District of Columbia Common Core Early Learning Standards
2012

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Introduction to District of Columbia Early Learning Standards

This revised edition of the District of Columbia Early Learning Standards is a response to the evolution of the standards movement in early childhood education throughout the country. For the first time since 2007, the District of Columbia Early Learning Standards show the continuum of learning and development expected of all young children. From birth through grade three, these standards are aligned with the Common Core State Standards for English Language Arts and Mathematics (2010). They are also aligned with The Head Start Child Development and Early Learning Framework (2010), thus ensuring that all children will receive the same standards-based instruction regardless of program auspices. The curriculum alignment project was spearheaded by DC State Superintendent Hosanna Mahaley and DC State Early Learning Administrator Maxine Maloney and builds on a substantial body of work produced by key local stakeholders and national experts.

The Early Learning Standards include indicators for infants, toddlers, two-year-olds, preschoolers (3s & 4s) and the toddlers, two-year-olds, preschoolers (3s & 4s) and the

3. Planning curriculum to achieve important goals—Teachers understand and use a well-planned and implemented curriculum that allows for adaptation to meet the needs of individual children and addresses all domains of development.

4. Assessing children’s development and learning—Teachers use ongoing assessment practices designed to help them in planning for children’s further learning and communicating with family members. Teachers collect information during classroom experiences and use this information as part of a formative assessment process that improves both teaching and learning. If screening assessments are used to identify children who may have special needs, appropriate follow up and referral is part of the assessment process.

5. Establishing reciprocal relationships with families—Teachers function in a reciprocal relationship with family members recognizing the importance of creating a welcoming environment as well as developing procedures for ongoing communication.

Purpose and Uses of 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 experiences that prepare them for success in school and for lifelong learning.

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

• a resource for guides the selection and implementation of the curriculum;

• a focus for discussion by families, community members, and legislators around the education of young children;

• a guide for selecting assessment tools 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.

The Early Learning Standards should not be used to:

• mandate specific teaching practices or materials;

• bar children from entering kindergarten;

• exclude children based on presence of disabilities or language spoken at home; and

• establish rewards or punishments for education staff.

The Role of Curriculum

The Early Learning Standards are not intended to replace curriculum models currently being used by programs. However, they are intended to be used as a guide for programs to select an appropriate curriculum that is well being implemented. 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) (2003) have defined indicators of effective curriculum:

• Children are active and engaged.

• Goals are clear and shared by all.

• Curriculum is evidenced-based.

• Value content is learned through investigation and focused, intentional teaching.

• Curriculum builds on prior learning and experiences.

• Curriculum is comprehensive.

Professional standards validate the curriculum’s subject matter content.

• The curriculum is likely to benefit children.

The Role of Assessment

The Early Learning Standards are not meant to be used as an assessment tool. Rather, programs should use an assessment system that links 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 in order to support children’s 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;

• to plan activities and instruction for individual children and for groups of children;

• to track children’s progress and ensure that every child is progressing in all areas; and

• to prepare reports—to families, to funders, and other interested parties.

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.” (NAEYC and NAECS/SDE 2003).

Special Educational Needs

As stated above, the Early Learning Standards provide guidance on selecting and implementing a curriculum and assessment system as well as planning experiences and interventions that enable all children to make progress in 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. These differences typically lead to adaptations in the program or school environment, materials, and teaching strategies. Because each child reveals his or her learning styles, skills, and preferences in unique ways, the kinds of adaptations needed are individually determined within each child’s Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP). Adaptations provide ways for children with special needs to achieve their strengths and compensate for their learning differences as they work towards making progress in meeting the Standards. Teachers can plan and structure programs to ensure children with special needs are successful by focusing on identifying children’s individual strengths and needs, linking instruction to the curriculum and Standards, providing appropriate supports and modifications as indicated in the individual plans, and assessing children’s progress in an ongoing manner.

Diversity and Multiculturalism

Children come into early childhood programs behaving within the cultural expectations they have been taught at home and in their communities. Teachers have an opportunity to help all children grow and learn by strengthening the connections between children and their families. Groups have a long-standing oral tradition, which is passed on to their children through stories, songs, and other forms of art that make a connection between this tradition and the written word and oral language development that the Standards promote will greatly enhance the English literacy development of children from these backgrounds.

Teachers can make meaningful, authentic, lifelong learning possible for children by engaging in practices that not only connect standards, curriculum, and teaching practices to positive outcomes, but clearly connect these same aspects to children’s informal and family/home community expectations, values, and norms. They can do this by recognizing and appreciating children’s cultural and language uniqueness, incorporating each child’s family life into the program.

Professional Development and Training

Teachers presently employed in early care and education settings and those preparing to enter the field must receive adequate and appropriate training and support to ensure that their teaching practices address all the Standards. To achieve the positive learning outcomes for children defined in the Early Learning Standards, all stakeholders must be committed to their full implementation and receive training on the Standards.
The Importance of Play as Part of Early Childhood Education

For young children, much 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, games with rules, and play that involves building and using materials. There is play with adults and play with other children. Different kinds of play promote different aspects of the healthy development of the whole child.

While children need time for free play, knowledgeable teachers can help children to 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 working hard at play. They learn essential skills and concepts at the same time.

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 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 and furthering the use of imagination.

Organization of the Document

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

- Approaches to Learning/Logic and Reasoning
- Communication and Language
- Literacy
- Mathematics
- Scientific Inquiry
- Social Studies
- The Arts
- Social–Emotional Development
- Physical Development/Health and Safety

There are thirty-four 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 language
12. Writes letters and words
13. Understands the purpose of writing and drawing

Mathematics

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

Scientific Inquiry

19. Observes and describes the characteristics of living things
20. Observes and describes the properties of physical objects
21. Observes and describes characteristics of Earth and space
22. Demonstrates scientific thinking

Social Studies

23. Demonstrates understanding of people and how they live
24. Engages in music, movement, and drama activities
25. Explores the visual arts

Social–Emotional Development

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

Physical Development/Health and Safety

32. Demonstrates strength and coordination of large muscles
33. Demonstrates strength and coordination of small muscles
34. Demonstrates behaviors that promote health and safety

Each of the thirty-four standards has six “indicators” for these age/grade levels:

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

Each indicator includes an “Example” of what the standard looks like at the age or grade level as well as a “Supportive Practice(ies)” that suggests 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 kindergarten standards are taken directly from the Common Core State Standards for English Language Arts and Mathematics (National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010) and do not include examples or supportive practices in this document.

Domains or 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 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. They need to learn to control impulses, multitask, follow directions, and focus. There is much concern today about the importance of these executive function skills and how to teach them. Young children develop these skills when teachers and family members help them. Teachers help children by organizing the environment in ways that support children’s learning to focus and make choices. They intentionally give children practice in following multiple-step directions. They 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 encourage children to talk about what they are learning and how they learned it. They 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 taking and writing about what they read and listen to. They are expected to develop specific Phonological Awareness/Phonics and Word Recognition skills. 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 number:

- 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.

Scientific Inquiry standards are included for only the pre-K year. While teachers expose young children to scientific explorations, it is not appropriate to measure learning before this year. In the field of science, children should be learning concepts and knowledge related to Life Science, Physical Science, and Earth Science. They should also be developing Inquiry and Design Practices that are applicable to multiple science and engineering disciplines.

Social Studies standards are included for only the pre-K year. While teachers build social studies learning with young children about people and how they live, social studies standards are not applicable before this year. In the field of social studies, children should be developing Knowledge of Human Characteristics, Knowledge of Life in a Community, and about Change Related to Familiar People and Places.
The Arts standards are included for only the pre-K year. While teachers are expected to design many arts-related experiences for young children in the early years, particular standards are not described before this year. Arts experiences include Music, Movement and Drama Concepts and Expression, and Concepts and Expression in the Visual Arts.

Young children’s Social–Emotional Development 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 socially acceptable ways. 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. That is why it is so important for teachers to develop positive relationships with each child. As part of these relationships, teachers guide children in ways to resolve social conflicts that are inevitable 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 they are 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 work in school.

Health and Safety includes learning about rules, self-help skills, and nutrition.

References and Resources

Publications
Assessment Tools

State Early Learning Standards Consulted
The District of Columbia State Board of Education (SBOE) and the Kindergarten development and review of the earlier editions of the Early Learning Standards for Infants and Toddlers and the Pre-Kindergarten Standards. The first iteration of the DC Early Learning Standards for Pre-Kindergarten began in 2006 and was the result of a yearlong process that involved the input of a broad cross-section of individuals in the District of Columbia. This collaborative effort was undertaken under the auspices of the federal Early Learning Opportunities Act Grant, Initiated and supported by the Department of Human Services, Early Care and Education Administration under the leadership of its Administrator, Barbara Ferguson Kamara, and convened by the Early Childhood Leadership Institute at the University of the District of Columbia through its Executive Director, Maurice Sykes. The Standards setting process was led by Diane Trister Dodge, President of Teaching Strategies, Inc. and a member of the Mayor’s Advisory Committee on Early Childhood Development.
For the following individuals served as members of the domain teams in the first round of the standards setting process. They served in this capacity as early childhood practitioners, child and family advocates, and concerned citizens dedicated to enhancing the quality of early childhood programs in the District of Columbia. Their views do not represent their organizational affiliation or endorsement of their organizations:

Approaches to Learning: Bruce Boyden, Early Childhood Leadership Institute; Diane Trister Dodge, Teaching Strategies, Inc.; Nefertiri Smarr, SPARK DC, National Black Child Development Institute; Social and Emotional Development: Linda Allard, SPARK DC, National Black Child Development Institute; Marsha Bivaja, El Centro Rosemont; Diane Trister Dodge, Teaching Strategies, Inc.; Andrea Young, SPARK DC, National Black Child Development Institute Teaching Strategies, Inc.

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Physical Development, Health, and Safety: Jeffrey Keats, United Planning Organization Center #1; Peter Pizzolongo, NAEYC; Euália Ross, United Planning Organization

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**Approaches to Learning/Logic and Reasoning**

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>Infants</th>
<th>Toddlers</th>
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<tbody>
<tr>
<td><strong>1. Attends and engages with curiosity</strong></td>
<td>1a. Uses all senses to explore. Example: Looks at a soft toy, grasps and shakes it to make it sing, brings it to her mouth, and sucks on it.</td>
<td>Supportive Practice: Provide safe spaces and materials for infants to explore.</td>
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<td>1a. Manipulates objects; observes and explores surroundings by using all senses. Example: Takes all the dolls out of the cradle and attempts to climb in.</td>
<td>Supportive Practice: Encourage toddlers to notice what can be done with objects, “I wonder what will happen when I put the cup in the water?”</td>
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<td>1a. Explores new places and materials; chooses a variety of tasks, especially those with adult support. Example: Digs a hole in the sand; watches as the dry sand flows back into the hole, and asks the teacher to help fix it.</td>
<td>Supportive Practice: Provide a variety of familiar and unfamiliar experiences and objects for children to explore.</td>
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<td>1a. Chooses tasks of interest; responds to adult encouragement. Example: Completes a new five-piece puzzle while a parent volunteer encourages his effort by saying, “You turned it, and now it fits.”</td>
<td>Supportive Practice: Rotate materials in the classroom. For example, in the discovery area and magnets and a scale for children to weigh magnetic items.</td>
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<td><strong>2. Show persistence</strong></td>
<td>2a. Attends to sights and sounds. Example: Bangs a plastic box and spoon again and again.</td>
<td>Supportive Practice: Arrange the environment and the daily schedule to encourage infants to explore objects and interact with people for as long as they are interested.</td>
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<td>2a. Repeated actions with the goal of achieving a result. Example: Puts small blocks in a bucket and dump them out again and again.</td>
<td>Supportive Practice: Provide materials that encourage children to practice new skills.</td>
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<td>2a. Continues to work on a self-selected task, especially with adult support. Example: Works with an adult to stack large cardboard blocks over and over until he can get them to stand as tall as he is.</td>
<td>Supportive Practice: Provide challenging but achievable activities and tasks that help children build on existing skills.</td>
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<td>2a. Continues an activity even when there are challenges; may stop and later return to a self-selected activity. Example: Stops painting when the colors run together. Resumes painting after the teacher suggests waiting until parts of the painting are dry.</td>
<td>Supportive Practice: 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.</td>
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<td><strong>3. Approaches tasks flexibly</strong></td>
<td>3a. Notices how others approach a task and imitates their attempts. Example: Watches the teacher play peek-a-boo with an infant and joins the game.</td>
<td>Supportive Practice: Play different types of music and model a range of ways to move to the beat.</td>
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<td>3a. Uses trial and error approaches; asks for help when he still cannot reach it. Example: Stands on a stool to reach a toy and asks for help.</td>
<td>Supportive Practice: Talk about alternative solutions for new challenges. For example, suggest, “We don’t have any more dolls. Why don’t you take care of the baby bunny?”</td>
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<td>3a. Finds solutions without having to try every possibility; may change approach. Example: Sees a wagon when he cannot carry three balls in his arms.</td>
<td>Supportive Practice: Model problem solving. For example, when too many children want to be in the playground, put a sheet over a table and ask, “Who wants to play in the tent?”</td>
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<td>3a. Uses multiples to solve problems and complete tasks. Example: Works with a group of classmates to build a model car from cardboard boxes.</td>
<td>Supportive Practice: 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.</td>
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<td><strong>4. Uses symbols and takes on pretend roles</strong></td>
<td>4a. Observes other people’s use of objects; imitates simple actions; uses realistic objects in pretend play. Example: Pretends to fit toy keys into a cabinet door lock.</td>
<td>Supportive Practice: Model a new use for a material, like moving a block across the floor and announcing, “Break bleep! Here comes a car!”</td>
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<td>4a. Uses props and imitates actions to re-enact familiar events. Example: Puts a doll in the dramatic play area; tells it that it’s time for “high, high” and puts it in the toy bed.</td>
<td>Supportive Practice: Provide children with a range of open-ended materials for dramatic play. For example, they might make a sign that means “Doctor’s Office” for the dramatic play area.</td>
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<td>4a. Uses props in pretend play with one or more children; substitutes one object for another; activity is often theme-based. Example: Tells two children, “I’m a dinosaur. You’d better run. I’m going to eat you.”</td>
<td>Supportive Practice: Provide materials for children to document their observations as they investigate pine cones during a study of trees.</td>
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<td>4a. Plays with a few other children for periods of as long as 10 minutes, agreeing on scenarios and roles. Example: Pretends to be a veterinarian, playing with stuffed animals, office props, and children who are “pet owners.”</td>
<td>Supportive Practice: Provide materials for children to document their observations as they investigate pine cones during a study of trees.</td>
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<td><strong>Symbolic Thinking</strong></td>
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### Communication & Language

#### Infants

**STANDARDS**

5a. Responds to others’ speech and gestures.  
**Example:** Touches her shoe when she hears the word “shoe.”  
**Supportive Practice:** Ask and answer questions about their journey, e.g., “Did you see any stores? Did you see any stop signs?”

5b. Describes familiar people, places, things, and events and, with prompting and support, provides additional detail.  
**Example:** Tells about a trip to the grocery store, mentioning some items and, when asked, says that they came from the freezer.

5c. Expresses thoughts, feelings, and ideas verbally, enunciating clearly enough to be understood.  
**Example:** During small-group time, clearly repeats the directions given for an activity because a classroom said she did not understand what they are asking.

6a. Uses language to express self and in an effort to communicate ideas.  
**Example:** Says “Baba ma” when she sees her bottle.

6b. Speaks audibly and express thoughts, feelings, and ideas clearly.

#### Toddlers

**STANDARDS**

5a. Responds to others’ speech and gestures.  
**Example:** Touches her shoe when she hears the word “shoe.”  
**Supportive Practice:** Ask and answer questions about their journey, e.g., “Did you see any stores? Did you see any stop signs?”

5b. Describes familiar people, places, things, and events and, with prompting and support, provides additional detail.  
**Example:** Tells about a trip to the grocery store, mentioning some items and, when asked, says that they came from the freezer.

5c. Expresses thoughts, feelings, and ideas verbally, enunciating clearly enough to be understood.  
**Example:** During small-group time, clearly repeats the directions given for an activity because a classroom said she did not understand what they are asking.

6a. Uses language to express self and in an effort to communicate ideas.  
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#### Twos

**STANDARDS**

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**Example:** Touches her shoe when she hears the word “shoe.”  
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#### Preschool

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5b. Describes familiar people, places, things, and events and, with prompting and support, provides additional detail.  
**Example:** Tells about a trip to the grocery store, mentioning some items and, when asked, says that they came from the freezer.

5c. Expresses thoughts, feelings, and ideas verbally, enunciating clearly enough to be understood.  
**Example:** During small-group time, clearly repeats the directions given for an activity because a classroom said she did not understand what they are asking.

6a. Uses language to express self and in an effort to communicate ideas.  
**Example:** Says “Baba ma” when she sees her bottle.

6b. Speaks audibly and express thoughts, feelings, and ideas clearly.

### Pre-K Exit Expectations

#### K Exit Expectations

#### Common Core State Standards

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<th>Description</th>
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| **Communication** | 5a. Responds to others’ speech and gestures.  
**Example:** Touches her shoe when she hears the word “shoe.”  
**Supportive Practice:** Ask and answer questions about their journey, e.g., “Did you see any stores? Did you see any stop signs?”

5b. Describes familiar people, places, things, and events and, with prompting and support, provides additional detail.  
**Example:** Tells about a trip to the grocery store, mentioning some items and, when asked, says that they came from the freezer.

5c. Expresses thoughts, feelings, and ideas verbally, enunciating clearly enough to be understood.  
**Example:** During small-group time, clearly repeats the directions given for an activity because a classroom said she did not understand what they are asking.

6a. Uses language to express self and in an effort to communicate ideas.  
**Example:** Says “Baba ma” when she sees her bottle.

6b. Speaks audibly and express thoughts, feelings, and ideas clearly. | **Presentation of Knowledge and Ideas** | 5a. Describes familiar people, places, things, and events and, with prompting and support, provides additional detail.  
**Example:** Tells about a trip to the grocery store, mentioning some items and, when asked, says that they came from the freezer.

5b. Expresses thoughts, feelings, and ideas verbally, enunciating clearly enough to be understood.  
**Example:** During small-group time, clearly repeats the directions given for an activity because a classroom said she did not understand what they are asking. | **Supportive Practices:**  
- While 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 see 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 they cannot understand what they are asking.  
- Vocabulary Acquisition and Use  
**6a.** With guidance and support, generates words that are similar in meaning (e.g., happy/fiad, angry/rad)  
**Example:** Explains that his friend is taller because he is “bigger than me.”  
**6b.** Applies words learned in classroom activities to real-life situations  
**Example:** While looking at a book about dinosaurs, says, “That’s a carnivore. He’s a meat eater.”  
**6c.** Uses words and phrases acquired during conversations, by listening to stories and informational texts read aloud, playing with other children, and other activities  
**Example:** While playing outside, looks at a flag and tries to sing the national anthem. | **Supportive Practices:**  
- Talk with children about interesting articles you read in the newspaper, e.g., about a new park that is opening close to the school.  
- Use new and interesting words that have meaning to children, e.g., “the word fat when a child is being a good game leader.” | **Presentation of Knowledge and Ideas** | 5a. Describes familiar people, places, things, and events and, with prompting and support, provides additional detail.  
**Example:** Tells about a trip to the grocery store, mentioning some items and, when asked, says that they came from the freezer.  

5b. Expresses thoughts, feelings, and ideas verbally, enunciating clearly enough to be understood.  
**Example:** During small-group time, clearly repeats the directions given for an activity because a classroom said she did not understand what to do.  

5c. Encourages children to think of another way to ask their questions if they cannot understand what they are asking.  
**Example:** “That’s a carnivore. He’s a meat eater.”  

5d. Applies words learned in classroom activities to real-life situations  
**Example:** While looking at a book about dinosaurs, says, “That’s a carnivore. He’s a meat eater.”  

5e. Uses words and phrases acquired during conversations, by listening to stories and informational texts read aloud, playing with other children, and other activities  
**Example:** While playing outside, looks at a flag and tries to sing the national anthem.  

5f. Uses words and phrases acquired through conversations, reading and being read to, and responding to texts.  
**Example:** Talk with children about interesting articles you read in the newspaper, e.g., about a new park that is opening close to the school. | **Supportive Practices:**  
- Talk with children about interesting articles you read in the newspaper, e.g., about a new park that is opening close to the school.  
- Use new and interesting words that have meaning to children, e.g., “the word fat when a child is being a good game leader.” |
**Communication & Language**

**Infants**

- **Indicators**
  - 7a. Dribbles and experiments with tongue and pitch
  - Example: Vocables. “Ba, ba, ba, ba, BA, BA, BA.”
  - **Supportive Practice:** Sing descriptions of what you are doing, e.g., sing, “I’m going to change your diaper now.”

- **Pre-K Exit Expectations**
  - Common Core State Standards
  - **L.K.1**. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - Print many upper- and lowercase letters.
    - Form regular plural nouns orally by adding -s or -es (e.g., bug, bugs; 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.
  - **L.K.2**. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    -Capitalize the first word in a sentence and the pronoun I.
    - Recognize and name punctuation.
    - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
    - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Pre-K Exit Expectations**

- **Common Core State Standards**
  - **K.L.K.1**. Demonstrate understanding of the organization and basic features of print.
    - 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.
    - Recognize that words are separated by spaces in print.
    - Recognize and name all upper- and lowercase letters of the alphabet.
  - **K.L.K.4**. Read emergent-reader texts with purpose and understanding.

- **K Exit Expectations**
  - **Common Core State Standards**
  - **K.L.K.1**. Demonstrate understanding of the organization and basic features of print.
    - 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.
    - Recognize that words are separated by spaces in print.
    - Recognize and name all upper- and lowercase letters of the alphabet.
  - **K.L.K.4**. Read emergent-reader texts with purpose and understanding.

** Toddlers**

- **Indicators**
  - 7a. Uses one- and two-word sentences
  - Example: Asks, “Mommy go?” when looking for her mother.
  - **Supportive Practice:**Extend what a toddler says, modeling complete sentences, e.g., after child says, “Doggy,” say, “I hear the dog, too.”

- **Pre-K Exit Expectations**
  - Common Core State Standards
  - **L.K.1**. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - Print many upper- and lowercase letters.
    - Form regular plural nouns orally by adding -s or -es (e.g., bug, bugs; wish, wishes).
    - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
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    - Produce and expand complete sentences in shared language activities.
  - **L.K.2**. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    -Capitalize the first word in a sentence and the pronoun I.
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    - Recognize and name all upper- and lowercase letters of the alphabet.
  - **K.L.K.4**. Read emergent-reader texts with purpose and understanding.

**Twos**

- **Indicators**
  - 7a. Uses two- to four-word sentences with plurals, adjectives, adverbs, and negatives, but not always with correct grammar.
  - Example: While playing outside, says, “I’m first. You wait until I go!”
  - **Supportive Practice:**Converse in complete, grammatically correct sentences, rather than correct grammatically.
  - **Pre-K Exit Expectations**
    - Comprehension and Collaboration
      - **L.K.1**. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
        -Capitalize the first word in a sentence and the pronoun I.
        - Recognize and name punctuation.
        - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
        - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
  - **Common Core State Standards**
    - Print Concepts
      - 9a. With guidance and support, demonstrates a basic understanding of the organization and features of print
        - Asks his teacher to write his name with “big” and “little” letters, or in uppercase and lowercase, like the label on his cubicle.
      - **Supportive Practices:**
        - **Examples:**
          - **Pre-K Exit Expectations**
            - **Common Core State Standards**
              - **K.L.K.1**. Demonstrate understanding of the organization and basic features of print.
                - 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.
                - Recognize that words are separated by spaces in print.
                - Recognize and name all upper- and lowercase letters of the alphabet.
            - **K.L.K.4**. Read emergent-reader texts with purpose and understanding.

**Preschool**

- **Indicators**
  - 7a. Uses longer sentences with plurals, adjectives, and more accurate grammar.
  - Example: Tells the class, “We went to the playground today.”
  - **Supportive Practice:**Model expanded language by adding a few words to children’s short utterances. Ask questions to encourage children to express themselves more fully.

- **Pre-K Exit Expectations**
  - **Common Core State Standards**
    - Comprehension and Collaboration
      - **L.K.1**. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
        -Capitalize the first word in a sentence and the pronoun I.
        - Recognize and name punctuation.
        - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
        - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Literacy**

**Infants**

- **Indicators**
  - 8a. Vocables or gestures in back and forth exchanges with others.
    - Example: Squawks each time an adult says, “Peek-a-boo” and covers the child’s eyes.
  - **Supportive Practice:**Talk with children during routines, e.g., explain, “I’m mashing this banana for you to eat.”
  - 8b. Exchanges single words, simple gestures, and facial expressions with others.
    - Example: Looks out the window and asks, “Out?” Teacher responds by saying, “No, it’s raining.” Child repeats, “No.”
  - **Supportive Practice:**Narrate what you are doing as you change a child’s shirt, for example, “Put your left arm in. Where is your other arm?”

- **Pre-K Exit Expectations**
  - **Common Core State Standards**
    - Print Concepts
      - 9a. Shows an interest in print materials
        - **Example:** Searches for a magazine while sitting with an adult who is reading one.
  - **Supportive Practice:**Provide a variety of sturdy cardboard and cloth books for infants to explore.

**Toddlers**

- **Indicators**
  - 9a. Notices pictures of familiar objects in print materials
    - Example: Points to a picture of a dog and says, “Dog.”
  - **Supportive Practice:**Encourage frequent looking, shaming and talking about illustrations and by reading simple texts aloud.

- **Pre-K Exit Expectations**
  - **Common Core State Standards**
    - Comprehension and Collaboration
      - **L.K.1**. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
        -Capitalize the first word in a sentence and the pronoun I.
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        - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Twos**

- **Indicators**
  - 9b. Recognizes familiar books and looks at pictures
  - **Supportive Practice:**Talk about the signs, like “STOP” and the name of the grocery store, during a walk around the neighborhood.

- **Pre-K Exit Expectations**
  - **Common Core State Standards**
    - Comprehension and Collaboration
      - **L.K.1**. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
        -Capitalize the first word in a sentence and the pronoun I.
        - Recognize and name punctuation.
        - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
        - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Preschool**

- **Indicators**
  - 9c. Recognizes and labels three or more letters of the alphabet.
    - **Example:** Plays “I Spy” with classmates to find letters in different areas of the classroom.
  - **Supportive Practice:**
    - **Examples:**
      - **Pre-K Exit Expectations**
        - **Common Core State Standards**
          - **K.L.K.1**. Demonstrate understanding of the organization and basic features of print.
            - 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.
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            - Recognize and name all upper- and lowercase letters of the alphabet.
          - **K.L.K.4**. Read emergent-reader texts with purpose and understanding.
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<td><strong>RL.K.1</strong></td>
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<td><strong>RL.K.2</strong></td>
<td>With prompting and support, relate familiar stories, including key details.</td>
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<td>With prompting and support, identify characters, settings, and major events in a story.</td>
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<td><strong>RI.K.5</strong></td>
<td>Recognize common types of texts (e.g., storybooks, poems).</td>
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<td><strong>RI.K.6</strong></td>
<td>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</td>
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<td><strong>RI.K.7</strong></td>
<td>With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what moment in a story an illustration depicts).</td>
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<td><strong>RI.K.10.</strong></td>
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<td>Actively engage in group reading activities with purpose and understanding.</td>
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<td>11. Hears and discriminates the sounds of language</td>
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<td>11a. Shows awareness of speech sounds and imitates them. Example: Responds to hearing an adult say, “Mama:” by smiling, kicking his feet, and repeating “Mamama.” Supportive Practice: Play with language sounds, like changing mamama to papapapa and then lalalala.</td>
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<td>11b. Repeats words; joins in singing random words of simple songs Example: Says, “Horse,” when her teacher points to a picture and prompts, “I see a horse.” Supportive Practice: Sing songs and read books with simple rhymes and refrains.</td>
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<td>11c. Joints in songs, rhymes, refrains, and word games with repeating language sounds. Example: Says, “Baby bee,” as the teacher sings, “I’m bringing home a baby bumble bee…” Supportive Practice: Read books with predictable rhymes.</td>
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<td>11d. Plays with language, experimenting with beginning and ending sounds Example: While playing a memory game, laughs when she turns over a card with a pig and says, “Wig! No pig!” Supportive Practice: Sing songs and recite rhymes with repeating initial sounds, e.g., “Hickory Dickory Dock” and “Peter, Peter, Pumpkin Eater.”</td>
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<td>12. Writes letters and words</td>
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<tr>
<td>12a. Emerges Example: Repeats sounds and letters, e.g., “mom,” “dog,” “cat.” Supportive Practice: Provide opportunities for children to explore writing by making crayons and paper available regularly.</td>
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<tr>
<td>12b. Makes marks or scribbles Example: Makes simple marks, often repeating arm movements (up and down, or around and around). Supportive Practice: Provide opportunities for children to explore writing by making crayons and paper available regularly.</td>
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<tr>
<td>12c. Makes controlled linear scribbles Example: Repeats chalk marks on a large piece of paper. Supportive Practice: Informally model writing and drawing throughout the day.</td>
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<td>13. Understands the purpose of writing and drawing</td>
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<td>13a. Emerging Example: Talks about their painting, e.g., saying, “I like color” as he makes a series of brown marks. Supportive Practice: Point to words in the environment, e.g., EXIT. Read the word aloud and explain what it means, e.g., “Exit means a way out.”</td>
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<tr>
<td>13b. Dictates and draws to share or record information and tell stories Example: Repeats what a friend is saying about dry leaves while making simple marks on a pad of paper in the Discovery Area. Supportive Practice: Encourage children to dictate captions for drawings they contribute to a class book about leaves.</td>
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<tr>
<td>13c. Dictates words or draws to express a preference or opinion about a topic Example: Asks a classroom volunteer to help her write a story about why her dad is the best dad. Supportive Practice: Encourage children to dictate captions for drawings they contribute to a class book about leaves.</td>
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<td><strong>Phonological Awareness/Phonics and Word Recognition</strong></td>
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<td>12a. Shows awareness of separate words in a sentence Example: During a musical game, stands when the word stand is sung and sits when the word is sung.</td>
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<td>12b. Decides whether two words rhyme Example: Plays a game with a classmate, saying rhyming words prompted by pictures on cards.</td>
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<td>12c. Identifies the initial sound of a spoken word and, with guidance and support, thinks of several other words that have the same initial sound Example: Looks through a book that has words with the same initial sound and says them out loud as the teacher did during a read aloud session, e.g., “Brown Bear, Brown Bear.” Supportive Practice: Do similar activities with objects.</td>
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<tr>
<td>13a. Shows awareness of separate syllables in a word Example: Claps the syllables while saying his name. Supportive Practice: Call attention to particular words in your morning message by highlighting them, e.g., “last week.” Read a short poem and ask the children whether they hear any rhyming words in it, like night and light.</td>
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<td>13b. Repeats what a teacher has said, e.g., “My favorite book is The Cat in the Hat.” Supportive Practice: Ask children to make signs for the classroom that will help parents coming for “Back-to-School Night” understand what they do at school.</td>
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<tr>
<td><strong>Text Types and Purposes</strong></td>
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<tr>
<td>13a. Dictates words or draws to express a preference or opinion about a topic Example: Asks a classroom volunteer to help her write a story about why her dad is the best dad. Supportive Practice: Encourage children to dictate captions for drawings they contribute to a class book about leaves.</td>
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<td>13b. Uses a combination of dictating and drawing to tell a real or imagined story Example: Helps to tell the story of the class trip to the zoo as the teacher writes on chart paper. Supportive Practice: Encourage children to make posters for the classroom about things that are important to them, e.g., having peas 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.</td>
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<td>13c. Uses a combination of drawing, dictating, and writing to describe an event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. Research to Build and Present Knowledge Example: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</td>
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<td>14. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
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</table>
14a. Matches one object with a group of similar objects. Example: Places all of the toy cars in a basket.

Supportive Practice: Talk about leaves that have the same shape and different shapes.

Patterns
14b. Copies simple patterns. Example: Strings beads in a yellow, pink, yellow, pink, etc. pattern after looking at another child’s necklace.

Supportive Practice: Provide patterning materials and call attention to patterns in the environment.

15a. Demonstrates knowledge of number and counting.

Key Concepts
• Know number names and the count sequence
  15a. Counts to 10 by rote.
  15b. Tells what number comes next in the counting sequence when given a number between 1 and 9.
  15c. Recognizes and names the written numerals 1-10.
  15d. Counts tens–20 objects accurately using one number name for each object.
  15e. Understands that the last number name 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.

Supportive Practices
• Model counting whenever possible, reminding children that they should assign one number to each item that they are counting. For example, count the number of jackets hanging in cubbies, touch each one as they count.
• Play games with 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.
• Play “I Spy” using numbers, e.g., “In the corner of the room, I spy three...”
16. Demonstrates knowledge of volume, height, weight, and length

16a. Emerging

16a. Explores objects of different shapes and sizes.

Example: Pours water from a large pitcher into a small cup at the water table, watching the water overflow.

Supportive Practice: Provide a wide range of opportunities for toddlers to explore different three-dimensional objects, like nesting boxes.

16b. Kindness and correctness use a few ordinal numbers.

Example: Challenges a classmate to race to a tree, shouting, “I’ll be first!”

Supportive Practice: Encourage children to focus on physical attributes of objects. For example, point out how tall things are, how wide, how long, etc.

16c. Demonstrates basic counting strategies.

Example: Counts objects by touching them, saying “One, two, three,” and then continuing to count additional objects.

Supportive Practice: Provide children with tools for determining length and weight, such as rulers, measuring tapes, bathroom scales, etc.

16d. Identifies and describes shapes and the relative position of objects.

Example: Rolls a ball along a shelf, singing “The Wheels on the Bus are a circle!”

Supportive Practice: Play games with shapes. For example, while on the playground, ask children to find as many round objects, like balls, as they can.

Identifies and describes shapes and the relative position of objects.

Example: Points to a triangle on the wall and asks, “What shape is that?”

Supportive Practice: Name shapes as you play shape-matching games, such as matching a triangle with a triangle.

‘7

17. Identifies and labels shapes

17a. Emerging

17a. Identifies different shapes.

Example: Attempts to put pieces into a shape sorter.

Supportive Practice: Provide shape sorters and building toys.

17b. Matches one shape with the same shape.

Example: Cuts out play dough balls and asks, “My cookies.”

Supportive Practice: Provide shape cutters for play dough.

17c. Names a few basic two-dimensional shapes.

Example: Rolls a ball along a shelf and asks, “The wheels on the bus are circles?”

Supportive Practice: Play games with shapes. For example, while on the playground, ask children to find as many round objects, like balls, as they can.

Identifies and describes shapes and the relative position of objects.

Example: Counts objects by touching them, saying “One, two, three,” and then continuing to count additional objects.

Supportive Practice: Provide children with tools for determining length and weight, such as rulers, measuring tapes, bathroom scales, etc.

17d. Compares basic two-dimensional shapes (squares, circles, triangles, rectangles).

Example: Points to a triangle on the wall and asks, “What shape is that?”

Supportive Practice: Name shapes as you play shape-matching games, such as matching a triangle with a triangle.

‘7

18. Describes and compares measurable attributes

18a. 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, names).

Example: Describes shells in terms of big/small, light/dark, long/short, etc.

Supportive Practice: Encourage children to focus on physical attributes of objects. For example, point out how tall things are, how wide, how long, etc.

18b. Describes and compares shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres).

Example: Points to a triangle on the wall and asks, “What shape is that?”

Supportive Practice: Name shapes as you play shape-matching games, such as matching a triangle with a triangle.

‘7

19. Compare numbers

19a. 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.

Example: Serves two dolls the same number of play dough “cakes.”

Supportive Practice: Encourage children to compare quantities of objects throughout the day. For example, ask which basket has more toys, which box has fewer crayons, etc.
18. Demonstrates understanding of positional words

18a. Emerging

18a. Follows directions that include gestures to place objects in, on, under, up, or down.

Example: Moves body up and down while the teacher sings, “The children on the bus go up and down.”

Supportive Practice: Engage children in movement activities that involve words like up and down, in and out.

18a. Follows verbal directions to place or find objects in, on, under, up, or down.

Example: Looks under the couch when the teacher tells him the ball rolled under it.

Supportive Practice: Introduce simple games with materials like a toy garage, where children place small cars in, on, up, or under parts of the garage.

18a. Follows directions to place objects or body beside, between, or next to.

Example: When asked, sits next to a particular classmate during circle time.

Supportive Practice: Plan activities that require children to follow simple directions, e.g., “Give the ball to the person next to you.”

18a. Identifies the relative position of objects, using appropriate terms such as above, below, in front of, behind, over, under.

Example: While playing with a toy garage, the child puts the cars in different places and says things like, “Park this one next to that one. Move it over.”

Supportive Practice: Play “Simon Says,” give directions (e.g., “Put your hand on your head”) so that children hear and use terms that indicate relative positions.

### Scientific Inquiry Scientific Standards

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<td>19. Observes and describes the characteristics of living things</td>
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<tr>
<td>19a. Demonstrates knowledge of the characteristics of living things</td>
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<td>Example: Comments upon basic needs and simple life cycles of living things, e.g., “Our fish got bigger because we fed it.”</td>
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<td>19b. Demonstrates understanding that living things change</td>
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<td>Example: Says, “When I was a baby I couldn’t even walk. Now I can run.”</td>
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<tr>
<td>Supportive Practice:</td>
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<tr>
<td>• Read stories about living things and their needs. Have children help care for living things in the classroom.</td>
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<td>• Plant seeds, care for the plants, and discuss changes in the plants over time. Talk about how children’s bodies and skills change over time.</td>
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| Physical Science | | | | | | |
| Physical Science | | | | | | |
| 20a. Identifies the physical properties of objects | | | | | | |
| Example: Watches a wooden block floating in the water table and makes it sink by putting other items on top of it. | | | | | | |
| 20b. Explores motion | | | | | | |
| Example: Watches a ball rolling across the linoleum floor and notices that it slows down as it rolls across the carpet. | | | | | | |
| 20c. Explores physical change of materials | | | | | | |
| Example: Fills a bucket with snow and asks whether she may bring it inside to see how fast it melts. | | | | | | |
| Supportive Practice: | | | | | | |
| • Engage children in experiments with common materials such as sand and water. | | | | | | |
| • Plan a study of balls that involves a range of items that roll and that do not roll. | | | | | | |
| • Prompt children to explore physical change, e.g., to observe how leaves get brittle over time. | | | | | | |
21. **Observes and describes characteristics of Earth and space**

**Earth Science**

21a. Identifies and describes basic landforms
Example: Says, “We looked for fossils at the bottom of the cliff!”

21b. Describes basic weather phenomena
Example: Says, “It’s going to rain. The clouds are dark.”

21c. Identifies the sun, moon, and stars
Example: Points at the sky and exclaims, “I see the moon! The sun’s out, but I still see it!”

21d. Distinguishes various types of surface materials (soil, sand, and rocks)
Example: Explains, “We take the rocks out of our garden before we plant tomatoes.”

21e. Explorers the relationships between people and their environments
Example: Looks at a book about Alaska and says that the people there wear coats, hats, and gloves because it’s cold.

**Supportive Practices:**
- Take children on field trips where they can see rivers, hills, and streams and to museums where they can see models of landforms.
- Guide children’s attempts to identify, describe, and record changes in the weather.
- Read simple books that explain Earth’s rotation, day, and night.
- Provide materials for children to explore properties of Earth found in their immediate environment, e.g., encourage children to handle soil and sand when they are wet and dry.
- Read books about people who live in different areas of the country. Talk about how climate affects the way people dress and how natural resources affect jobs, transportation, and recreation.

22. **Demonstrates scientific thinking**

**Inquiry and Design Practices**

22a. Observes, explores, and manipulates materials and objects
Example: Uses a yard stick to measure the length of a block roadway for toy cars.

22b. Makes predictions and tests ideas
Example: Says, “Three, when asked, “How many cups of and will you need to fill that bucket?” Then counts the cups as she dumps them in the bucket.

22c. Communicates with others about discoveries
Example: Points out a squirrel nest in a tree near the classroom window.

22d. Represents scientific thinking and knowledge by drawing, dramatizing, and making models
Example: Acts out what scientists were doing with equipment in the panda bear exhibit at the zoo.

**Supportive Practices:**
- Encourage children to record observations, e.g., by drawing a caterpillar seen in the class garden.
- Provide opportunities for children to make predictions throughout the day. For example, as they are arriving in the morning and moving their names to the “At School” column, ask how many children are at school and how many more will come. Then count the names together after everyone has arrived for the day.
- Engage children in recording daily discoveries, e.g., how many children were boots and how many wore shoes to school.
- Provide a variety of materials and encourage children to create models of things that interest them, such as bugs that fly and bugs that crawl.
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**Knowledge of Human Characteristics**

23a. Demonstrates understanding that he or she is part of a family

*Example:* Brings a small photo album from home and talks about pictures of family members, including siblings, parents, aunts, uncles, grandparents, and cousins.

23b. Identifies similarities and differences in physical and personal characteristics

*Example:* Draws a family portrait and comments that her dad is taller than her mom.

**Supportive Practices:**
- Help children understand the relationships among different family members.
- Provide opportunities for children to share information about family members, highlighting characteristics such as male/female, old/young, people who work inside the home/outside the home, etc.

**Knowledge of Life in a Community**

23c. Demonstrates understanding that people have different kinds of jobs

*Example:* Identifies some types of jobs and the tools people use to perform them. For example, explains that a dentist uses tools to clean and repair teeth and that a mechanic uses other tools to fix cars.

23d. Identifies various means of transportation

*Example:* Talks about different buses in his neighborhood, explaining that anyone may ride a city bus but only school children may ride the school bus.

23e. Participates in the creation of a classroom community

*Example:* Checks the classroom job board to see whether it is his turn to set the table for lunch.

**Supportive Practices:**
- Make a poster about people in the community and the jobs they perform.
- Create a graph of different types of transportation children have used, e.g., car, bus, subway, train, boat, plane.
- Ask children about favorite foods and talk about why particular foods are good for their bodies.
- Work with children to create a set of classroom rules that will help them work together.

**Change Related to Familiar People and Places**

23f. Demonstrates understanding that people and places change over time

*Example:* After a trip to the Museum of American History, contributes a drawing for a class book about horses and buggies, model T cars, and modern cars.

23g. Uses words to describe time

*Example:* Explains that her grandmother was a child “a long time ago.”

23h. Describes the basic features and relative locations of familiar places in the community

*Example:* Says that he lives near the school playground but that he and his mom have to go far to get to the supermarket.

**Supportive Practices:**
- Discuss books that have photographs of city neighborhoods long ago and now.
- Ask the children questions about what remains the same and what is different.
- 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.
- Support children's interest in making maps of the school.
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<td><strong>24. Engages in music, movement, and drama activities</strong></td>
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<td><strong>24a. Participates in music, movement, and drama activities, responding to different forms of music, movement, and imaginary characters and scenarios</strong></td>
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<td><strong>Example:</strong></td>
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<td>Makes up a silly rhyme and dances while singing it repeatedly.</td>
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<td><strong>24b. Uses instruments and voice to accompany or create music and drama</strong></td>
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<td><strong>Example:</strong></td>
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<td>Sings and acts out a tooth brushing song while waiting for a turn at the sink.</td>
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<td><strong>24c. Expresses ideas, feelings, and experiences through music, movement, and drama</strong></td>
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<td><strong>Example:</strong></td>
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<td>Asks the teacher to watch a play about birthdays that she and her classmates made up.</td>
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<td><strong>Supportive Practices:</strong></td>
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<tr>
<td>• Offer opportunities for children to listen to a various types of music as a group and independently.</td>
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<td>• Provide purchased and homemade instruments for use each day.</td>
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<td>• Take children to see different types of dance, music, and theatrical performances in the community.</td>
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<td><strong>25. Explores the visual arts</strong></td>
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<td><strong>25a. Participates in art activities, responding to different visual art forms</strong></td>
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<td>Makes a large three-dimensional sculpture after visiting an art gallery.</td>
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<td><strong>25b. Uses a variety of materials to create products</strong></td>
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<td><strong>Example:</strong></td>
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<td>Adds glitter to a paper and felt collage.</td>
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<td><strong>25c. Expresses experiences, ideas, and feelings through visual arts</strong></td>
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<td><strong>Example:</strong></td>
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<td>Works with a small group to paint a mural about happy experiences.</td>
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<td><strong>Supportive Practices:</strong></td>
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<tr>
<td>• Encourage children to look at book illustrations, watch video clips on the computer, and use photos to inspire their art work.</td>
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<td>• Rotate materials in the art area so children will have a variety of items to explore.</td>
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<td>• Invite children to create paintings, drawings, and sculptures related to study investigations.</td>
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<td>Social-Emotional Development</td>
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### 26. Expresses a variety of feelings and learns to manage them

**26a. Expresses feelings through facial expressions, body movements, crying, and vocalizing, often depending on adults for emotional comfort.**

*Example:* Begins to cry when a visitor picks her up but stops when she hears her mother’s voice.

**Supportive Practice:** Label feelings, e.g., by commenting, “You’re waving your arms. You must be glad to see me!”

### 27. Recognizes the feelings and rights of others, and responds appropriately

**27a. Reads to others’ expressions of feelings.**

*Example:* Looks at her caregiver and laughs when the caregiver sings a silly song while waving a fresh diaper in the air.

**Supportive Practice:** Label the child’s emotions, e.g., “Your smile tells me that you’re happy.”

### 28. Manages own behavior

**28a. Responds to changes in the immediate environment or adults’ voices and actions.**

*Example:* Cries when an adult she doesn’t know holds her but stops crying when he puts her down.

**Supportive Practice:** Respond immediately to infants when they cry.

**28b. Seeks out special person or object to help manage behavior; wants to do things for self.**

*Example:* Gets his blanket from his cubby when his mother leaves.

**Supportive Practice:** Allow time for toddlers to transition between activities, such as from hand washing to eating, to limit their feeling rushed.

**28c. Follows routines with consistent support from adults; accepts redirections; tries to meet own needs.**

*Example:* Sits for snack time but then begins to walk around with his food until the teacher reminds her to sit until she is finished eating.

**Supportive Practice:** Provide a warming before changing activities, such as telling children that they will go inside after they ride the bikes around the track one more time.

**28d. Follows classroom rules and routines (including new ones) with occasional reminders.**

*Example:* Waits at the top of the slide for another child to finish before sliding himself.

**Supportive Practice:** Create a simple set of classroom rules with the children. Discuss and apply them consistently.

**Emotions and Behaviors**

**26a.** Uses socially acceptable ways of expressing thoughts and emotions.

*Example:* Says, “I’m using that shovel. Please get another one.”

**26b.** Demonstrates confidence in meeting own needs.

*Example:* Gets a paper towel to clean up spilled milk.

**Supportive Practice:** Guide group discussions about problem solving and conflict management.
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<tr>
<th>Social–Emotional Development</th>
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<td>STANDARDS</td>
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<td>Common Core State Standards</td>
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<tr>
<td>29. Develops positive relationships with adults</td>
<td>29a. Recognizes, reacts positively to, and seeks to remain with familiar adults. <strong>Example:</strong> Squeals and crawls to her father when he arrives. <strong>Supportive Practice:</strong> Hold infants, talk with them, and acknowledge their individual responses.</td>
<td>29a. Engages with trusted adults for information and socializing; manages separations <strong>Example:</strong> Tells his teacher that he got new shoes and, when asked why he likes them, explains, “They light up.” <strong>Supportive Practice:</strong> Engage in conversations with children throughout the day.</td>
<td>29a. Engages in positive interactions with adults to share ideas and plan activities <strong>Example:</strong> Ask the teacher whether she rides to school as he does. <strong>Supportive Practice:</strong> Have conversations with children about their everyday lives.</td>
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<td>30. Engages and plays with peers</td>
<td>30a. Watches and attempts to engage other children socially <strong>Example:</strong> Rolls over, moving closer to his sister, and squawks until she looks at him and laughs. <strong>Supportive Practice:</strong> Place infants near one another so they can watch and interact with one another as you talk to them.</td>
<td>30a. Plays near another child, briefly engaging socially <strong>Example:</strong> Leans over, pats a stuffed cat that a child is holding, and then returns to playing with her truck. <strong>Supportive Practice:</strong> Provide duplicates of books and toys.</td>
<td>30a. Sustains play with a few other children <strong>Example:</strong> Assigns different roles to children in the dramatic play area, saying, “You’re the mother, you’re the father, and you’re the sister.” <strong>Supportive Practice:</strong> Encourage children to build a block city together.</td>
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<td>31. Resolves conflicts with others</td>
<td>31a. Emerging</td>
<td>31a. Reacts by expressing feelings about situations where there is conflict <strong>Example:</strong> Tells loudly and throws a toy when told that he needs to stop playing because it is nap time. <strong>Supportive Practice:</strong> Label the child’s feelings and reassure him that he may play again after his nap.</td>
<td>31a. Suggests ways to resolve social conflicts <strong>Example:</strong> Tells an angry classmate to “use words” instead of hitting when she wants something. <strong>Supportive Practice:</strong> Teach the steps of social problem solving before conflicts arise and help children follow the steps when one does arise.</td>
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**Indicators**

- 29a. Interacts with new adults; often moves away from and comes back to familiar adults, using them as a secure base. **Example:** Plays calmly when his primary care teacher is in the classroom but stops, begins to cry, and goes to the door when she leaves the room. **Supportive Practice:** Respond to toddlers’ need for attention by smiling, laughing and talking with them.

- 29a. Is comfortable in a range of settings; relies on familiar adults for assurance when necessary. **Example:** Relaxes on her cot at nap time when teacher says, “Daddy will be here after your nap.” **Supportive Practice:** Encourage family members to establish positive good-bye routines with their children (e.g., have the child wave good-bye from the window each day). **Supportive Practice:** Suggest that pairs or small groups of children use a material, like play dough, together.

- 30a. Plays near another child, briefly engaging socially **Example:** Leans over, pats a stuffed cat that a child is holding, and then returns to playing with her truck. **Supportive Practice:** Provide duplicates of books and toys. **Supportive Practice:** Encourage children to build a block city together.

- 30a. Interacts with children who are engaged with similar materials and activities **Example:** Scoops sand into a bucket that another child is filling. **Supportive Practice:** Suggest that pairs or small groups of children use a material, like play dough, together.

- 31a. Seeks adults’ help to solve social problems **Example:** Cries out, “Teacher, he took my apple!” and waits for her to get it back. **Supportive Practice:** Offer your support, e.g., “I see you want the doll. Let’s get another one so each of you has a doll.” **Supportive Practice:** Refer to classroom rules to help children resolve their problems. For example, review the rule “Walk in the classroom” when a child bumps another child while running inside.
<table>
<thead>
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<td>Common Core State Standards</td>
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<td><strong>32. Demonstrates strength and coordination of large muscles</strong></td>
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<td>32a. Uses arms, legs, and whole body to move</td>
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<td>Example: Rolls, sits, crawls, and takes steps</td>
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<td>Supportive Practice: Give infant/s time to explore in a safe environment in which they can roll, pull, and learn to walk.</td>
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<td>32a. Moves in a variety of ways and directions</td>
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<td>Example: Toddles without support; attempts to jump; carries a large ball while walking</td>
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<td>Supportive Practice: Play music that encourages toddlers to move their bodies in a variety of ways.</td>
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<td>32a. Attempts new large-muscle activities that require balance and coordination</td>
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<td>Example: Runs, marches, throws, catches, and kicks balls with little control of the direction or speed of the balls</td>
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<td>Supportive Practice: Take children outside or to a large indoor space that encourages safe, active play.</td>
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<td>32a. Engages in complex large- and small-muscle activities that involve flexibility, control, and a full range of motion</td>
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<td>Example: Rides a tricycle; attempts to gallop; walks up and down steps with alternating feet; kicks and throws balls toward a person or place</td>
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<td>Supportive Practice: Use a variety of equipment that promotes children’s coordinated upper and lower body movements.</td>
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<td><strong>33. Demonstrates strength and coordination of small muscles</strong></td>
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<td>33a. Uses whole hand and fingers (all together, raking, and then using thumb and index finger) to touch, hold, and pick up objects</td>
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<td>Example: Holds a bottle with two hands; picks up cereal; empties objects from a container.</td>
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<td>Supportive Practice: Put safe objects within infant/s reach and encourage them to grasp them.</td>
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<td>33a. Attempts activities that require two hands</td>
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<tr>
<td>Uses fingers and whole-arm movements to place and release objects</td>
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<td>Example: Scrabbles with large toy or patty cakes; turns pages of book often more than one at a time; begins to use a spoon and fork</td>
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<td>Supportive Practice: Encourage children to pick up objects, such as different sized balls, and put them into a basket.</td>
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<td>33a. Engages in activities that require eye-hand coordination: uses wrist and finger movements to manipulate objects</td>
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<td>Example: Pours liquids from pitcher to cup; works simple puzzles; string large beads</td>
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<td>Supportive Practice: Provide materials to stack, e.g., blocks of different sizes and shapes.</td>
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<td>33a. Uses finger and hand movements to work with small objects and accomplish tasks</td>
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<td>Example: Copies shapes; cuts with scissors; fastens large buttons; writes some letter- or numeral-like forms; uses a stapler and tape</td>
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<td>Supportive Practice: Offer a range of art materials that promote precise movements, such as thin markers with narrow tips.</td>
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<td><strong>34. Demonstrates behaviors that promote health and safety</strong></td>
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<td>34a. Emerging</td>
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<td>34b. Begins to participate in meeting own needs</td>
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<td>Example: Opens mouth when food is offered</td>
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<td>34c. Emerging</td>
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<td>Supportive Practice: Talk about what you are doing as you provide consistent routines.</td>
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<td>34b. Attempts basic feeding, dressing, and hygiene tasks</td>
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<td>Example: Picks up cereal to feed self; pulls off socks</td>
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<td>34c. Emerging</td>
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<td>Supportive Practice: Talk about what you see children doing to feed and dress themselves.</td>
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<tr>
<td>34b. Performs some simple feeding, dressing, and hygiene tasks</td>
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<td>Example: Puts pants up and down for toileting; may need help with fasteners</td>
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<td>34c. Emerging</td>
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<td>Supportive Practice: Acknowledge when children try to do things for themselves and provide helpful suggestions.</td>
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<td>34b. Performs basic self-help tasks with assistance</td>
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<td>Example: Pulps pants up and down for toileting</td>
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<td>Supportive Practices:</td>
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<td>Model healthy practices, such as using a tissue to blow nose.</td>
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<td>Teach techniques to make dressing easier, e.g., the upside-down and over-the-head method of putting on jackets.</td>
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<td>34c. Begins to understand that foods have different nutritional values</td>
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<td>Example: Says: “Fruit is good for you. It makes you strong. It gives you energy.”</td>
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<td>Supportive Practice:</td>
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<td>Involve children in discussions about the reasons for health and safety rules.</td>
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<td>Make picture and word charts that show sequence of handwashing steps.</td>
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<td>Talk about different kinds of foods and why they are nutritious.</td>
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