. You are ready to eat a snack because you are hungry!”). Include books, images or other items in the classroom that represent living things (e.g., plants, animals) realistically. | <p>19a. Observes and begins to identify body parts in humans and other familiar animals</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Say “Si! (Yes!)” when the teacher asks, “Does that dog have a tail?” and point to the dog’s tail in the picture book. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Have available pictures, books or toys that represent humans and other familiar animals (e.g., birds, cats, dogs). Refer with words and gestures to humans’ and other familiar animals’ body parts during play and other activities, such as reading books with children. <p>19b. Explores and begins to identify basic characteristics of familiar living things</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Turn over a rock and see earthworms in the damp soil underneath. When asked, “What do you see?”, wiggle their fingers. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> In the classroom, include pictures depicting animals and plants in their natural habitats. Consider adopting a small class pet and engage students in caring for the animal. Encourage exploring the local environment and point out features of animals’ and plants’ natural habitats, such as a bird’s nest in a tree, during daily outdoor play. |

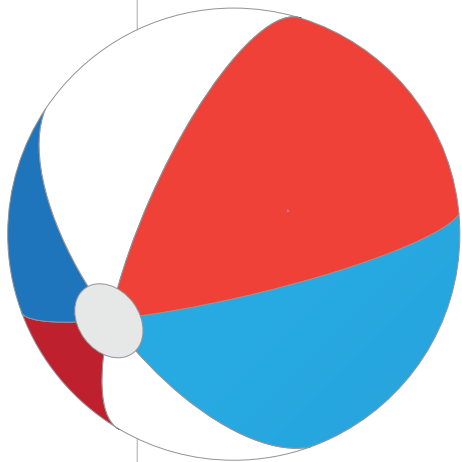
| PRESCHOOL | PRE-K EXIT EXPECTATIONS | K EXIT EXPECTATIONS |
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| <p>19a. Identifies and describes the external body parts of familiar animals (including humans) and plants</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Say, “Birds have wings.” on a class walk through a garden. Other children observe and say, “And feathers!” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide a chore list for taking care of a class plant or pet that includes different roles and visual clues for each chore. • Make available a set of living and non-living real-life objects in the classroom from samples that families are encouraged to provide (actual objects or a picture) for children to sort. • Encourage children to demonstrate the life cycle of a plant by using body movements. <p>19b. Observes and begins to describe how living things grow and change over time</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Explain that now that the tree’s leaves have turned red and brown, the leaves will fall off the tree. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Have two class plants, ask the children what would happen if they give water and sunlight to one but not the other and record their predictions. Help them make observations throughout the process. Encourage the children to notice the difference between the plant that received water and sunlight after two weeks and the one that was neglected. Encourage children to compare both plants and explain which prediction was right and why. • Teach children a rhyme/song that illustrates the elements that a plant needs to survive. Read aloud. • Engage children in tracking change over time by introducing simple pictorial charts. For example, track children’s height throughout the year or the number of leaves a classroom plant grows. | <p>19a. Compares, using descriptions and drawings, the external body parts of animals (including humans) and plants and explains functions of some of the observable body parts</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Correctly complete a puzzle with body parts of different living things and point to the nose of each animal when asked, “What part helps them smell things?” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Have available puzzles or manipulatives with different body parts of different living things. • Color code pictures of the external body parts of an animal and encourage children to color it following the color code. • Teach the song and motions for “Head, shoulders, knees and toes.” Modify the song to include additional parts of other living things. <p>19b. Uses observations and other sources of information to compare how different types of living things change over time</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Show the other children baby pictures from home and say, “I couldn’t walk or talk but now I can.” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Read stories and share visuals that describe the life cycles of different plants and animals. • Plant seeds and encourage the children to make observations and draw pictures of the growth of the plant. • Facilitate children in observing similarities and differences in a variety of living things over time. • Engage children in caring for and observing the life cycle of a class pet. Children can draw pictures of changes that may occur over time. | <p>K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> |

| SCIENCE AND ENGINEERING | INFANTS | TODDLERS | TWOS |
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| <p>19. Investigates living things (Continuation)</p> | <p>19c. Uses perceptual information to learn about the world</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Open their mouth when a bottle is gently brushed against their cheek. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide a variety of toys for children to explore (e.g., books with textured pages, rattles that make noise) • Describe what children are seeing, hearing and doing (e.g., “You are holding the brown Teddy bear. It feels so soft!”). | <p>19c. Observes and explores the world around them using the five senses</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Shake a new toy to find out if it will make a noise. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide a variety of toys for children to explore (e.g., books with textured pages, busy boxes that make noise) • Describe what children are seeing, hearing and doing (e.g., “You are crawling toward the speaker. You like to hear the deep voice singing.”). | <p>19c. Explores and begins to identify how to use their senses to learn about the world around them</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Breathe deeply through their nose when offered a new food to try. When the caregiver asks, “Does it smell good?”, respond, “Smell good!” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Facilitate exploration using the five senses (e.g., provide a variety of toys with different colors and textures and toys that make noise). • When using a seasonal theme, gather objects and materials that children can explore using their senses, such as prickly pine cones, crunchy and rustling leaves and damp-smelling leaves or moss. |

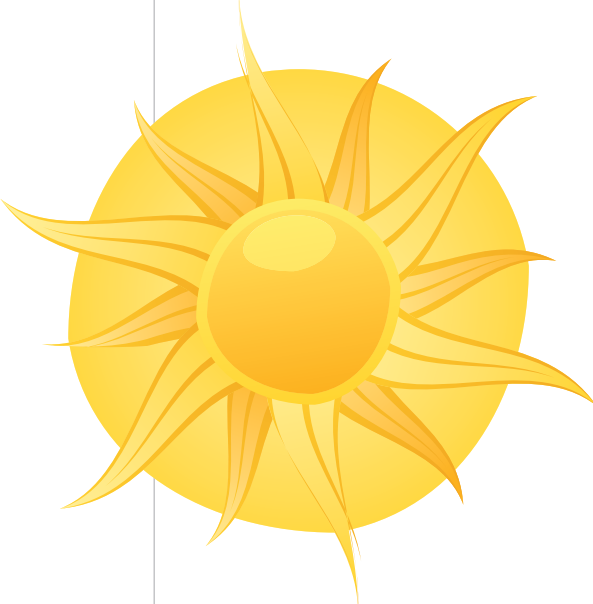


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| <p>19c. Identifies basic needs of familiar plants and animals (including humans)</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Observe the teacher watering a classroom plant and say, “I want water, too. I’m thirsty!” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Describe caretaking routines for children and any plants or pets in the classroom. Represent the steps in the routines with pictures. <p>19d. Begins to identify how animals (including humans) use individual senses to gather information about the world around them</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Point to the dog’s nose on the book’s page and describe, “This dog smells food!” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Describe what children and others (e.g., figures that represent animals during pretend play, characters in books) are seeing, hearing or doing and link those sensory experiences to the external body parts responsible for gathering that sensory information. Help children draw animals and humans, giving attention to the body parts responsible for senses, such as eyes, noses, ears, etc. Explore books that describe how animals use sound and/or scent to find food or communicate. <p>19e. Recognizes basic needs of familiar plants and animals (including humans)</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Sort pictures of animals into groups according to which animals live in water, which on land and which animals can live in either place. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Have available books and toys that represent animals and their habitats. Exploring the National Zoo, ask children to note the differences in the animal habits “Is it hotter in here? Look at all this water where this frog lives. Where do you think it sleeps?” Invite a local animal shelter or classroom friend to bring an animal and talk about how they care for it. <p>19f. Observes and begins to describe similarities and differences between familiar plants and animals, including humans</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Say, “Tigers have stripes. Lions are just brown.” when paging through a book. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Provide images and toys that depict younger and older plants and animals together, such as animal figurines that include lion cubs and adult lions. Include photographs of children’s families in the classroom and name and describe the family members pictured. | <p>19c. Observes familiar plants and animals (including humans) and describes what they need to survive</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Move a worm from the sidewalk into the grass during a class walk through the garden and say, “The worm needs plants to eat and dirt to live in.” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Provide opportunities to plant seeds, care for the plants and talk about what the plant needs in order to live and grow. <p>19d. Makes observations to construct an evidence-based account of ways animals (including humans) use the five senses to gather information about the world around them</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Use their hand to identify an object inside a box without looking and say, “I can feel that it’s a toy car because it has four wheels.” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Facilitate children in exploring the senses by providing a variety of sensory materials and opportunities to explore using the senses—seeing, hearing, touching and smelling. Invite a classroom visitor to talk about a disability involving sight or hearing and supports that they may need. Children explore sound language or braille. <p>19e. Gives examples from the local environment of how animals and plants are dependent on one another to meet their basic needs</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Say, “The squirrel buries acorns from the tree for food but sometimes the acorn grows into a tree.” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Encourage students to make observations in the outdoor classroom or during walks with their families. Facilitate the use of home language to describe examples from the local environment of plants or animals. <p>19f. Uses observations to explain that young plants and animals are like but not exactly like their parents</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Match pictures of baby animals to pictures of the parent animal. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Provide opportunities for children to observe a variety of plants and animals such as a visit to the local museum, zoo or botanical gardens. | |

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| <p>20. Investigates physical objects</p> | <p>20a. Interacts with objects in the immediate environment</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Drops a plastic dish from a high chair and hears it clatter on the floor. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide varied, interesting objects that infants can move or shake (e.g., rattles, spoons that they can tap on a high chair, etc.). Describe objects during everyday routines, such as, “You like the sound your rattle makes!” • Discuss sounds during everyday routines, such as when the doorbell rings, “The doorbell rang! This means someone is at the door. Who could it be?” • Provide access to toys that make sound, like rattles and drums and support children to make sounds with them. Respond with enthusiasm to infants’ interactions with objects to make sound by making comments (e.g., repeating the sound a rattle makes and saying, “What a noisy rattle!”). • Use shadow play to engage infants. | <p>20a. Observes and explores objects, including a variety of solids and liquids</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Grab and shake bottles filled with different liquids and solids, such as beads, colored water, sand, olive oil, dish soap, etc. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Draw attention to the characteristics of various objects using descriptive words (e.g., heavy, light, thick, thin, slimy) in English and other home languages. <p>20b. Engages in purposeful actions to make objects move</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Push a toy car, train or ball along the floor, watching it move. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide opportunities for tactile-focused play (e.g., geometric stackers, textured squares/balls, foam shapes). • Provide access to objects that move such as wooden cars, various sizes balls, etc. Narrate and ask questions about children’s explorations (e.g., “That ball rolled so far away! Here is a smaller ball. Where will this ball go?”). | <p>20a. Observes and begins to identify basic characteristics of liquids and solids</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Play with pitchers, tongs and sponges at the water table. Squeeze a wet sponge and say with delight, “Water!” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide a variety of solid objects, including some that float and some that sink, to facilitate water table play. • Engage children in making mixtures outdoors at the sand table (e.g., mixing stones, sticks, leaves and acorns in a bowl or pot), drawing attention to, asking questions about and making comments about the shape, texture and size of the varied objects in the mix (e.g., “What a round, smooth acorn!”). <p>20b. Experiments with objects to make them move and anticipates outcomes of actions</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Push a ball hard so it will roll into a box a few feet away and laugh with delight when it goes in. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide a variety of objects in the classroom, including objects that can move and objects that cannot move (e.g., round blocks that roll and square blocks that do not roll). • Use imaginative play to explore how everyday objects move. Support children’s experimentation by modeling, asking questions and making predications. |



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| <p>20a. Explores, describes and compares the properties of liquids and solids found in children’s daily environment</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Pick up a block made of wood and a block made of cardboard. Offer the wooden block when asked which is heavier. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Facilitate children’s interactions with everyday liquids and solids, such as playtimes and mealtimes. Support children’s thinking about liquids and solids by asking questions and inviting children to compare their properties (e.g., “Which container will hold more water?”) • Provide a variety of types of containers to facilitate water table play and use them to compare size and capacity or volume. <p>20b. Investigates and describes or demonstrates various ways that objects can move</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Roll a small ball down a ramp of blocks. Construct a higher ramp to make the ball roll farther along the carpeted area of the classroom than it did before. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide a variety of objects in the classroom that can move, such as wheeled toys and balls. • During children’s play with objects, ask questions about how far or how quickly objects will move (e.g., “This ramp is so much higher than before. What do you think will happen when you put the ball on it?”). | <p>20a. Asks questions, investigates differences and gathers data about differences between liquids and solids and about what can cause a liquid to become a solid and vice versa</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Ask to place an ice cube left in their cup after mealtime in a planter along the classroom windowsill, explaining that the ice will melt to water the plants because the soil is warm. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Lead investigations around every day experiences with liquids and solids (e.g., “Does the snow in a shady area of the playground or in direct sunlight melt first?”). • Use visuals, such as graphs and web organizers, to record children’s observations. Encourage children to record their own observations (e.g., drawing). • Provide opportunities for children to make predictions about liquids and solids and whether they will freeze/solidify in cold conditions or melt/liquefy in warm conditions. <p>20b. Uses tools and materials to design a device that causes an object to change its motion (e.g., move faster, move slower, move farther, change in direction)</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Place a hollow plastic block in the path of a rolling car to try to stop it. After observing the car pushing the block but not stopping, replace the hollow block with three heavier wooden blocks and stop the car. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Encourage children to experiment with different methods of influencing cars’, marbles’ or other objects’ motion during play. • Engage children in creating and solving mazes in small groups using a small robot. • Plan activities that facilitate investigation of what will influence objects’ motion, such as smooth or rough surfaces and steep or shallow ramps. | <p>K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p> <p>K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</p> <p>K-PS3-1 Make observations to determine the effect of sunlight on Earth’s surface.</p> <p>K-PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.</p> |

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| <p>20. Investigates physical objects (Continuation)</p>  | | <p>20c. Observes and explores objects, including a variety of sounds</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Shake different objects (e.g., rattles, maracas, filled bottles) to make different sounds. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Use varied instruments during music activities. Talk with children about the sounds they make with objects (e.g., Say, “Tapping hard on that drum makes such a loud sound! What if you tap lightly?” while changing your voice from a loud to a soft voice). <p>20d. Observes and explores objects, including sources of light</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Press the buttons on a toy to make lights come on and off. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Describe daily routines that involve light (e.g., “It’s sunny outside. Let’s make sure we put on our hats”; “It is dark in here. We should turn on the light with this switch.”). Use hand puppets during shadow play to engage children. | <p>20c. Observes and begins to identify characteristics of sound (e.g., volume, pitch)</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Use sounds of varied volume and pitch during imaginative play (e.g., use a loud voice for a siren and a soft voice for a lullaby). <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Support sound play during music and play activities that includes sounds of varied volumes and pitches. Discuss sounds using appropriate vocabulary (e.g., loud, soft). Sing songs and pair the songs with movement (e.g., singing and moving to “The wheels on the bus . . .” or “We’re going on a Bear Hunt”). <p>20d. Explores characteristics of light</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Play at a light table, noticing some items light up while other items block the light. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Introduce items in centers that change or reflect light (e.g., child-safe mirrors, prisms, clear colored blocks). Encourage children to create shapes, letters and numbers with found or recycled objects at the light table (e.g., including transparent and solid objects). Use shadow play to demonstrate how to make the shadows bigger or smaller. |

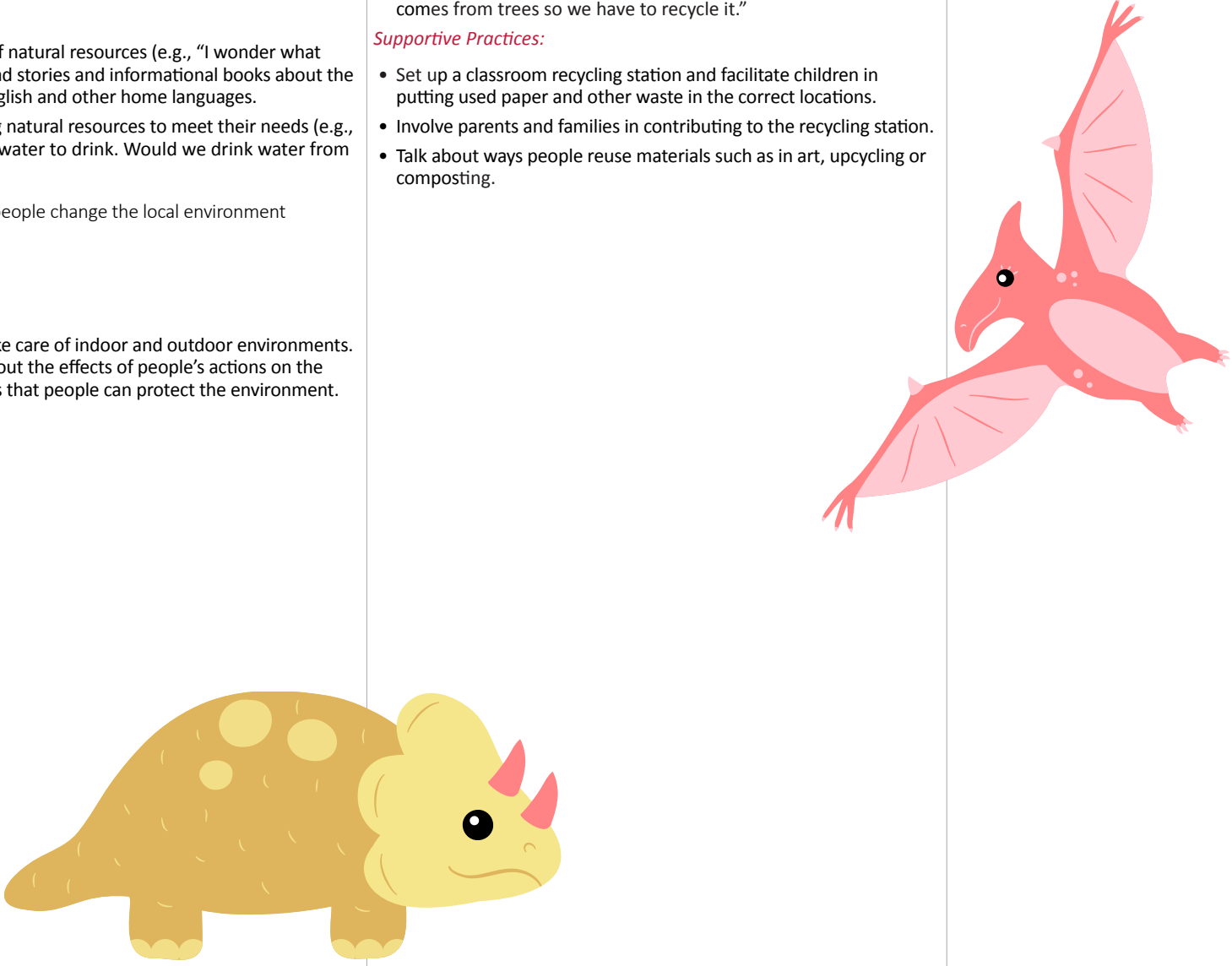
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| <p>20c. Investigates sounds made by different objects and materials and discusses explanations about what is causing the sounds</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Provide varied materials to create sounds and discuss with children how their interactions with the objects create the sounds (e.g., create maracas or drums of different materials). <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Prompt students with questions to make connections between sounds and movements. • Use visuals/idea webs to record children’s explanations for what causes sounds. <p>20d. Makes observations of changes in shadows that may happen due to changes in light</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Create a shadow puppet to go along with a story book and move a flashlight to make the puppet’s shadow smaller or larger. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Create opportunities to investigate and record observations involving shadows, the shapes they make and their sizes. • Observe and document tracks of light that enter a window (e.g., trace the light that comes in a window at different times of day). | <p>20c. Through play and investigations, identifies ways to manipulate different objects and materials that make sound to change volume and pitch</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Make a play guitar with a shoebox and rubber bands. When the teacher asks, “How will you make music?”, respond, “Pull the string.” The teacher adds, “Yes, pulling the string to make it move will make a sound. The farther back you pull the rubber band, the louder the sound will be!” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Plan activities that introduce concepts such as insulators (e.g., children can use plastic, paper or foam plates to make a shaker instrument to make louder or softer sounds). • Pair discussions of sound with demonstrations and use comparative vocabulary. • Invite a classroom visitor to talk about hearing devices or sound systems. <p>20d. Makes observations to determine the relationships between the effects of objects creating shadows, the size and shape of shadows and the light source</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Move an animal figure closer to a lamp to create a larger shadow on the wall. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Go on a “shadow walk” during outdoor play to find shadows and identify the objects, such as buildings, trees or people, causing the shadows. • Create opportunities for children to investigate and record observations involving light sources and shadows, such as measuring the height of an object’s shadow when held close to or far from a light source. | |

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| <p>21. Investigates characteristics of Earth and space</p> | <p>21a. Interacts with the immediate environment</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Reach towards a beam of sunlight. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Provide opportunities to experience the outdoors and point out objects in the environment. Provide infants with safe ways to see and interact with living things, including plants and animals. Respond to children’s interest in living things by describing what they are seeing and doing (e.g., “You are pulling up that grass!”). Provide infants with outdoor experiences in varied types of safe, appropriate weather (e.g., light precipitation on a warm day, cold and sunny day). Provide safe access to varied natural materials. | <p>21a. Begins to notice objects in the sky</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Point at the moon in the late afternoon sky. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Guide children to look up at the sky. Respond to children’s interests in objects in the sky by identifying the objects in English and other home languages Collaborate with parents and children to identify and sing songs that are representative of their cultures and focus on objects in the sky (e.g., “Twinkle, Twinkle, Little Star”). <p>21b. Observes and explores the local environment, including living things</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Pick up leaves or step on leaves, noticing the sound. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Draw children’s attention to plants and animals in the local environment during daily outdoor play or during walks in a stroller or on foot; name plants and animals in English and home languages. <p>21c. Observes and explores local weather phenomena (e.g., rain, sunshine, wind, snow)</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Hold up jacket in the wind, watching it flutter. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Explore weather with the child. Support children to engage with the weather during outdoor experiences in varied types of weather (e.g., touch snow and rain). | <p>21a. Observes and begins to identify the objects in the day and night sky, including the sun, clouds, moon and stars</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Point to clouds and say “cloud” on an overcast day. Draw a picture of the sun and identify the sun by name. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Encourage children to notice and name the objects in the sky in different weather and at different times of day. Share picture books and books in English and other home languages that feature the objects in the sky. <p>21b. Explores and begins to identify basic characteristics of familiar living things</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Watch intently as an ant crawls across the ground towards an ant hill. Look for ants at other nearby ant hills. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Provide realistic looking stuffed animals representing real animals from their environment for use during dramatic play. Discuss and identify the homes of living things in the classroom and in the local environment (e.g., fish can swim and live in the water; birds can fly and have wings). <p>21c. Explores and begins to identify basic local weather phenomena (e.g., rain, sunshine, wind, snow)</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Seeing rain outside, communicate “rain” to adults or peers and reaches for raincoat or boots. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Discuss the local weather, including how it makes people feel (e.g., it is cold and snowy, it is wet and rainy.) Discuss why they are wearing appropriate clothing for the weather (e.g., rainboots for rain, mittens for snow). Collaborate with parents and children to identify and sing songs that are representative of their cultures and focus on the weather. Support children to ask questions about the weather. |

| PRESCHOOL | PRE-K EXIT EXPECTATIONS | K EXIT EXPECTATIONS |
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| Indicators | Indicators | Next Generation Science Standards |
| <p>21a. Makes simple observations of the characteristics and apparent motions of the sun, moon, stars and clouds</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Point to the sky and use home language to identify what they see by saying, “Look! The Sun is in the sky!” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Play games like peek-a-boo to illustrate the idea that the sun remains in the sky when a cloud covers it. Include realistic images and/or drawings of the sun, moon, stars and clouds in the classroom that are labeled in English and other home languages. <p>21b. Observes and begins to identify the habitats of living things in the local environment</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Point to the pond when talking about the fish. Say, “Where is the bird?” when the teacher shows a nest. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Encourage children’s curiosity about living things and where they live. Provide opportunities for children to care for living things (including plants and animals). Read stories and informational texts about animals and their homes in English and other home languages. <p>21c. Discusses changes in the local weather and seasons, using common weather-related vocabulary (e.g., rainy, sunny, windy)</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Make observations of the weather and draw a picture showing rain drops falling. Use hand gestures to describe the weather when asked to tell about the picture. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Encourage children to choose pictures to show the kind of clothing they would wear for different kinds of weather. Ask parents to provide examples of songs about the weather in English and other home languages and have parents explain the songs to the class. Identify the current weather on a picture card and compare it to yesterday’s weather. | <p>21a. Makes observations and describes predictable patterns in the apparent motions of the sun, the moon and stars</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Tell the teacher, “Last night the moon was a circle but sometimes it’s only part of a circle.” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Read a book to children that includes information on the sun, moon and stars. Encourage children to make a chart showing patterns of apparent sun motion or changes in the appearance of the moon. Invite families to share stories from home about the sun and the moon. <p>21b. Raises questions and engages in discussions about how different types of local environments (including water) provide homes for different kinds of living things</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Draw a picture of a fish and say, “Fish live in the water because that’s where their food is.” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Encourage children’s questions about what they see outside and model curiosity about living things and where they live. <p>21c. Analyzes data from observations at different times of the year to describe patterns of local weather conditions that change daily and seasonally</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Observe the daily weather recordings on a chart in the classroom and say, “Last week we had sunshine every day.” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Read books about different types of weather at different times of the year. Discuss ways people prepare for different types of weather. Facilitate children in creating and updating a chart of the weather on a regular basis. Encourage children to develop a dramatic play about weather and present their play to families. | <p>K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.</p> <p>K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p> <p>K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p> <p>K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to, severe weather.</p> <p>K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air and/or other living things in the local environment.</p> |

| SCIENCE AND ENGINEERING | INFANTS | TODDLERS | TWOS |
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| STANDARDS | Indicators | Indicators | Indicators |
| <p>21. Investigates characteristics of Earth and space (Continuation)</p> | | <p>21d. Observes and explores natural materials in the local outdoor environment (e.g., sand, water, snow)</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Explore varied natural materials by shoveling sand, splashing in water and stacking sticks. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Encourage safe exploration with natural materials (e.g., water, sand, leaves, mud). Provide access to natural materials and appropriate tools (e.g., funnels, buckets). Explore natural materials with the child. | <p>21d. Observes and begins to identify basic characteristics of natural resources in the local outdoor environment (e.g., trees, plants, bodies of water, animals)</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Identify favorite natural resources on a familiar walk, including a tree, a flowering bush and the birds at a bird feeder. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Provide varied outdoor experiences, including nature walks and visits to parks, arboretums and museums. Model curiosity about natural resources and how they are used. Support children to collect natural objects (e.g., a collection of pinecones, rocks or acorns). <p>21e. Explores and begins to identify ways to interact with natural materials in the local outdoor environment</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Throw sticks into a stream and watch the stream carry them away. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Provide opportunities to interact with natural resources. Encourage children to explore cause-and-effect through their interactions with the natural world (e.g., talking about what happens when they make an action). |




| PRESCHOOL | PRE-K EXIT EXPECTATIONS | K EXIT EXPECTATIONS |
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| <p>21d. Observes and begins to identify how humans use natural resources (e.g., water, plants, animals) to meet their needs</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Communicate varied uses of water, including for drinking, swimming, bathing and watering plants using language, drawings and/or actions. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Model curiosity about the varied uses of natural resources (e.g., “I wonder what else we could use these trees for?”). Read stories and informational books about the ways people use natural resources in English and other home languages. • Discuss with children how they are using natural resources to meet their needs (e.g., “We are thirsty so we need some clean water to drink. Would we drink water from the stream?”). <p>21e. Observes and begins to identify how people change the local environment</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Help water the plants in the classroom. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Provide opportunities for children to take care of indoor and outdoor environments. Share stories and informational texts about the effects of people’s actions on the environment. Discuss with children ways that people can protect the environment. | <p>21d. Uses observations from the local outdoor environment to construct an evidence-based account of different ways humans use natural resources to meet their needs</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Put used paper into the paper recycling box and explain, “Paper comes from trees so we have to recycle it.” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Set up a classroom recycling station and facilitate children in putting used paper and other waste in the correct locations. • Involve parents and families in contributing to the recycling station. • Talk about ways people reuse materials such as in art, upcycling or composting. |  |

| SCIENCE AND ENGINEERING | INFANTS | TODDLERS | TWOS |
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| STANDARDS | Indicators | Indicators | Indicators |
| 22. Investigates engineering | <p>22a. Explores objects in the immediate environment</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Shake a rattle and stop upon hearing it make noise. Shake the rattle again and stop when they hear the noise again. Repeat this pattern, shaking the rattle over and over. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Provide children with a variety of objects that can be safely explored. Talk with children about their explorations with objects (e.g., “Yes, the rattle makes a sound! Oh, you stopped it!” or “Where did the ball go? Oh, it rolled under the chair!”). <p>22b. Communicates feelings and needs with facial expressions and behavior</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Cry when a favorite toy is taken away. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Respond in nurturing ways to children’s communication (e.g., comfort a child who expresses frustration). | <p>22a. Demonstrates curiosity and interest when observing and exploring objects</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Push a toy boat down at the water table and watch the boat pop up with delight. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Provide children with varied objects that can be safely explored and time to explore objects in different ways. Reinforce children’s curiosity by talking about and extending their explorations with objects (e.g., “Wow, the boat popped right back up after you pushed it down! Will it stay up?”). <p>22b. Communicates feelings about problems of interest (e.g., delight when solving a problem of interest or frustration when they cannot solve a problem of interest)</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Hold a square block, try to fit it in the different holes of a busy box or shape sorter and shriek in delight when it falls into the corresponding hole. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Model and talk about problem solving when children attempt to solve problems of interest (e.g., “Wow, that block is stuck in that tube. I think we can push it out. Which block do you think we can push through the tube?”). <p>22c. Engages in trial and error to manipulate objects and solve problems of interest</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Try to make music with a drum, hitting different parts of the object with a stick until it makes a sound they wanted. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Encourage creative play with objects. Model and talk about trying to solve problems of interest (e.g., “How does this toy make noise? Let’s try shaking it! Oh, now you are tapping it! Now we’ll try squeezing it!”). | <p>22a. Demonstrates curiosity and sustained interest in familiar, simple problems</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Stack blocks to see how high a tower can become before falling over. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Provide opportunities for sustained engagement with objects. Model questions that are used to gather information (e.g., “Will the tower fall if put we put this big block on top of the small block?”). <p>22b. Communicates simple solutions related to familiar, simple problems of interest using verbal and nonverbal communication</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> With adult supervision, get a stool and step on it to reach an object. When another child has trouble reaching an object, bring the stool to them. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Model hand signals for agreement, disagreement, etc. Extend children’s communication by adding to it, commenting on it or asking questions (e.g., when children bring the adult over to see what a tall tower they have built, the adult may respond, “Wow, you built such a tall tower! I wonder if we can add one more block.”). <p>22c. Explores various possibilities for solving familiar, simple problems when interacting with objects</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Want to fill a bucket and begin by moving water with a shovel. When the water slips out of the shovel, look for a different tool and find a cup. Finally, move the bucket itself closer to the water source. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Provide children with an interesting variety of objects and the opportunity to use them creatively. Discuss children’s attempts to solve problems (e.g., while supervising children say, “You could not reach the sink, so you are standing on a big block, but you still can’t reach. What could you step on that would make you even taller?”). |

| PRESCHOOL | PRE-K EXIT EXPECTATIONS | K EXIT EXPECTATIONS |
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| Indicators | Indicators | Next Generation Science Standards |
| <p>22a. Asks questions, makes observations and gathers information about familiar, simple problems</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Want a car to move quickly down a flat ramp. Try making the ramp steeper and watch the car go down the ramp more quickly. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide a variety of materials for sustained play and exploration with objects. Model using tools of measurement. Ask questions to prompt or reflect on information (e.g., “What happened to the car when we changed the ramp? It moves more quickly when the ramp is steeper!”). • Use documentation boards to highlight learners’ observations (e.g., leaf, building and insect drawings). <p>22b. Communicates an idea for solving a familiar, simple problem with words or non-verbal communication</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Grab a teacher by the hand and pull the teacher over to the table to demonstrate how they used a tool to get something out from under the bookcase. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide materials for drawing, ask children to describe what they drew and extend their description by adding additional details, asking follow-up questions, etc. • Use gestures and images in addition to verbally communicating with children and provide instructions (e.g., model and narrate an action that children could try). • Point out and describe examples of children being successful at solving problems, using different techniques. • Use documentation boards to highlight learners’ thoughts and ideas. <p>22c. Tests a solution to a familiar, simple problem and uses the results of the test to determine whether the solution is effective</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Build a ramp and say, “My car didn’t go because the ramp slips off the block.” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Model trying again, pointing to other objects or tools to prompt the child to consider alternative solutions. • Carry out the action as the children point or gesture if assisting them supports their needs. • Provide storybooks about making and creative problem solving. Use documentation boards to highlight learners’ thoughts and ideas. • Use charts and graphs to compare and contrast. | <p>22a. Asks questions, makes observations and gathers information about familiar, simple problems</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Say, “The small block stays on top of my tower better than the big block.” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Talk with children about their ideas for building towers, highlighting what type of blocks are on the top and the bottom of the towers. Encourage children to share their ideas with gestures, drawings or in English or other home languages. • Sort blocks and other materials by characteristics such as size, color or weight. • Provide children with tools and model how to gather information using the tools (e.g., ruler, scale, level). <p>22b. Communicates an idea for solving a familiar, simple problem using words, drawings, demonstrations, models or other nonverbal communication</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Make a drawing with arrows that represents the plan for programming a robot to go to a certain place. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide materials and support children in making books of their drawings or photographs that document the children’s work. • Read a book about scientists drawing plans, keeping notebooks, etc. • Extend children’s communication by asking open-ended follow up questions. <p>22c. Tests solutions to a familiar, simple problem and compares the results of the tests to determine which solution is most effective, with adult support as needed</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Construct an object using paper and try glue, tape, staples, hole punch and string in the construction. Say, “Tape works better than glue.” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Facilitate a show and tell of children’s different solutions to a problem. • Encourage children to share ideas with each other and explain in words or gestures what they did. • Invite a class visitor to talk about the importance of asking questions, using tools and finding solutions as a part of their job (e.g., writer/reporter, baker, plumber, carpenter, etc.). | <p>K-2-ETS1-1 Ask questions, make observations and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p>K-2-ETS1-2 Develop a simple sketch, drawing or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <p>K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p> |

| SOCIAL STUDIES | INFANTS | TODDLERS | TWOS |
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| STANDARDS | Indicators | Indicators | Indicators |
| <p>23. Demonstrates understanding of self, family and a diverse community</p> | <p>23a. Begins to recognize self and others</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Stop crying when a familiar voice is heard and/or a familiar adult is seen (e.g., caregiver, mommy, daddy, teacher, etc.). <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Use an infant safe mirror to help infants recognize self. • Use infants’ family photos and identify/talk about the members of their family. | <p>23a. Begins to make connections and understands association with other people</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Recognize/Name caregivers and other children in the classroom. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Sing songs about self and others during small and large group activities (e.g., sing “Guess Who Came to School Today?”). • Talk to toddlers about members of the family and their classroom. | <p>23a. Identifies some similarities and differences in physical characteristics of self and others</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Notice physical differences (e.g., says to peer, “Your hair is short, my hair is long.”). <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Play games with children to identify same and different physical characteristics and attributes (e.g., play “Simon Says”). • Have a more diverse environment by using materials like puzzles, etc. that depict differences and similarities among people and have a conversation with children around these similarities and differences. |
| <p>24. Demonstrates an understanding of the relationship between people and the environments in which they live</p> | <p>24a. Recognizes familiar people in the environments</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Squeal and crawl toward own parent when the parent arrives. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Hold infants, talk with them and acknowledge their individual responses. • Read books about family and community. • Take children in community walks and talk about people (e.g., crossing guard, store keepers, etc.) and surroundings (e.g., a tree, school buildings, post office, dog parks, etc.). <p>24b. Emerging</p> <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Talk about infants’ cubbies or location of their feeding bottles in the classroom. | <p>24a. Begins to recognize self as separate from others</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Point to another child (e.g., point to Mikel) in the classroom when an adult asks, “Where is Mikel?” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Sing songs that help recognize other children or people in the classroom (e.g., sing, “Guess Who Came to School Today?”). <p>24b. Responds in varied ways to people and objects</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Look to caregivers for assistance, guidance and safety. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Open and close the day with positive greetings to children and families. • Assist children in parallel play by providing plenty of age-appropriate materials. | <p>24a. Responds to the needs of others</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Give another child a toy when seen crying. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Acknowledge children’s concern about other and actions to help or comfort other. <p>24b. Begins to recognize their own personal space</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Identify personal space such as cubby or cot. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Frequently talk about toddlers’ personal space such as cubby. |

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| <p>23a. Recognizes members of a group such as the class or family</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Identify self and other members of the family or class when seen a family photo. • Create representations of home, school or community members through drawings or block constructions. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Display family/class pictures and talk about the different people included in the photo. | <p>Knowledge of Human Characteristics</p> <p>23a. Describes roles as a member of a group</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Say, “I have three little brothers and I am the oldest.” <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Create a job chart in the classroom and talk about the responsibilities of each role. • Engage children in class meetings and decision-making. • Give children classroom jobs and responsibilities. | |
| <p>24a. Recognizes the relationship of personal space to surroundings</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Sit on a letter on the carpet during circle time. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Model ways of interacting with others using different materials (e.g., during mealtime, say, “Can you pass me the water pitcher please?”). <p>24b. Identifies own environment and other locations</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Tell adults where own classroom is located in the school. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Take children to community walks and provide opportunities for conversation about what they saw. | <p>Knowledge of Life in a Community</p> <p>24a. Recognizes relationships between self and other people in the surroundings/environments</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Identify self in relationship to others in a group (e.g., sister, brother, classmate, neighbor, etc.). <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Provide opportunities for children to play cooperatively (e.g., board games, puzzles, large-group drawings, etc.). <p>24b. Recognizes personal space, the relationship between self and the surroundings/environments</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Match objects to their usual geographic location (e.g., stove belongs in the kitchen, your bed is in your bedroom and not on the playground). <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Create maps of classrooms, playground and immediate environment. • Play games that promote recognition of objects in their usual locations (e.g., modified charades). |  |

| SOCIAL STUDIES | INFANTS | TODDLERS | TWOS |
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| STANDARDS | Indicators | Indicators | Indicators |
| 25. Demonstrates an understanding of time as it relates to self, family and community | <p>25a. Begins to respond to routines/sequences of events/experiences</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Cry during drop off or pick up time. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Prepare a daily schedule or flow of the day that includes transition time (e.g., diapering, eating, nap time, getting dressed, outdoor time, etc.). <p>25b. Emerging</p> <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Read books/picture books depicting characters of different ages (e.g., picture books of family members). • Talk to infants about their daily routines and transitions. | <p>25a. Recognizes and responds to routines/sequences of events/experiences</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Go to their cot after lunch anticipating nap time. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Establish routines for mealtime, arrival and departure, diapering and toileting, naptime, activity time and transitions. <p>25b. Begins to respond to changes people/places/events</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Sleep on their cot during a scheduled nap time (may not be consistent at all times). <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Talks to toddlers during transitions. • Create a safe space for children to be able to adjust to changes in the environment. | <p>25a. Begins to sequence events</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Describe what happens after an activity. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Engage children, both in groups and individually, in conversations to talk about the sequence of events following an activity or after reading a story. <p>25b. Responds to changes in people/places/events in daily routines</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Play with a new adult (substitute teacher/caregiver) in the classroom. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Talk to children in anticipation of a substitute teacher in class. • Consistently discuss with children any changes in daily routines/ experiences. |



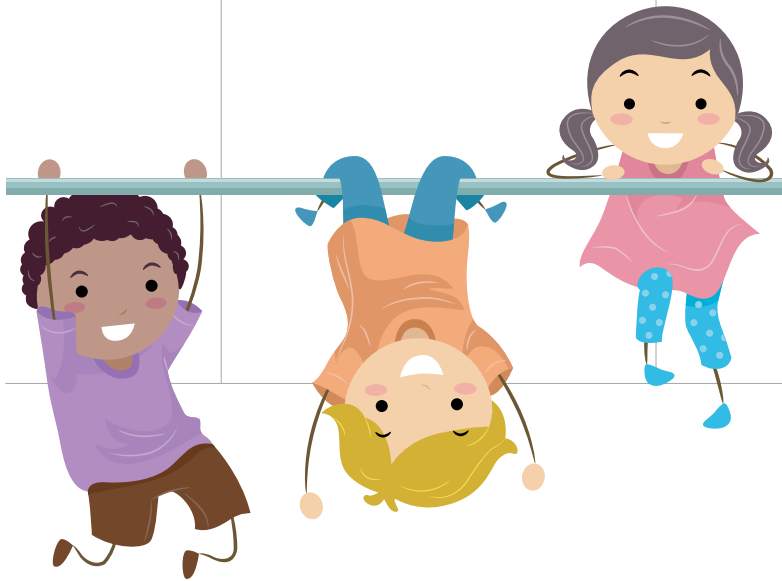
| PRESCHOOL | PRE-K EXIT EXPECTATIONS | K EXIT EXPECTATIONS |
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| Indicators | Indicators | |
| <p>25a. Recognizes sequence of events to establish a sense of order and time</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Look at the daily schedule and tell what will happen next (e.g., recognize that snack time is after outdoor time). <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Review the day’s events on a chart paper, reinforcing time events, such as how children painted a mural after a walk. • Create a visual interactive schedule with pictures larger than words. <p>25b. Explores changes in people/places/events in daily routines/sequences of events/experiences over time</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Tell classmates “The tree we planted is almost as tall as me now.” • Place pictures of the life cycle of a butterfly in sequence. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Take pictures of things that change over time and display them in the classroom (e.g., life cycle of a butterfly, growing seeds, etc.) • Frequently visit a school/community garden and see how plants grow and change over time. | <p>Change Related to Familiar People and Places</p> <p>25a. Understands daily routines/sequences of events/experiences in the context of time, terms that are related to time (today/tomorrow, now/later) and the concepts of past/present/future</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Show anticipation for regularly scheduled events. • Use words to describe time a routine/activity happened (e.g., say, “Yesterday was my brother’s birthday.”). <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Play sequencing games at circle time or small group (e.g., say, “First touch your toes, then tap your nose.”). • Tell children what is happening during the day and into the week. <p>25b. Observes and recognizes changes that take place over time in the immediate environment</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Describe the daily routine (e.g., what happens after reading a book aloud, after lunch and at the end of the day). <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Use vocabulary to label events and routines to describe the changes that happen in children’s environment. • Encourage children to tell stories about different times in their lives, such as when they were babies. As you talk with children, use the terms then and now. | |



| THE ARTS | INFANTS | TODDLERS | TWOS |
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| STANDARDS | Indicators | Indicators | Indicators |
| 26. Engages in music and movement activities | <p>26a. Emerging</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide musical experiences in a variety of ways. • Introduce new songs regularly and repeat favorites often. • Include movement in daily routine, such as holding and dancing with child. | <p>26a. Responds to a variety of music types, including culturally and linguistically diverse music</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Turn head to source of music, move, dance, sway, clap (movements may not match rhythm). <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide musical experiences in a variety of ways. • Introduce new songs regularly and repeat favorites often. • Include movements in daily routine. | <p>26a. Responds to music and movement, including culturally and linguistically diverse music and movement activities</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • React to music with body movement, dance, clap, sway (movements may not match rhythm); attempt to sing. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide musical experiences in a variety of ways. • Introduce new songs regularly; include movement to music in daily routine. • Prompt to sing along. • Explicitly use vocabulary for principles of music, such as beat, tempo, rhythm, tone. |
| 27. Engages in drama activities | <p>27a. Emerging</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Model character voice inflections and facial expressions during story time. • Read and tell stories from a variety of cultures. | <p>27a. Acts out familiar scenarios</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Imitate familiar actions, such as holding phone to ear, holding spoon to mouth, etc. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide culturally diverse real-life objects in all areas of the classroom. • Acknowledge children’s attempt to imitate real-life scenarios. • Join in children’s play and ask questions to extend play. • Model character voice inflections and facial expressions during story time. • Read and tell stories from a variety of cultures. • Provide props for pretend play. | <p>27a. Explores real or fantasy scenarios through pretend play</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Use objects (e.g., maracas to play music) for intended purpose during play. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide culturally diverse real-life objects in all areas of the classroom. • Acknowledge children’s attempt to imitate real-life scenarios. • Join in children’s play and ask questions to extend play. • Provide a variety of materials to encourage children to represent real-life objects. • Provide materials to encourage pretend play both indoors and outdoors. • Model character voice inflections and facial expressions during story time. • Read and tell stories from a variety of cultures. • Provide props and opportunities for pretend play. • Explicitly use vocabulary for principles of drama, such as stage, script, prop, plot, actor, etc. |


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| <p>26a. Responds to and communicates about music and movement, including culturally and linguistically diverse music and movement activities</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> React to music with increasing body movement, use props, sing and imitate music patterns, experiment with musical instruments. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Intentionally respond to music. Ask children to select songs and games. Encourage children’s interest and participation in song and dance. Explicitly acknowledge children’s movements to music. Offer opportunities to engage with musical instruments and real-life objects to explore. Explicitly use vocabulary for principles of music, such as beat, tempo, rhythm, tone. | <p>26a. Participates in music and movement activities, responding to different forms of music and movement, including culturally diverse music and dance</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Make up a silly rhyme and dances while singing it repeatedly. <p>26b. Uses instruments and voice to accompany or create music</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Sing and act out a tooth brushing song while waiting for a turn at the sink. <p>26c. Expresses ideas, feelings and experiences through music and movement</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Ask the teacher to listen to a song or watch a dance classmates made up. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Offer opportunities for children to listen to various types of music as a group and independently. Take children to see different types of dance and musical performances in the community. Explicitly use vocabulary for principles of music and dance, such as beat, tempo, rhythm, tone, etc. | |
| <p>27a. Explores real or fantasy scenarios through pretend play</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Use one object to represent another object during play, create own play scenarios, act out experiences, pretend to be a person or animal. <p>27b. Uses imagination and creativity to express self through pretend play</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Entertain others by imitating and repeating voice inflections and facial expressions; do pretend play using fantasy and real-life experiences; ask others to watch their performance. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Create situations where children can role-play familiar situations. Ask questions and make suggestions to extend children’s play in new directions. Model character voice inflections and facial expressions during story time. Read and tell stories from a variety of cultures. Attend play performances when requested. Provide props and opportunities for pretend play. Integrate props from Science, Technology, Engineering, Arts and Math (STEAM) occupations in dramatic play, such as microscope, lab coat, safety goggles, building materials, paint brushes and musical instruments. Encourage imagination and pretending by suggesting scenarios, such as moving like a tiger through the jungle. Explicitly use vocabulary for principles of drama, such as stage, script, prop, plot, actor, etc. | <p>27a. Participates in drama activities, responding to different imaginary characters and scenarios</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Create a scenario (fantasy or real-life) and pretend to be another person or animal. <p>27b. Uses voice to create drama</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Pretend to read a favorite book with feeling and different voice inflections to define characters. <p>27c. Expresses ideas, feelings and experiences through dramatic expressions</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Ask the teacher to watch a play that they made up about birthdays. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Take children to see different types of age-appropriate theatrical performances in the community. Provide props and opportunities for dramatic play. Model character voice inflections and facial expressions during story time. Allow children to express their own ideas in front of an audience of family or peers. Encourage children to improvise their own version of a story. Explicitly use vocabulary for principles of drama, such as stage, script, prop, plot, actor, etc. | |

| THE ARTS | INFANTS | TODDLERS | TWOS |
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| 28. Explores the visual arts | <p>28a. Emerging</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide tactile experiences with art materials, such as finger paints. • Provide engaging and colorful imagery in their immediate environment. | <p>28a. Combines a variety of materials to engage in the process of art</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Participate in child-initiated art activities; use a variety of non-toxic materials, such as paint, crayons, markers, wood, Play-Doh, etc. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Make nontoxic art materials available to children throughout the day. • Display children’s artwork. • Rotate art materials to provide a variety of experiences. | <p>28a. Demonstrates an understanding of the basic elements of visual arts</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of color; create a picture using different colors. <p>28b. Combines a variety of materials to engage in the process of art</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Use a variety of nontoxic materials, such as paint, crayons, markers, wood and Play-Doh; demonstrate increased control of art technologies. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Make nontoxic art materials available to children throughout the day. • Encourage creative self-expression and exploration of materials and tools without expectations for a finished product. • Explicitly use vocabulary for principles of visual arts, such as color, shape, line, etc. • Model appropriate use of art materials. |



| PRESCHOOL | PRE-K EXIT EXPECTATIONS | K EXIT EXPECTATIONS |
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| <p>28a. Knows and uses basic elements of visual arts</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Communicate about art, demonstrating an understanding of colors and shapes; use materials as intended. <p>28b. Combines a variety of materials to engage in the process of art</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Demonstrate increased control of art materials; initiate independent works of art. <p>28c. Uses imagination and creativity to express self through visual arts</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Draw simple pictures to represent something; draw self-portrait; label own creations. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Encourage children to talk about their artwork. • Encourage creativity by asking questions and showing illustrations. • Make nontoxic art materials available to children throughout the day. • Encourage creative self-expression and exploration of materials and tools without expectations for a finished product. • Explicitly use vocabulary for principles of visual arts, such as color, shape, line, etc. • Model appropriate use of art materials. • Allow for projects to extend several days. • Provide materials that showcase examples of textures, shapes and colors. | <p>28a. Participates in arts activities, responding to visual art forms</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Make a three-dimensional sculpture after visiting an art gallery. <p>28b. Uses a variety of materials to create products</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Add glitter to a paper and felt collage. <p>28c. Expresses experiences, ideas and feelings through visual arts</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Work with a small group to paint a mural about happy experiences. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Encourage children to look at book illustrations, watch video clips on the computer and use photos to inspire their artwork. • Rotate materials so children have a variety of items to explore. • Invite children to create paintings, drawings and sculptures related to study investigations. • Provide opportunities for children to use two- and three-dimensional art materials. • Take children to art galleries or museums. | |

| SOCIAL AND EMOTIONAL DEVELOPMENT | INFANTS | TODDLERS | TWOS |
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| 29. Expresses a variety of feelings and learns to manage them | <p>29a. Expresses feelings through facial expressions, body movements, crying and vocalizing, often depending on adults for emotional comfort</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Begin to cry when a visitor picks them up but stop when they hear their parent’s voice. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Label infant’s feelings (e.g., by commenting, “You’re waving your arms. You must be glad to see me!”). | <p>29a. Expresses a range of feelings; uses other people’s expressions to guide feelings, often depending on adults for emotional comfort; uses some self-comfort strategies</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Start to cry after taking another child’s toy because they see their caregiver frown. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Suggest that children get their personal comfort items at nap time. | <p>29a. Recognizes and labels own feelings with adult support; uses some self-comfort strategies; accepts adult suggestions for managing feelings by self</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Clap when the teachers says, “You did it!” after using the toilet successfully. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Use words to describe your own feelings and actions (e.g., say, “I’m frustrated, too, but we still need to clean up the toys that you threw.”). |
| 30. Recognizes the feelings and rights of others and responds appropriately | <p>30a. Reacts to others’ expressions of feelings</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Look at their caregiver and laugh when the caregiver sings a silly song while waving a fresh diaper in the air. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Label the child’s emotions (e.g., say, “Your smile tells me that you’re happy.”). | <p>30a. Acts in response to others’ demonstration of feelings, often with support of trusted adult</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Pat another child when the teacher says, “Look how sad Marlo is. Give Marlo a hug.” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Call attention to children’s demonstration of feelings and ways to respond. | <p>30a. Reacts constructively in response to other’s demonstration of feelings</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Give another child a toy when seen unhappy after their parent leaves. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Model empathy (e.g., explain, “I’m sorry their juice spilled. I’m going to get them some more so they will have some.”). |
| 31. Manages own behavior | <p>31a. Responds to changes in the immediate environment or adults’ voices and actions</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Cry when an unfamiliar adult holds them but stop crying when the unfamiliar adult puts them down. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Respond immediately to infants when they cry. | <p>31a. Seeks out special person or object to help manage behavior; wants to do things for self</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Get blanket from their cubby when parent leaves the room. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Allow time for toddlers to transition between activities, such as from hand-washing to eating, to limit their feeling rushed. | <p>31a. Follows routines with consistent support from adults; accepts redirection; tries to meet own needs</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Sit for snack time but then begin to walk around with their food until the teacher reminds them to sit until they are finished eating. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Provide a warning before changing activities, such as telling children that they will go inside after they ride the bikes around the track one more time. |

| PRESCHOOL | PRE-K EXIT EXPECTATIONS | K EXIT EXPECTATIONS |
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| <p>Indicators</p> <p>29a. Uses strategies learned from adults to manage feelings; begins to label feelings</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Calm himself by walking away from the sand and water area after being told that the area is full. Later return and explain, “I was mad because it was my turn.” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Talk with children about what to do when they want to enter a group or play with a toy being used by another child. | <p>Indicators</p> <p>Emotions and Behaviors</p> <p>29a. Uses socially acceptable ways of expressing thoughts and emotions</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Says, “I’m using that shovel. Please get another one.” <p>29b. Demonstrates confidence in meeting own needs</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Get a paper towel to clean up spilled milk. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Guide group discussions about problem-solving and conflict management. |  |
| <p>30a. Responds positively to others’ demonstration of feelings</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Help frustrated peers open their milk carton and say, “I can do it. You’ll learn how, too.” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Read books with challenging situations, like “Alexander and the Terrible, Horrible, No Good, Very Bad Day”; talk about the characters’ feelings. | <p>30a. Recognizes and labels the basic feelings of others</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Say that a classmate is sad when the classmate begins to cry. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Discuss a variety of feelings and how people express them; read stories about feelings and how people respond to each other. | |
| <p>31a. Follows classroom rules and routines (including new ones) with occasional reminders</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Put away toys after hearing the clean-up song. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Create a simple set of classroom rules with the children. Discuss and apply them consistently. | <p>31a. Follows limits and expectations</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • With a reminder, wait for instructions before beginning an activity. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Talk with children about daily plans, including changes in routines (e.g., not going outside when it is raining hard). | |

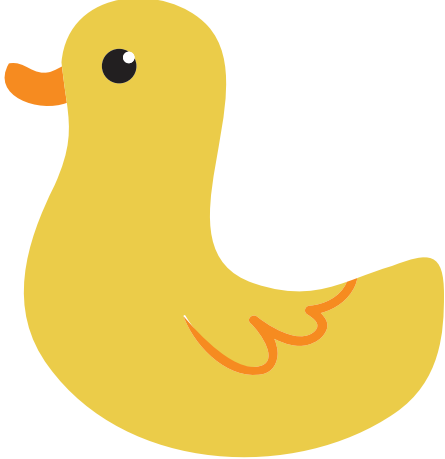
| SOCIAL AND EMOTIONAL DEVELOPMENT | INFANTS | TODDLERS | TWOS |
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| 32. Develops positive relationships with adults | <p>32a. Recognizes, reacts positively to and seeks to remain with familiar adults</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Squeal and crawl toward their parent when seen during pick-up time. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Hold infants, talk with them and acknowledge their individual responses. | <p>32a. Interacts with new adults; often moves away from and comes back to familiar adults, using them as a secure base</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Play calmly when a familiar adult (e.g., teacher, primary caregiver, parent, etc.) is in the classroom but stop, begin to cry and go to the door when a familiar adult leaves the room. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Respond to toddlers’ need for attention by smiling, laughing and talking with them. | <p>32a. Is comfortable in a range of settings; relies on familiar adults for assurance when necessary</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Relax on their cot at nap time when teacher says, “Your parent will be here after your nap.” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Encourage family members to establish positive goodbye routines with their children (e.g., have the child wave good-bye from the window each day). |
| 33. Engages and plays with peers | <p>33a. Watches and attempts to engage other children socially</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Roll over, moving closer to another peer and squeal until peer looks and smiles. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Place infants near each other so they can watch and interact with one another as you talk to them. | <p>33a. Plays near another child, briefly engaging socially</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Lean over, pat a stuffed cat that a child is holding and then return to playing with their toy. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Ensure enough space to solitary, parallel and social play. | <p>33a. Interacts with children who are engaged with similar materials and activities</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Scoop sand into a bucket that another child is filling. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Suggest that pairs or small groups of children use a material, like Play-Doh, together. |
| 34. Resolves conflicts with others | <p>34a. Emerging</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Read a book with babies faces expressing different emotions. • Label the child’s feelings and talk to them about it (e.g., say, “Sara, you feel angry because Mia took your toy.”). | <p>34a. Reacts by expressing feelings about situations where there is conflict</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Yell loudly and throw a toy when told that they need to stop playing because it is nap time. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Label the child’s feelings and reassure that they may play again after nap time (e.g., say, “I know you are mad but you may play again after nap time.”). | <p>34a. Seeks adults’ help to solve social problems</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Cry out, “Teacher, they took my apple!” and wait for the teacher to get it back. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Offer your support, e.g., “I see you want the doll. Let’s get another one so each of you has a doll.” |

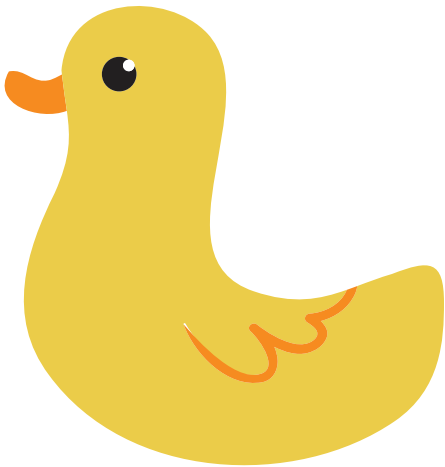
| PRESCHOOL | PRE-K EXIT EXPECTATIONS | K EXIT EXPECTATIONS |
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| Indicators | Indicators | |
| <p>32a. Engages with trusted adults for information and socializing; manages separations</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Tell the teacher that they have new shoes and when asked why they like them, explain, “They light up!” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Engage in conversations with children throughout the day. | <p>Positive Relationships</p> <p>32a. Engages in positive interactions with adults to share ideas and plan activities</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Ask the teacher, “Do you take the bus to school like I do?” <p><i>Supportive Practice:</i></p> <p>Have conversations with children about their everyday lives.</p> | |
| <p>33a. Uses successful strategies to initiate or join an activity with several children</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Ask other children, “Want to run with me?” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Help children who do not have the experience or language for joining other children’s play by suggesting appropriate strategies or language. | <p>33a. Sustains play with a few other children</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Assign different roles to children in the dramatic play area, saying, “You’re the mother, you’re the father and you’re the sister.” <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Encourage children to build a block city together. | |
| <p>34a. Asks adults for help and sometimes suggests ways to solve social problems</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Tell another child to wait for their turn on the slide. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Refer to classroom rules to help children resolve their problems (e.g., review the rule “Walk in the classroom” when a child bumps another child while running inside). | <p>34a. Suggests ways to resolve social conflicts</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Tell an angry classmate to “use their words” instead of hitting when they want something. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Teach the steps of social problem solving before conflicts arise and help children follow the steps when one does arise. | |

| PHYSICAL DEVELOPMENT, HEALTH AND SAFETY | INFANTS | TODDLERS | TWOS |
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| STANDARDS | Indicators | Indicators | Indicators |
| <p>35. Demonstrates strength and coordination of large muscles</p> | <p>35a. Uses arms, legs and whole body to move</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Roll, sit, crawl and then take steps. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Give infants time to explore a safe environment in which they can roll, pull up and learn to walk. | <p>35a. Moves in a variety of ways and directions</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Toddle without support; attempt to jump; carry a large ball while walking. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Play music that encourages toddlers to move their bodies in a variety of ways. | <p>35a. Attempts new large muscle activities that require coordination and balance</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Run, march, throw, catch and kick balls with little control of the direction or speed of the balls. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Take children outside or to a large indoor space that encourages safe, active play. |
| <p>36. Demonstrates strength and coordination of small muscles</p> | <p>36a. Uses whole hand and fingers (all together, raking and then using thumb and index finger) to touch, hold and pick up objects</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Hold a bottle with two hands; pick up cereal; empty objects from a container. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Put safe objects within infants' reach and encourage to grasp them. | <p>36a. Attempts activities that require two hands; uses fingers and whole-arm movements to place and release objects</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Scribble with large crayons; turn pages of book (often more than one at a time); begin to use a spoon and fork. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Encourage children to pick up objects, such as differently sized balls and put them into a basket. | <p>36a. Engages in activities that require eye-hand coordination; uses wrist and finger movements to manipulate objects</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Pours liquids from pitcher to cup; works simple puzzles; strings large beads. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Provide materials to stack (e.g., blocks of different sizes and shapes). |

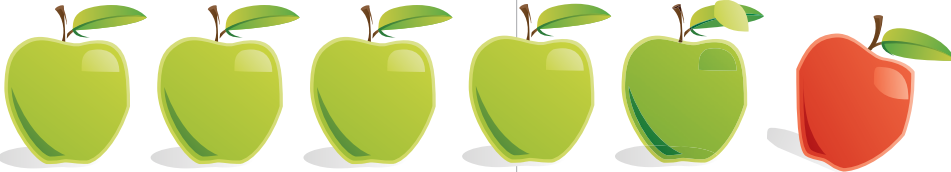
| PRESCHOOL | PRE-K EXIT EXPECTATIONS | K EXIT EXPECTATIONS |
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| Indicators | Indicators | |
| <p>35a. Engages in complex large-muscle activities that involve flexibility, control and a full range of motion</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Ride a tricycle; attempt to gallop; walk up and down steps with alternating feet; kick and throw ball toward a person or place. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Use a variety of equipment that promotes children’s coordination of upper and lower body movements. | <p>Large-Muscle Strength and Coordination</p> <p>35a. Demonstrates locomotor skills by running smoothly</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Race back and forth between two playground cones. <p>35b. Demonstrates balancing skills by hopping and jumping in place</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Jump up and down in place when the teacher asks, “Who would like to set the table?” <p>35c. Demonstrates ball-handling skills, using a full range of motion</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Toss balls into a large storage tub, using both over- and underhand movements. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Play games that involve running, e.g., “Duck, Duck, Goose.” Ask children to think of ways to move from one place to another, e.g., hopping like a bunny or lumbering like an elephant. Offer children a range of opportunities to practice throwing (e.g., as a part of a beanbag game in the classroom and a ball game outside). | |
| <p>36a. Uses finger and hand movements to work with small objects and accomplish tasks</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Copy shapes; cut with scissors; fasten large buttons; write some letter- or numeral-like forms; use a stapler and tape. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> Offer a range of art materials that promote precise movements, such as thin markers with narrow tops. | <p>Small-Muscle Strength and Coordination</p> <p>36a. Uses precise hand, finger and wrist movements to grasp, release and manipulate small objects</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Play with dramatic play furniture and props, using a range of fine-motor movements to open the latch on a cabinet, button a doll’s shirt and place small dishes on a table. <p>36b. Uses writing and drawing tools to perform particular tasks</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Use a variety of materials, such as colored pencils, pens and thin markers, to make a thank-you card. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Encourage children to use cooking tools, serving utensils and personal utensils during cooking activities, snacks and meals. Place writing materials in all interest areas and encourage children to use them throughout the day. | |

| PHYSICAL DEVELOPMENT, HEALTH AND SAFETY | INFANTS | TODDLERS | TWOS |
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| STANDARDS | Indicators | Indicators | Indicators |
| <p>37. Demonstrates behaviors that promote health and safety</p> | <p>37a. Becomes familiar with routines of health and safety practices, while relying on adults to provide a safe environment</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Turn head toward bottle when held in feeding position; reach for a bottle or cup; open their mouth in anticipation of food. • Use different gestures and cry to indicate basic care and health needs such as hunger, sickness, sleepiness, pain, etc. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Be aware of foods that are choking hazard and any allergies for the infant or other individuals. • Understand, recognize and respond positively and promptly when the infant indicates a need. <p>37b. Begins to participate in meeting own needs</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Open their mouth when food is offered. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Provide positive mealtime experiences. <p>37c. Emerging</p> <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Conform and respond to children’s cues about how they want to (or do not want to) be touched/held. <p>37d. Emerging</p> <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Respond to infants’ distress in ways that comfort them and in a timely manner. | <p>37a. Shows increasing awareness of health and safety practices through imitation and participation</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Offer hands to be washed; hold a toothbrush; wipe the table with a paper towel. • Begin to respond to verbal safety warnings such as stop, hot, no, etc. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Make care routines an enjoyable experience by singing songs and sharing finger plays (e.g., sing, “This Is the Way We Wash Our Hands”). • Talk to children about the next step in the routine. <p>37b. Attempts basic feeding, dressing and hygiene tasks</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Pick up cereal to feed self; pull off socks. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Provide opportunities for the child to perform tasks (e.g., pick up Cheerios and put on a hat). <p>37c. Emerging</p> <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Conform and respond to children’s cues about how they want to (or do not want to) be touched/held. <p>37d. Emerging</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Respond to toddlers’ distress in ways that comfort them and in a timely manner. • Model and/or demonstrate caring and affirming interactions with children, in a manner that promotes safety and consistency. | <p>37a. Shows increasing understanding by beginning to initiate health and safety practices</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Pull on diaper and say “pee pee” when the diaper is wet. • Reach for a towel when reminded to dry hands after washing them. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Encourage children to participate in health and care routines (e.g., wash and dry hands with assistance; put arms out when coat is being put on; assist in cleaning up a spill). • Provide a positive toilet-learning experience (e.g., “Nate, it is time to go potty.” Have child sit on the potty for a short time). Take a position in the room to observe child on the potty and other children in the room. <p>37b. Performs some simple feeding, dressing and hygiene tasks</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Put hands under running water for washing. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide positive experiences while performing simple tasks (e.g., sing song and positive conversation). • Acknowledge when children try to do things for themselves and provide helpful suggestions. <p>37c. Engages in developmentally appropriate, safe touching behaviors with adults and other children</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Pat another child gently on the back when they begin to cry, imitating their caregiver. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Model appropriate touching behaviors, such as hugs, high fives, etc. • Connect appropriate consequences with inappropriate touching behaviors (e.g., when a child hits you as the caregiver, say, “Ouch! That hurts me. I don’t want to play anymore.”). • Solicit and respect children’s preferences regarding touch. <p>37d. Identifies adults that are trusted persons and communicates need for help through language or physical articulation</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Ask help from/go to a familiar adult if they feel hurt or need help. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Respond to a child’s request for help in a calm manner and effectively address the situation. • Create a sense of community in the classroom by modeling acceptable behaviors of different members of the classroom. |

| PRESCHOOL | PRE-K EXIT EXPECTATIONS | K EXIT EXPECTATIONS |
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| Indicators | Indicators | |
| <p>37a. Follows familiar health and safety rules with occasional reminders</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Sneeze into elbow after seeing the teacher does so. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Model healthy practices, such as using a tissue to blow nose. <p>37b. Performs basic self-help tasks with assistance</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Pull pants down for toileting; may need help with fasteners. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Allow enough time to perform basic self-help tasks. • Teach techniques to make dressing easier (e.g., the upside-down and over the-head method of putting on jackets). <p>37c. Recognizes physical boundaries between their own bodies and others' bodies</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Shove away someone's hand or saying "No" to being held or touched a certain way. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Talk about the privacy of body parts covered by clothing and that no one has the right to touch children's bodies if they do not want them to. • Respond to children's cues and help them identify and respond to each other's cues. • Solicit and respect children's preferences regarding touch. <p>37d. Identifies trusted adult(s) and is aware of how to ask that person for help or articulates need for safety when a problem arises</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • State their teacher or guardian is someone that keeps them safe. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Talk about the roles of teachers and other adults in the classroom and in the building. • Maintain a positive classroom atmosphere when unexpected situations arise. | <p>Health and Safety</p> <p>37a. Describes basic health and safety rules and follows them</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Explain that you have to go one way when you ride the trike so you don't bump into other children. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Involve children in discussions about the reasons for health and safety rules. <p>37b. Performs self-help tasks with minimal assistance</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Flush toilet and wash hands after toileting. <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Make picture and word charts that show handwashing steps. <p>37c. Practices consent with respect to physical boundaries</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Approach a classmate for a hug but stop when the classmate turns away and crosses their arms. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Introduce and practice consent with children through modified games of "Simon Says." • Respond to children's cues and help them identify and respond to each other's cues. • Solicit and respect children's preferences regarding touch. <p>37d. Identifies situations for which a trusted adult is needed and has awareness of what happens when help is requested or a report is made regarding safety</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Run to and tell a teacher when they feel unsafe. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Respond to a child's reported safety concerns in a calm manner and effectively address the situation. • Talk about the teachers or adults' roles in the classroom and in the building. |  |



| PHYSICAL DEVELOPMENT, HEALTH AND SAFETY | INFANTS | TODDLERS | TWOS |
|---|--|---|---|
| STANDARDS | Indicators | Indicators | Indicators |
| <p>38. Demonstrates competent eating behaviors through the maintenance of positive eating attitudes, optimal food acceptance skills, self-regulation of food intake, mindful food choices and positive body image</p> | <p>38a. Displays hunger and fullness signals consistent with responsive feeding practices</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Demonstrate hunger cues by reaching for or pointing to food; get excited when food is presented; open their mouth in anticipation of food; use facial expressions or vocalizations to express desire for food. • Show fullness by slowing down eating, pushing food away, clenching mouth and/or using facial expressions or vocalizations to express that they are full. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide pleasant, warm and nurturing feeding environment. • Seat child comfortably facing caregiver and others. • Provide clear and consistent reciprocal communication of feeding expectations. • Predictable feeding schedules help ensure child is hungry when offered food. • Offer nutritious and developmentally appropriate beverages and foods. • Respond promptly to the child's hunger and fullness signals. | <p>38b. Participates in basic feeding and mealtimes in order to continue developing their own hunger and fullness signals, gain neutral exposure to a variety of foods and develop personal food preferences</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Use appropriate utensils such as baby spoons, toddler plates and child-size cups to self-feed. • Choose from a variety of foods, including healthy food and foods with a variety of textures, flavors, etc. offered during mealtimes. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Establish routine times for meals. Take the time to have a non-rushed mealtime or snacking experience in a stress-free environment with few distractions (e.g., without TV or other distracting screens). • Engage in family-style dining with children, talking with them and responding to verbal and nonverbal requests. Pay attention to hunger and fullness signs. • Model positive eating behaviors in front of children. It's also important to avoid making negative comments, facial expressions and/or reactions about food and beverages in front of children. | <p>38c. Continues to develop eating competence where they are learning positive eating behaviors and mastering their ability to self-regulate food intake</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Use verbal cues when they are full and/or when they want more food. • Practice serving themselves, such as pouring into a cup or using tongs to serve themselves with salad. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Engage in family-style dining with children, talk with them and respond to verbal and nonverbal requests. • Respect a child's fullness cues. Do not pressure a child to try a new food or finish their plate if they are resistant. • Plan meals and snacks to provide a variety of nutritious food from all food groups (fruits, vegetables, meats/protein, dairy, whole grains). • 38d. Learns food acceptance through familiarization (repeated neutral exposure to unfamiliar foods), observational learning of food choice (imitation of peer and caregiver eating behaviors) and social facilitation during mealtimes <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Try new food during mealtimes when they see caregiver or peers enjoying them. • Name some of the foods being served during meals. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide child with at least 10–20 neutral exposures to the same food to help shape food preferences. • Model positive eating behaviors in front of children. • Offer opportunities for sensory exploration of new foods through cooking lessons, dramatic play, taste tests and field trips to gardens, farms or farmer's markets and even the grocery store. |

| PRESCHOOL | PRE-K EXIT EXPECTATIONS | K EXIT EXPECTATIONS |
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| Indicators | Indicators | |
| <p>38e. Begins to independently engage in mindful eating practices</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Describe a food’s texture, taste, smell and appearance in order to determine food preferences. Tune into their own hunger and fullness levels and communicate them with caregiver. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Remove any screens (including TV, phones, tablets, etc.), toys or similar distractions during meal- and snack times. Help children practice positive eating practices such as table manners, expressing hunger and fullness cues and setting and cleaning up the table. Support child in using all of their senses to explore foods during mealtimes, dramatic play and other parts of the day. Allow child to eat as little or as much as they need. <p>38f. Begins to participate in experiential nutrition activities</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Participate in cooking lessons with adult supervision, given that delegated tasks are developmentally appropriate. Learn about growing food through gardening activities, trip to a local farm and/or classroom garden. Learn about different kinds of food through mealtimes, table activities, book reading, dramatic play and other parts of the day. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Allow child to explore and approach unfamiliar or new foods at their own pace. Model positive eating behaviors in front of children (e.g., during mealtime, teacher says “This milk is tasty.” Then asks, “Did you know that milk makes your bones strong?”). Engage in conversation with children about benefits of food (use many open-ended questions like, “Can you name food that comes from a plant?”). | <p>38g. Demonstrates positive eating behaviors</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Recognize and express when they are hungry, thirsty or full. Demonstrate a neutral relationship with food (food is not “bad” or “good” because all foods give a person energy and help them grow). <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Model positive eating behaviors (e.g., say, “I am full from our lunch today.”). Engage in conversations during mealtime about food. <p>38h. Demonstrates basic comprehension of the role food plays in keeping the body strong and healthy</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Categorize food by colors, flavors and basic food groups (what foods comes from plants, what comes from animals, etc.). Recognize that food gives energy and helps the body grow. <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> Have a variety of toy food in the dramatic play area for children to explore. Engage children in conversation about role of food in our body (e.g., ask, “Which among the food in the dramatic play area comes from plants?”). |  |

NOTES




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