

INTRODUCTION

Building a Strong Foundation for School Success

Kentucky's Early Childhood Standards

Introduction

First developed in 2003, by a state wide work group of representative stake holders in the arena of Early Childhood, these standards are designed as a framework to assist parents, early care, intervention, and education professionals, administrators, and others in understanding what children are able to know and do from birth through four years of age. This “content for learning” (Kendall, 2003) will enable early care and education professionals and others to become more knowledgeable in providing the experiences to help children reach their full potential. Kentucky, like many other states, has realized the importance of developing a shared set of expectations for young children, drawn from current research, to provide the foundation for competencies critical to ensuring later academic success (MA Dept. of Ed., 2001; MO Dept. of Ed., 2002; Prichard, 2000).

Kentucky's Vision

The vision for Kentucky's young children and their families is that “all young children are healthy and safe, possess the foundation that will enable school and personal success, and live in strong families that are supported and strengthened within their communities” (Governor's Early Childhood Task Force, 1999). Kentucky envisions learning as a continuum, beginning at birth and continuing throughout life. This is reflected in the strong alliances among early childhood educators, public school administrators, institutions of higher education, parent associations and the business community (Prichard Committee, 2003).

REVISED DOCUMENT

This printing (2009) of the KY Early Childhood Standards represents a first revision of the document. Replicating much of the original process and representative workgroup for the 2003 printing, the original document was reviewed in light of relevant recent research as well as input from early care and education professionals. Revisions were made to both content and format through this process. Acknowledgements of both the original and revision teams are located in the Appendix.

Dimensions of School Readiness

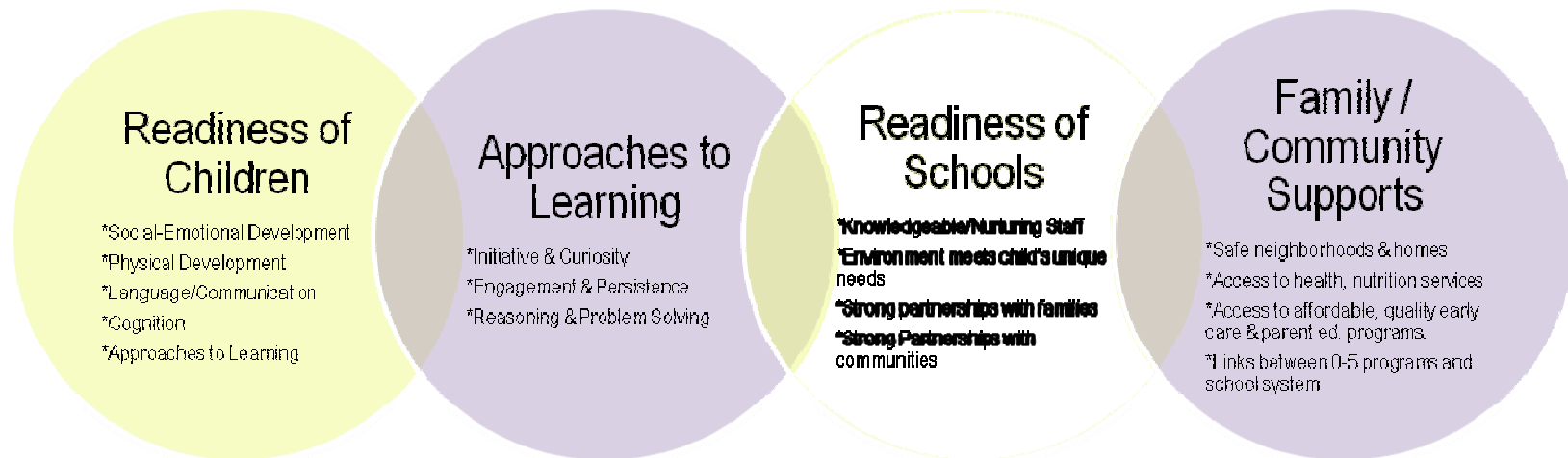
Any child's preparation to take full advantage of learning opportunities in school depends on four major factors or dimensions; Child Readiness, Approaches to Learning, School Readiness, and Family and Community Supports (National School Readiness Indicators Initiative, Feb. 2005).

Child Readiness refers to the whole child, including the context in which the child's development occurs, the child's health and developmental abilities and recognition that a wide range of variability must be accepted as 'the norm' from child to child as well as from one developmental domain to another for any individual child.

Approaches to Learning recognizes that all children have different interests and attitudes toward learning experiences. Some children are more confident in exploring and exhibit more curiosity or natural engagement in play activities. Any individual child must have learning opportunities that match his or her interests and allow him or her to feel comfortable and safe in order to explore, try, ask for assistance and eventually master any new skill or concept.

School Readiness considers how prepared schools are for any child of appropriate age regardless of individual skills, behaviors or abilities. Are the expectations of teachers and schools appropriate? In successful schools, teachers engage children in meaningful learning activities and use hands-on materials. School leaders support developmentally appropriate practices, plan for effective student transition in to preschool and from preschool in to primary and ensure effective collaboration among all stakeholders.

Family and Community Supports include how well the school systems share information with community-based programs for children birth to five, how involved families are in their child's early development and educational opportunities as well as the overall economic stability of the community and safety of individual neighborhoods and homes.



Approaches to Learning Introduction

For young children, Approaches to Learning has been identified as one of the most “powerful predictors of later success in school” (Child Mental Health Foundations and Agencies Network – FAN, 2000). Approaches to Learning includes children’s motivation, habits, inclinations, dispositions and general behaviors displayed as they involve themselves in learning or orient themselves to new situations. Research indicates that for children, their Approaches to Learning are interrelated with all aspects of development and learning that occur across all other domains (Head Start Information and Publication Center, 2008). However, children’s Approaches to Learning has been identified as “perhaps the most important dimension” of the school readiness domains (Kagan, Moore & Bredekamp; 1995, p.22). It is important to note that the development of a child’s Approaches to Learning is dependent on a number of factors. Marylou Hyson, utilizing Urie Bronfenbrenner’s ecological perspective model (Bronfenbrenner, 2000), depicted the influences of the child, the child’s family and home life, the child’s school or other out-of-home environments such as child care and cultural patterns and values on the development of a child’s Approaches to Learning (Hyson, 2008).

Multiple components make up Approaches to Learning. These include intrinsic motivation to learn, interest and joy in learning, engagement, persistence, planning, ability to focus and control attention, flexible problem-solving, inventiveness and tolerance for frustration (Kagan et al., 1995; National Center for Education Statistics, 2002). How a child approaches any learning opportunity can vary from situation to situation (e.g., home vs. school) or from domain to domain (e.g., confidence in motor skills vs. timid socially) and impacts all learning experiences. For this reason, the Kentucky Early Childhood Standards include consideration of Approaches to Learning across the developmental domains in the standards for children from birth –three and across all content areas in the standards for three and four-year-old children. Throughout the examples included in the Kentucky Early Childhood Standards, the categories of Initiative and Curiosity, Engagement and Persistence, and Reasoning and Problem Solving, which are categories within the Approaches to Learning Domain outlined in the Head Start Outcomes Framework, have been noted.

Examples of Approaches to Learning designation within the developmental continuum are included below:

Engages in behavior to investigate consequences; notices cause and effect relationships in their daily environment.

- Jillian looks intently at top of “jack-in-the-box” as the handle is turned by big brother. (Initiative and Curiosity)

Uses gestures or movements to solicit attention and/or to indicate wants and needs.

- Dakota tugs on his mother’s skirt when he wants to be picked up. (Engagement and Persistence)

Uses tools to explore measuring.

- Philip uses cups, bowls and spoons in the sand table to measure (i.e., how many cups can be poured into the bowl). (Reasoning and Problem Solving)

While not an exhaustive list, the notations are designed to demonstrate ways in which Approaches to Learning may be demonstrated by young children in their daily routines and activities.

Guiding Principles

The development of *Kentucky's Early Childhood Standards* was based on the following guiding principles.

► **Social-emotional experiences and relationships are the foundation for child development.**

Early childhood literature has emphasized early social and emotional competence as the foundation for all later development (Chazan-Cohen, Jerald, & Stark, 2001, p. 4) and as a predictor of later success (Kontos & Wilcox-Herzog, 1997; NAEYC & NAECS/SDE, 2002, p. 8; Peisner-Feinberg, et.al., 2001). A secure care-giving environment, supportive and nurturing interactions, and positive relationships between a young child and caregivers help the central nervous system develop appropriately (Brazelton & Greenspan, 2001, p. 1) and play a crucial role in promoting healthy social-emotional growth (Chazan-Cohen, Jerald, & Stark, 2001, p. 7; Cohen & Kaufmann, 2000; Greenspan, 1992). Assuring the emotional health of infants/toddlers and their families addresses the first step for school readiness and assists families in being supportive teachers for their young children (Chazan-Cohen, Jerald, & Stark, 2001).

► **Early care, intervention, and education programs must use research-based, recommended practices.**

Experiences that match the child's knowledge and skill level, yet are somewhat challenging, help a child develop positive attitudes and at the same time promote the acquisition of new learning. Recommended practices in early care, intervention, and education are based on (1) knowledge about child development and learning, which permits general predictions within an age range about what experiences and activities will be interesting and achievable, yet challenging, for a child; (2) knowledge about the strengths, needs, and interests of a particular child, in order to adapt for individual variation; and (3) knowledge about the social and cultural contexts in which a child lives, to ensure that experiences are meaningful, relevant, and respectful (NAEYC, 1997, p. 9). Since young children learn by doing, they need many and varied opportunities to explore and experiment, but also need active, skilled, adult involvement to guide and expand on their play. Children are capable and competent, and through play experiences that are planned to be appropriate for their age and skill level, they constantly refine their knowledge and skill development.¹

► **The interaction and influence among developmental domains must be considered in addressing program and child needs and outcomes.**

Young children's development is strongly interconnected, with outcomes in one area relying on development in other areas (Kendall, 2003). Development in one domain (motor, social-emotional, cognitive, communication) can limit or facilitate development in others. For example, when babies crawl and walk, they expand their ability to explore, which positively affects cognition. Skills or lack of skills in social interaction can support or impede language development and vice versa. Early care, intervention, and education professionals who are well trained will facilitate these interrelationships by organizing learning experiences and helping children make connections across domains (NAEYC, 1997).

► **The individual developmental needs of children must be addressed.**

Each child is a unique person with an individual personality, learning style, and experiential background. Although children develop through a generally predictable sequence of milestones, they may not proceed through them in the same way and in the same amount of time.

¹ For more complete information on recommended practices for early care, intervention and education programs, see the NAEYC Position Statement in the appendix (Section V).

Development also proceeds at varying rates within the different areas of a particular child's functioning. Some children will exhibit skills far above their age group in some areas of development, while other children may take longer to achieve certain indicators. Variability among all children, not just those with disabilities, is normal. Uniqueness is to be valued. Therefore, it is important for early care, intervention, and education professionals to individualize experiences, activities, the environment, and materials to meet each child's developmental needs (NAEYC, 1996), including those with developmental delays or specific disabilities. Adults should view a child's current strengths and skills as the starting point for planning new experiences rather than as a limitation (NAEYC & NAECS/SDE, 2002; State of Texas, 2002); this applies to children with special needs as well as those who are developing more typically (Division for Early Childhood, 2007).

In order to address individual needs, Kentucky's Early Childhood Standards do not include specific age ranges in the developmental continuum items. This design allows for flexibility in planning for children with a variety of individual needs (e.g., developmental, language, behavioral). The alignment and purposeful overlap of the Birth – 3 and the 3 and 4 year old standards allows for flexible curriculum planning both across and within each age group.

► **Understanding the ecological nature of early childhood and addressing the cultural needs of children and families is integral to quality early childhood programs.**

The various contexts of a child's world—the family, care and educational settings, community, and society—all have an impact on a child's development (Bronfenbrenner, 1993; NAEYC, 1997). Despite the relatively predictable sequences of growth in children during the early childhood years that research indicates (Piaget, 1952; Erikson, 1963; NAEYC, 1997), a child's culture impacts and shapes individual development. Early care, intervention, and education professionals must recognize the influence of socio-cultural context on learning and encourage the variety of ways in which children demonstrate their developmental achievements (NAEYC, 1997).

Addressing the cultural needs of individual children includes addressing the needs for those for which English is not their primary language (i.e., English Language Learners). The *Kentucky Early Childhood Standards* are purposefully written without delineating English as the primary language. Instead the focus is on the skills needed for effective communication. This allows for flexibility to accommodate the needs of children from families whose primary language is not English, as well as the needs of children who use other modes of communication (e.g., American Sign Language, communication devices). Supports for increasing a child's use of the English language may be included in the daily activities, but are not the primary focus of the Kentucky Early Childhood Standards. For additional information on young English Language Learners, please see the Supplement to the NAEYC and NAECS/SDE joint position statement on early childhood curriculum, assessment, and program evaluation (NAEYC, 2005).

► **The quality of early care, and education programs impacts short- and long-term outcomes for children.**

High quality early care, intervention, and education programs are the foundation for an expectation of high level outcomes for young children. Research has shown that children participating in quality early care, intervention, and education programs demonstrate better math and language skills, possess increased attention and social skills, and have fewer behavioral problems in elementary school than other children (Barnett, 1995; Campbell & Ramey, 1994; Children's Defense Fund, 2002; National Institute of Child Health and Human Development, 2001, as cited in ECS, 2001, p. 7; Peisner-Feinberg, et.al., 2001; Quality Counts, 2002; SREB, 2001). Results are even more significant for at-risk children (Campbell & Ramey, 1994; Children's Defense Fund, 2002; Leseman, 2002; Peisner-Feinberg, et.al., 2001). Children also are less likely to be held back a grade or be placed in special education

programs in school (Children’s Defense Fund, 2002; Barnett, 1995) if they have participated in high quality early care, intervention, and education programs.

Other studies, such as the North Carolina Abecedarian Project, the High/Scope Perry Preschool Project, and the Chicago Child-Parent Centers (as cited in ECS, 2001, pp. 6-7, and SREB, 2001, pp. 2, 4) show the long-term effects of enriched, high-quality early care, intervention, and education programs. Follow-up reports (when children reached their twenties) showed the following benefits for program participants as compared to control groups:

- higher graduation rate from high school
- higher rate of attendance at a four-year college
- older when the first child was born
- higher monthly earnings
- significantly fewer incidences of exhibiting abuse and neglect
- fewer incidences of chronic delinquency, fewer arrests, and fewer reports of having been on public assistance (Barnett, 1995, p. 40; ECS, 2001; Reynolds & Robertson, 2003; Yoshikawa, 1995).

In light of this research, it is important to note that *Kentucky’s Early Childhood Standards* is to be used in concert with environmental standards as a way to improve the overall quality of early care and education programs within the state and ultimately result in positive outcomes for all young children.

Purpose and Use of Document

Kentucky’s Early Childhood Standards was designed to reflect the range of developmental abilities typical of young children from birth through age four and to represent the expectations for the skills and levels of knowledge that children are able to achieve. The document is not a comprehensive list of every skill or piece of knowledge a particular child may exhibit. Rather, the critical knowledge and skills learned in the early years are included. The content for learning established here is intended to support parents and early care, intervention, and education professionals in planning experiences to promote either a particular child’s or a group of children’s progress towards achieving the next level of development and to promote collaboration and consistency across all early childhood settings.

The document is **not** intended to serve as a curriculum guide or as an assessment tool of children’s performance.

Assessment of children requires not only the use of tools, such as checklists and questionnaires, but also observations, talking with parents and caregivers, and reviewing previous records. Assessment involves gathering information from a variety of sources in order to plan a program for an individual child or for a group of children. Along with the *Kentucky Early Childhood Standards*, the *Building a Strong Foundation for School Success* series includes the *Kentucky Early Childhood Continuous Assessment Guide* as a resource for more information regarding assessment.

An early childhood curriculum generally is based on a philosophy of how children learn; thus, it contains both content, i.e., what the children should learn, and method, i.e., how to teach the content (e.g., Montessori or High/Scope).

This document is not designed to accomplish either of those ends. It is not a detailed listing all skills and knowledge that children exhibit in their developmental progress; neither does it propose a method for teaching children particular knowledge or skills. The selection of procedures and tools for assessment and of methods for planning and providing activities and experiences is left to the discretion of parents and early care, intervention, and education professionals, since there is a multitude of ways in which these can be accomplished.

Kentucky's Early Childhood Standards does address the standards for children's development--that is, the essential knowledge and competencies children are to achieve as they develop through the first four years. It may be used as a framework in the following ways:

- to assure that assessment procedures cover all standards and benchmarks;
- to assist in planning experiences that will promote children's progress towards achieving benchmarks; and
- to assure that the activities, materials, and experiences provided for children address all items of the developmental continuum.

Organization of Document

Building a Strong Foundation for School Success: Kentucky's Early Childhood Standards is organized into several sections. Following this Introduction, Section II provides a table which shows the linkages between the Standards for children birth to three years of age, the Standards for children ages three through four years of age and the *Program of Studies* for public school kindergarten. This table will assist the reader in seeing how the skills and knowledge demonstrated at an early age provide the foundation for more complex skills at a later age. For example, the reader can see how eye contact and reciprocal smiling prepare an infant for more advanced social interactions as a preschooler or how grasping toys leads to holding a pencil and writing letters in kindergarten.

Section III covers developmental domains for children birth to three years of age and includes the following areas:

- Cognitive
- Communication
- Creative Expression
- Motor
- Social Emotional.

Section IV addresses areas of development for children three and four years of age and includes:

- Arts and Humanities
- English/Language Arts (Early Literacy)
- Health Education (Health/Mental Wellness)
- Mathematics
- Physical Education (Gross and Fine Motor Skills)
- Science
- Social Studies

Each developmental area in Section III and Section IV is then organized into standards, benchmarks, a developmental continuum and example behaviors. The working definitions used during the development of these sections, as given below, were taken from the work of Bodrova, Leong, Paynter, and Semenov (2000) at the Mid-Continent Regional Educational Laboratory (McREL) and from Purvis and Rous (2003).

Standard: A general statement that represents the information, skills, or both that a child should know or be able to do.

Benchmark: A subcomponent of a standard that translates the standard into what a child should understand or be able to do at a specific developmental level; much more specific than a standard. Benchmarks are not listed in any specific order, either in importance or in development.

Developmental Continuum: A predictable but not rigid sequence of accomplishments which describes the progressive levels of performance in the order in which they emerge in most children, based on current research.

Example Behaviors: Observable “samples” of what children might do as they demonstrate accomplishments at each level of the developmental continuum, but not a definitive list of how a child might demonstrate a specific accomplishment nor an exhaustive inventory.

The developmental continuum and example behaviors are meant as a general guide to help early care, intervention, and education professionals and parents identify skills most likely to occur next in the continuum and to provide real examples that are useful to adults.

Kentucky’s *Program of Studies for Kentucky Schools Grades Primary - 12* refers to the minimum content required of students at primary, intermediate and high school levels in the public school. In *Kentucky’s Early Childhood Standards* only the entry level experiences, i.e., the first of six developmental levels in each content area, are referenced. A complete copy of the *Program of Studies* may be obtained from the Kentucky Department of Education (<http://education.ky.gov/kde/instructional+resources/curriculum+documents+and+resources/program+of+studies>)

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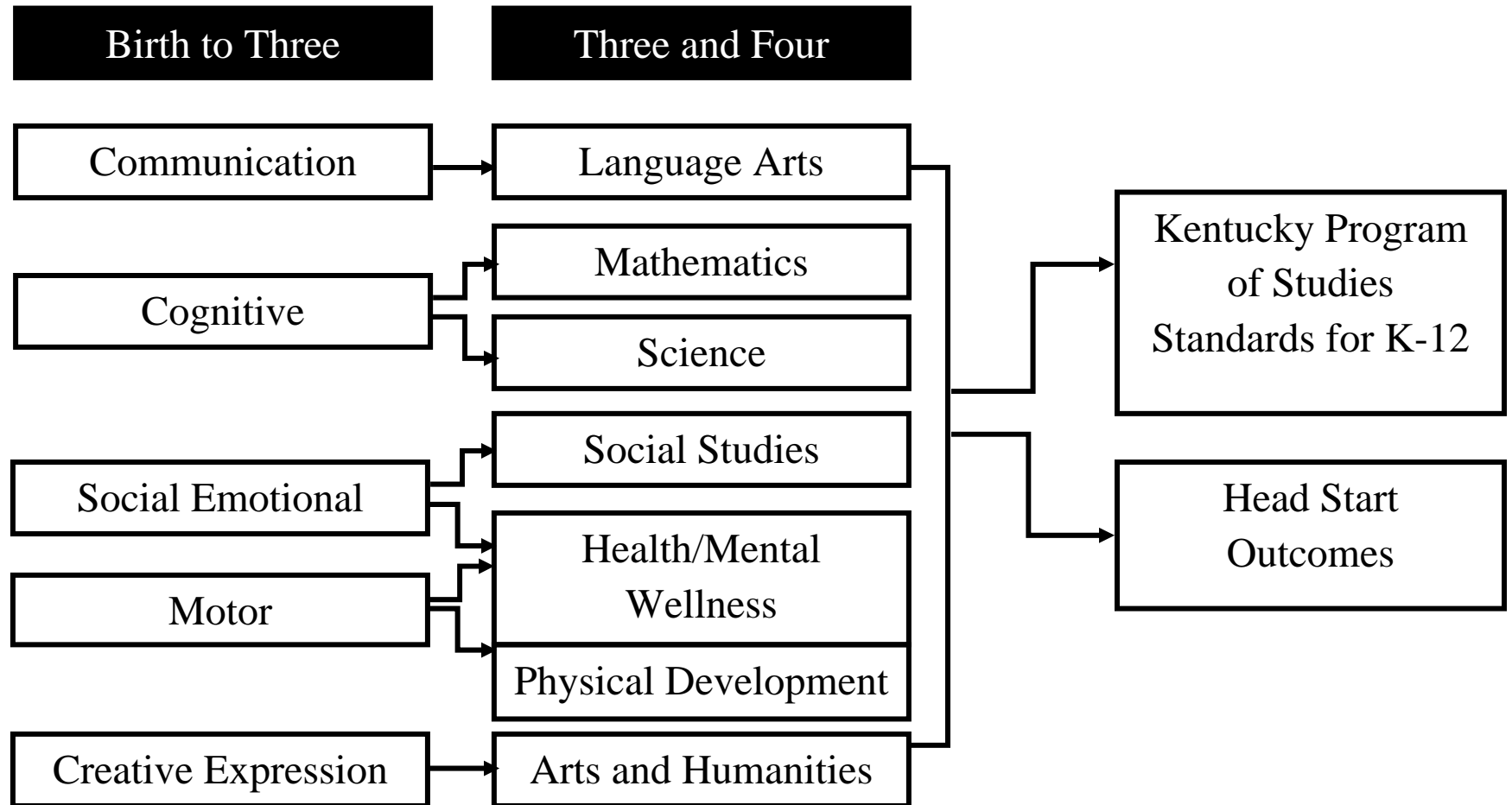
OVERVIEW OF STANDARDS

Section II

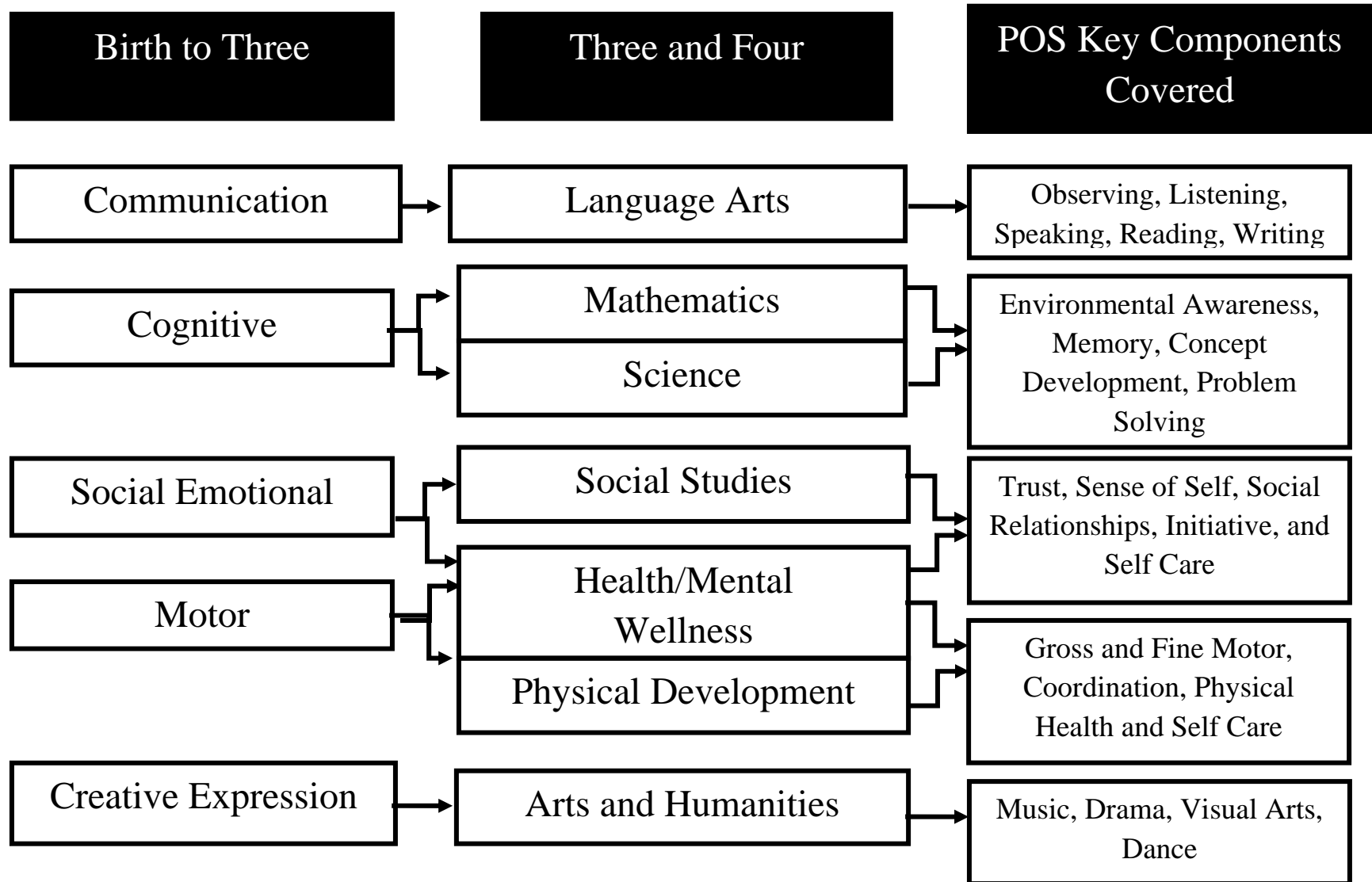
Overview

This section provides an overview of the standards and benchmarks for ages birth to three and for three through four years of age, demonstrating the linkages of these benchmarks to the Entry Level Experiences for kindergarten children in the *Program of Studies for Kentucky Schools Grades Primary - 12*. (Please note: Entry Level Experiences are the first of six developmental levels in each content area defined in the *Program of Studies*. The *Program of Studies* specifies the minimum content required of students at each grade level.)

Linkages Across Standards



Key Components Covered Across Standards



COMMUNICATION (BIRTH TO 3)

Standard 1: Demonstrates communication skills in order to express self.

Benchmark 1.1: Engages in nonverbal communication for a variety of purposes.

Benchmark 1.2: Uses vocalizations and/or words (verbal, signed, symbolic) for a variety of purposes.

Standard 2: Demonstrates listening and observing skills and responds to the communication of others.

Benchmark 2.1: Focuses on and attends to communication of others and to sights and sounds in the environment to gain information.

Benchmark 2.2: Responds to the verbal and nonverbal communication of others.

Standard 3: Demonstrates interest and engages in early literacy activities.

Benchmark 3.1: Demonstrates interest and engagement in print literacy materials.

Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes.

LANGUAGE ARTS (3S AND 4S)

Standard 1: Demonstrates general skills and strategies of the communication process.

Benchmark 1.1: Uses nonverbal communication for a variety of purposes.

Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.

Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.

Standard 2: Demonstrates general skills and strategies of the listening and observing process.

Benchmark 2.1: Engages in active listening in a variety of situations.

Benchmark 2.2: Observes to gain information and understanding.

Standard 3: Demonstrates general skills and strategies of the reading process.

Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment.

Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.

Benchmark 3.3: Demonstrates knowledge of the alphabet.

Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.

Benchmark 3.5: Draws meaning from pictures, print and text.

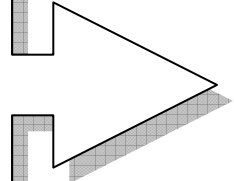
Benchmark 3.6: Tells and retells a story.

Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.

Benchmark 4.1: Understands that the purpose of writing is communication.

Benchmark 4.2: Produces marks, pictures and symbols that represent print and ideas.

Benchmark 4.3: Explores the physical aspects of writing.



ALIGNMENT OF STANDARDS AND BENCHMARKS

COGNITIVE (BIRTH TO 3)

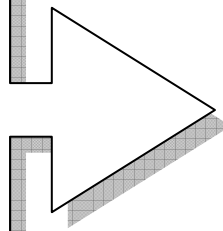
Standard 1: Explores the environment to gain information.

Benchmark 1.1: Demonstrates curiosity in the environment.

Benchmark 1.2: Responds to the environment.

Benchmark 1.3: Recalls information about the environment.

Benchmark 1.4: Recognizes characteristics of people and objects.



MATHEMATICS (3S AND 4S)

Standard 1: Demonstrates general skills and uses concepts of mathematics.

Benchmark 1.1: Demonstrates an understanding of numbers and counting.

Benchmark 1.2: Recognizes and describes shapes and spatial relationships.

Benchmark 1.3: Uses the attributes of objects for comparison and patterning.

Benchmark 1.4: Uses nonstandard and/or standard units to measure and describe

SCIENCE (3S AND 4S)

Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity).

Benchmark 1.1: Explores features of the environment through manipulation.

Benchmark 1.2: Investigates simple scientific concepts.

Benchmark 1.3: Uses a variety of tools to explore the environment.

Benchmark 1.4: Collects, describes and/or records information through a variety of means.

Benchmark 1.5: Makes and verifies predictions based on past experiences.

ALIGNMENT OF STANDARDS AND BENCHMARKS

SOCIAL EMOTIONAL (BIRTH TO 3)

Standard 1: Demonstrates trust and engages in social relationships.

Benchmark 1.1: Shows attachments and emotional connection towards others.

Benchmark 1.2: Demonstrates desire to create relationships and understandings of these relationships with others.

Standard 2: Demonstrates sense of self.

Benchmark 2.1: Expresses and/or recognizes a variety of emotions.

Benchmark 2.2: Develops the ability to control feelings and behavior and understands simple rules and limitations.

HEALTH/MENTAL WELLNESS (3S AND 4S)

Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments.

Benchmark 1.1: Demonstrates independent behavior.

Benchmark 1.2: Shows social cooperation.

Benchmark 1.3: Applies social problem solving skills.

SOCIAL STUDIES (3S AND 4S)

Standard 1: Demonstrates basic understanding of the world in which he/she lives.

Benchmark 1.1: Differentiates between events that happen in the past, present and future.

Benchmark 1.2: Uses environmental clues and tools to understand surroundings.

Benchmark 1.3: Shows an awareness of fundamental economic concepts.

Benchmark 1.4: Recognizes and/or follows rules within the home, school and community.

Benchmark 1.5: Demonstrates understanding of the roles and relationships within his/her family and/or community.

Benchmark 1.6: Knows that diversity exists in the world.

ALIGNMENT OF STANDARDS AND BENCHMARKS

CREATIVE EXPRESSION (BIRTH TO 3)

Standard 1: Demonstrates interest and participates in various forms of creative expression.

Benchmark 1.1: Enjoys and engages in visual arts.

Benchmark 1.2: Enjoys and engages in movement and dance.

Benchmark 1.3: Enjoys and engages in music.

Benchmark 1.4: Enjoys and engages in pretend play and drama.

ARTS AND HUMANITIES (3s and 4s)

Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences.

Benchmark 1.1: Develops skills in and appreciation of visual arts.

Benchmark 1.2: Develops skills in and appreciation of dance.

Benchmark 1.3: Develops skills in and appreciation of music.

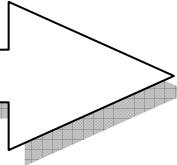
Benchmark 1.4: Develops skills in and appreciation of drama.

ALIGNMENT OF STANDARDS AND BENCHMARKS

MOTOR (BIRTH TO 3)

Standard 1: Demonstrates motor skills in daily activities and adaptive/ self care routines.

- Benchmark 1.1: Moves with purpose and coordination.
- Benchmark 1.2: Demonstrates balance and coordination.
- Benchmark 1.3: Exhibits eye-hand coordination.
- Benchmark 1.4: Controls small muscles in hands.
- Benchmark 1.5: Expresses physical needs and actively participates in adaptive/self care routines to have these needs met.



HEALTH/MENTAL WELLNESS (3S AND 4S)

Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments.

- Benchmark 1.1: Demonstrates independent behavior.
- Benchmark 1.2: Show social cooperation.
- Benchmark 1.3: Applies social problem solving skills.
- Benchmark 1.4: Show a sense of purpose (future – hopefulness).

PHYSICAL DEVELOPMENT (3S AND 4S)

Standard 1: Demonstrates basic gross and fine motor development.

- Benchmark 1.1: Performs a variety of locomotor skills with control and balance.
- Benchmark 1.2: Performs a variety of non-locomotor skills with control and balance.
- Benchmark 1.3: Combines a sequence of several motor skills with control and balance.
- Benchmark 1.4: Performs fine motor tasks using eye-hand coordination.

Birth to Three

Section III

Birth to Three Years of Age

Section III of *Kentucky's Early Childhood Standards* addresses standards and benchmarks for children birth to three years of age. Developmental areas include the following domains:

- creative expression,
- cognition,
- communication,
- motor development, and
- social-emotional development.

The developmental continuum for each domain is not aligned with particular ages of infants and toddlers, by design. The intent is that, through observation, the parent or early care, intervention, and education professional will be aware of the individual child's current skill level in each area and will plan experiences that both challenge the child and at the same time promote the ability to succeed at the next developmental level.

The *Standards* document is not intended to be used as either an assessment tool or as a curriculum guide. It does not include detailed information about the skills and knowledge that infants and toddlers are to acquire, as most assessment tools do; neither does it recommend particular methods and activities for promoting a child's development, as most curriculums do. Rather, it presents the expectations of what children know and are able to do by the end of this age range, along with examples of how a child may exhibit mastery of each skill along the way. It is up to parents and early care, intervention, and education professionals to determine what experiences a child is to have and how those experiences will be presented in order to promote development towards the next level.

Although each domain is presented separately, in reality, the development of skills in one area is related to and influences development in other areas. Parents and early care, intervention, and education professionals must be aware of this and plan experiences that address growth and development in all domains and help integrate skill-building. Parents and professionals also must be aware that although development is sequential for all children, children are individuals and will progress at their own rate. This applies to all children, including children with disabilities.

Organization of Section III

Each developmental area of this section is organized into standards, benchmarks, a developmental continuum, and example behaviors. The column marked "Comments, Notes, Strategies" is for the use of early care, intervention, and education professionals as they plan experiences to promote children's progress towards the next developmental level. Professionals are to keep confidentiality in mind and not use this column to make notes about individual children. The linkage of each benchmark in this section to a related benchmark in the next section for three- and four-year olds is noted at the bottom of each page.

| Cognitive Standard 1: Explores the environment to gain information. | |
|---|------------------------------------|
| Benchmark 1.1: Demonstrates curiosity in the environment. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Uses senses to explore the environment.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Gabrielle looks at her hands as she lies on the floor. ● Damion plays with feet, touching them and bringing them up to his mouth. (Initiative and Curiosity) ● Lucy turns her head toward Dad upon hearing his familiar voice. ● After her teacher hands her a rattle, Dani puts it in her mouth to chew. ● Nell laughs as she splashes water with a toy boat. | |
| <p>Uses play to explore objects in the environment.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Willa continues to hit and kick at her toy to keep it in motion. ● Martin drops the block when he is handed a doll. ● Kirsten goes to the play table and picks up a red crayon to scribble on the large paper. (Initiative and Curiosity) ● Lucas enjoys repeating acts, for example: banging a spoon on table. (Engagement and Persistence) ● Kelsie looks at two block towers and says one is "taller". | |
| <p>Engages in behavior to investigate consequences; notices cause and effect relationships in their daily environment.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● John shakes a rattle, stops, and then shakes it again. ● Jillian looks intently at top of "jack-in-the-box" as the handle is turned by big brother. (Initiative and Curiosity) ● Alberto drops his plate from his high chair and looks down to the floor where it lands. ● Quanda says the room is "gonna be dark" before an adult flips the light switch. ● Sam looks at his teacher before he pushes another child. | |

Explores spatial relationships, shapes, and numbers.

Examples:

- Bailey puts a small ball in a bucket and takes it out when asked to do so.
- Caitlyn fits some shapes into a foam board. (Reasoning and Problem Solving)
- Lincoln walks around the room saying "1,2,3".
- Josh completes a three piece puzzle.
- Carlton points at number "2" and says "two" when reading a picture book with Dad.

Three and Four Year Old Benchmarks: *Mathematics 1.1: Demonstrates an understanding of numbers and counting; Mathematics 1.2: Recognizes and describes shapes and spatial relationships; Science 1.1: Explores features of environment through manipulation; Science 1.5: Makes and verifies predictions based on past experience*

| Cognitive Standard 1: Explores the environment to gain information. | |
|--|------------------------------------|
| Benchmark 1.2: Responds to the environment. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Observes and/or imitates behavior.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Lila opens her mouth when seeing Mom open her mouth to make sounds. (Initiative and Curiosity) ● Kelso imitates waving bye-bye and playing peek-a-boo. (Engagement and Persistence) ● Joe smiles in response to being smiled at by his teacher. ● Barnabus picks up the telephone and places it next to his ear and starts to "talk". ● Molly visually follows Adam's actions as he plays around the room. | |
| <p>Shows interest in listening to and repeating sounds.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Beatrix turns toward familiar voices. ● Lucille laughs when she hears Dad make puppy dog sounds. ● Justin says "ba-ba-ba" in response to the teacher's babbling. ● Jane names some everyday objects, for example: ball, baby, car. (Reasoning and Problem Solving) ● Akoi likes to listen to music and bounces to the beat. (Engagement and Persistence) | |
| <p>Works toward an objective.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Jeb toddles toward a favorite toy, then starts to crawl to get there faster. (Reasoning and Problem Solving) ● Olive signs the word "cup" to her teacher when thirsty. ● Belinda hands a music box to adult to have them wind it up again. ● Jeff uses a stool to reach the cracker on the counter. (Reasoning and Problem Solving) ● Jalen continues to use his fists and fingers to reach for bites of cracker on his high chair. | |

Three and Four Year Old Benchmarks: *English/Language Arts 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes; English/Language Arts 2.2: Observes to gain information and understanding; Health Education 1.3: Applies social problem solving skills*

| Cognitive Standard 1: Explores the environment to gain information. | |
|---|------------------------------------|
| Benchmark 1.3: Recalls information about the environment. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Recognizes and shows preference for familiar people and things.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Bella turns towards her mother and smiles when her mother enters the room and talks to her. (Engagement and Persistence) ● Carson smiles and jabbars with his teacher, but turns head away when a stranger speaks to him. ● Ben smiles and laughs upon seeing or hearing the family pet. ● Liz chooses "bear-bear" as a favorite toy with which to rest. | |
| <p>Locates an object that has been hidden from view.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Kindra can find a toy that is hidden under a blanket if part of it is showing. ● Susie reaches for the bottle after watching sister hide it under her blanket. ● Kimberly retrieves a ball that has rolled behind the couch. (Reasoning and Problem Solving) ● Zaylen searches under two boxes to find his block. | |
| <p>Creates mental images of objects and people not in immediate environment.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Cindy asks for her favorite toy when it has been left at home. ● Lucas asks for "Mama" while at child care. (Reasoning and Problem Solving) ● Darius looks for a toy truck in the same place it was found yesterday. | |
| <p>Exhibits a sense of personal routines.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Bertie jabbars to herself before falling asleep. ● Tabitha climbs into her booster seat while Mommy and Daddy finish cooking. ● Marcus takes a book to his teacher to read before nap time. (Engagement and Persistence) ● In anticipation of outside play, Jada runs to her cubby to get her jacket. ● Jacob starts to pull down his jeans as he walks toward the bathroom. | |

Three and Four Year Old Benchmarks: Mathematics 1.2: Recognizes and describes shapes and spatial relationships; Health Education 1.1: Exhibits independent behavior

| Cognitive Standard 1: Explores the environment to gain information. | |
|--|------------------------------------|
| Benchmark 1.4: Recognizes characteristics of people and objects. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Identifies and investigates the physical qualities of living and nonliving things. Examples:</p> <ul style="list-style-type: none"> ● Katie uses her fingers to touch each of the different objects in the texture book her Grandma is sharing with her. ● Sylvie says "cup" even when her sippy cup is turned upside down. ● Jules says "big dog" when he sees the neighbor walking the dog. ● Justin and Shayla sort the foam blocks, wood blocks, and bristle blocks into different boxes in the block area. (Reasoning and Problem Solving) | |
| <p>Categorizes objects based on physical or functional similarity. Examples:</p> <ul style="list-style-type: none"> ● Kevin calls both dogs and cats "puppies". ● Larry points to cars, trucks, and airplanes in a favorite picture book. ● Kimmy places all of the blue blocks together. (Reasoning and Problem Solving) ● Vickie sorts the dramatic play toys into groups: dress-up clothes, hats, and plastic foods. | |
| <p>Recognizes functional uses of items in the environment. Examples:</p> <ul style="list-style-type: none"> ● Simon pretends to drink from cup. ● In the dramatic play area, Olive puts a spoon in the bowl and pretends to eat by putting the spoon in her mouth. (Engagement and Persistence) ● Sharon picks up the brush to make the doll's hair "pretty". ● Quint picks up the napkin to wipe his face. ● Frank points the remote control at the TV and pushes the buttons. | |
| <p>Uses objects in realistic play - imitates the environment. Examples:</p> <ul style="list-style-type: none"> ● Rachel pushes a toy car and makes a motor noise. ● Ron pretends to read to the dolls in the play area. ● Olivia feeds her doll and covers it with blanket for nap. ● Josh "hammers" golf tees into styrofoam balls. (Engagement and Persistence) ● Gavin pretends a block is a car. | |

Three and Four Year Old Benchmarks: Mathematics 1.3: Uses the attributes of objects for comparison and patterning; English/Language Arts 2.2: Observes to gain information and understanding

| Communication Standard 1: Demonstrates communication skills in order to express self. | |
|--|------------------------------------|
| Benchmark 1.1: Engages in nonverbal communication for a variety of purposes. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Initiates communication by smiling and eye contact.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● When Patty sees her mother come into her bedroom, she smiles and moves her arms and legs excitedly. (Initiative and Curiosity) ● Royce looks at his grandpa from the playpen and smiles. ● Haleigh looks across the room at her teacher and smiles. | |
| <p>Uses gestures and movements to express self.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Peyton throws himself backwards when his mother tries to put him into the tub for a bath. ● Kayla puts her arms out to be picked up. ● Jack smiles and waves to his dad from the window. | |
| <p>Uses movement or gestures to demonstrate understanding of vocalizations.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Dennis turns and looks at Daddy when his mommy says, "Where's Daddy?" ● When her teacher asks, "Are you finished with your juice?" Crystal signs "more." ● Gayle points to her nose when asked, "Where's your nose?" | |
| <p>Uses gestures or movements to solicit attention and/or to indicate wants and needs.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Dakota tugs on his mother's skirt when he wants to be picked up. (Engagement and Persistence) ● Melee signs "All done" when she finishes her breakfast. ● Nena pulls her brother to window to watch the bulldozer outside. | |
| <p>Uses eye contact, gestures, and/or movement to request item or assistance.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Lela looks at her mamaw and then at the bottle of juice. ● Alisha pounds on the high chair when she wants more Cheerios. (Engagement and Persistence) ● Luke points to the toy car that he wants. | |

| Communication Standard 1: Demonstrates communication skills in order to express self. | |
|--|------------------------------------|
| Benchmark 1.1: Engages in nonverbal communication for a variety of purposes. (continued) | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Uses movements and/or gestures to protest.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Sonya pushes her dad's hand away when he offers her a new food. ● Andy shakes his head "no" when he's asked to finish eating his beans. ● Natalie puts her hands in front of her face when her mom tries to clean her with a washcloth. (Reasoning and Problem-Solving) | |
| <p>Uses gestures for greetings and conversational rituals.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Morris waves as his dad leaves for work. ● Angelica runs to the door and smiles when Ms. Janie arrives. ● Marti indicates that she wants her friend Maria to come with her by grabbing her hand. (Engagement and Persistence) | |
| <p>Uses movement or behavior to initiate interaction with a person, animal, or object.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Zoe puts the blanket on her head, pulls it off, and smiles at her dad. ● Gabriel offers a doll to her friend. (Engagement and Persistence) ● Tomas looks for his dog and throws the ball to it. | |

Three and Four Year Old Benchmarks: English/Language Arts 1.1: Uses non-verbal communication for a variety of purposes

| Communication Standard 1: Demonstrates communication skills in order to express self. | |
|--|------------------------------------|
| Benchmark 1.2: Uses vocalization and /or words (verbal, signed, symbolic) for a variety of purposes. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Varies pitch, length, and volume of vocalizations.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Jay vocalizes intermittently to get his caregiver's attention. (Initiative and Curiosity) ● Emma jabbbers softly and then more loudly as mommy talks with her during diaper change time. ● Camille varies the pitch of her cooing as her mother sings to her. | |
| <p>Makes new sounds, both vowels and consonants.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Kai coos "aah" and "eeh" ● Elizabeth says "babababa" in play. (Initiative and Curiosity) ● Nancy says "dada" when she sees her daddy. | |
| <p>Squeals and laughs.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Joey squeals in delight as his grandpa lifts him up high above his head. ● As her daddy tickles her, Camryn laughs. (Engagement and Persistence) | |
| <p>Engages in vocal play and/or vocal turn-taking.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Susie babbles "dadada and bababa" to herself. ● Nate vocalizes "mama" after his mother does. They continue to repeat the game for several turns. (Engagement and Persistence) | |
| <p>Uses specific vocalizations that have meaning to primary caregivers.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Margarita calls "ma" when her mother walks out of the room. ● Noah says "ba" ball and "coo" for cookie. ● Lee calls both grandmothers in his family, "Meemaw." | |
| <p>Uses sounds and words with inflected patterns in conversational manner.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Pepito jabbbers and changes pitch as he talks to his stuffed bear. ● Kami uses a combination of jabbering and several recognizable words as she talks to her doll in a soft pleasant way. | |

| Communication Standard 1: Demonstrates communication skills in order to express self. | |
|--|------------------------------------|
| Benchmark 1.2: Uses vocalization and /or words (verbal, signed, symbolic) for a variety of purposes. (continued) | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| Imitates sounds and words. Examples: <ul style="list-style-type: none"> ● Troy makes a chugging sound while pushing his small train. ● Leila copies the sound of a fire engine as she runs around the playground. ● Louisa repeats sounds that her caregiver says, such as: baba, dada, mama. ● When daddy labels a cow in the picture book he is reading, William repeats "cow." (Engagement and Persistence) | |
| Repeats rhymes and repetitive speech sounds, recites phrases and participates in singing songs. Examples: <ul style="list-style-type: none"> ● Malcolm's teacher starts the rhyme, "One, two buckle my shoe." Malcolm repeats, "One, two, buckle shoe." (Engagement and Persistence) ● Emmya joins in as her sister sings "Old MacDonald had a farm," by singing "eeeeeeoh, eeeeeeh, eeeeeeh." ● Chad likes to repeat "swallowed a fly" from his favorite story. ● Tamara sings "B-I-N-G-O" along with her preschool class friends. | |
| Uses single words. Examples: <ul style="list-style-type: none"> ● Olivia says "Open," as she hands a box to her papaw. .(Engagement and Persistence) ● Max signs the word, "sleep" as he looks at a picture of the three bears in their beds. | |
| Names several objects or persons upon request. Examples: <ul style="list-style-type: none"> ● Kendall names a spoon, cup, and ball when asked, "What's this?" (Initiative and Curiosity) ● Brantley names his family members that are in the room. | |
| Identifies items or people in pictures/photographs. Examples: <ul style="list-style-type: none"> ● When shown a picture and asked, "What's this?" Xavier names a dog, cat, shoe. ● Sophie names "Nana" and "Papa" while looking at a photo album. ● Dareen says, "That's me" when she looks at her photograph. (Initiative and Curiosity) | |

| Communication Standard 1: Demonstrates communication skills in order to express self. | |
|--|------------------------------------|
| Benchmark 1.2: Uses vocalization and /or words (verbal, signed, symbolic) for a variety of purposes. (continued) | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Increases the number of single words used in vocabulary.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Madison can name several family members, household items, animals and toys. ● Benjamin asks for toys and food items by name. (Engagement and Persistence) | |
| <p>Uses name to refer to self.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● When Dad asks, "Who's that in the mirror?" Elijah names "I-jah". ● When asked her name, Susan replies, "Susan Ann Browning." | |
| <p>Uses phrases or short sentences.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Sammy asks "What's that?" ● Kendall says, "Give me cookie." ● Abby tells her friend, "I go to McDonalds." (Engagement and Persistence) ● When his dad comes home, Brant tells him, "I played on the swing. Mom pushed me." | |
| <p>Uses pronouns to refer to self or others.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● When daddy asks, "Is that my shoe?" and points to the child's shoe, Celeste says, "Mine." ● Christopher says, "I go get it." ● "That's her book," Micah tells his friend. (Engagement and Persistence) | |
| <p>Talks about familiar people, story characters and events.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● In the housekeeping center, Alex tells his child caregiver that his sister, Wanda, likes to play house, too. ● Adam says to his friend, "I like the Big Bad Wolf the best." (Engagement and Persistence) ● During group time, Lynley shares that she went to the park to play. | |
| <p>Uses 2-3 syllable words meaningfully.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Roger tells his grandma, "We moved to a 'partment' (apartment)." ● While looking at the orange juice box, Kathleen says, "It's delicious." | |

| Communication Standard 1: Demonstrates communication skills in order to express self. | |
|--|------------------------------------|
| Benchmark 1.2: Uses vocalization and /or words (verbal, signed, symbolic) for a variety of purposes. (continued) | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Carries on a conversation.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Louie signs "hello" to his friend Manny. He then tells him that his dog is sick and his MaMa will take him to the doctor. Manny signs, "Poor dog" and the two boys run off to play. ● Renee says to her teacher, "I went to granny's house." The teacher responds by asking Renee if she had a good time. Renee says, "Granny and me made lots of cookies." "I bet they tasted good," says Ms. Carrie. "The cookies tasted really good and they were chocolate chip." (Engagement and Persistence) | |
| <p>Uses plurals.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Jonnie tells his friend, "I have lots of trucks." ● Brennan says, "two boys" as he looks at pictures in a story book. (Engagement and Persistence) | |
| <p>Asks questions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● While Daddy packs pajamas and his favorite blanket in a bag, Toby asks, "go?" (Engagement and Persistence) ● As the boys and girls get ready to leave child care, Izzy asks, "Where's mommy?" | |

Three and Four Year Old Benchmarks: *English/Language Arts 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes; English/Language Arts 1.3: Communicates with increasing clarity and use of conventional grammar; English/Language Arts 3.6: Tells and retells a story*

| Communication Standard 2: Demonstrates listening and observing skills and responds to the communication of others. | |
|--|------------------------------------|
| Benchmark 2.1: Focuses on and attends to communication of others and to sights and sounds in the environment to gain information. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Responds to sights and/or sounds.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Christie turns her head in the direction of her mother's voice. ● Charles attentively watches the birds at the feeder outside the window. ● Jimmy looks around for what is making the loud banging noise. (Initiative and Curiosity) ● Maria signs the word "fire" as the fire engine goes by the window. | |
| <p>Looks at speaker.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Raymond looks back at his father when he holds him and talks to him. ● Jay pays close attention to the movement of his nanny's lips as she sings to him. ● Natalie intently watches her father's face as he uses an exaggerated voice while playing with her. (Initiative and Curiosity) | |
| <p>Prefers human voice.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Matilda hushes and listens as her papaw speaks softly to her. ● Scottie turns away from the TV and listens to his dad's voice as he enters the room. | |
| <p>Establishes joint attention.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Clarissa looks at the mobile as her sister points to it. ● Juan looks at the big book as his mother reads from the page. .(Engagement and Persistence) ● Gracie runs to the ball when her teacher signs, "See the ball?" ● Tyree turns his head and smiles when his sitter calls to him from across the room. | |
| <p>Understands and responds to familiar words and/or alternative communication methods.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● When asked, "Do you want to go bye-bye?" Tian kicks his legs with excitement. ● When asked "Where is your blanket?", Mimi reaches for it. ● During playtime, Goshen points to the picture of blocks on his communication board. ● Cody goes to the art center to help clean when the teacher says, "Time to clean up." (Reasoning and Problem Solving) | |

| Communication Standard 2: Demonstrates listening and observing skills and responds to the communication of others. | |
|---|------------------------------------|
| Benchmark 2.1: Focuses on and attends to communication of others and to sights and sounds in the environment to gain information. | |
| (continued) | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Attends to and enjoys short stories, rhymes, fingerplays, and songs.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Sujin raises her arms when her momma says "So big" . ⊕ Emily listens to her uncle read a short rhyming story at bedtime. ⊕ Tashika laughs as her father plays "Itsy, Bitsy Spider" with her. ⊕ Alex hurries to join the group as they start singing. (Engagement and Persistence) | |

Three and Four Year Old Benchmarks: English/Language Arts 2.1: Engages in active listening in a variety of situations; English/Language Arts 2.2: Observes to gain information and understanding

| Communication Standard 2: Demonstrates listening and observing skills and responds to the communication of others. | |
|--|------------------------------------|
| Communication 2.2: Responds to the verbal and nonverbal communication of others. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Responds to communication of others and to sounds in the environment.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Jed kicks and turns his head when his daddy comes near his crib and talks to him. ● During a home visit, Taymonie coos and gurgles during play activities. ● Cari startles when a large pan is dropped in the kitchen. ● Adam runs to the playroom window at the sound of a nearby helicopter. (Initiative and Curiosity) | |
| <p>Responds to others' expressions or emotion.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Josie returns her mommy's smile. ● Benjamin repeats his silly dance when the other children laugh. (Engagement and Persistence) ● When Emmy begins to cry Josie gently pats her arm. | |
| <p>Recognizes and responds appropriately to non-verbal signs and gestures.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● When Lee sees his bottle he vocalizes softly and kicks with excitement. ● Nan waves "bye-bye" after her sister waves to her. ● When his mother signs "come" Mickey crawls over to her. ● When her teacher holds out her arms, Kiyon extends her arms to be picked up. | |
| <p>Participates in turn-taking.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Carly imitates the smacking sound that his grandpa makes and then waits for him to repeat it again. ● During play time Ryan is pushing the blue car on the track, Kiley waits until Ryan is done and then pushes the blue car. (Engagement and Persistence) | |
| <p>Responds appropriately to requests or directions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Dajun hands her empty cup to Aunt Sarah when asked to do so. ● At the teacher's direction, Jarrett takes the ball to the circle rug. ● Mallory follows through with completing her caregiver's two-step directions to take the book to the circle area and sits down. (Reasoning and Problem Solving) ● Chance throws away his napkin, brushes his teeth and uses the restroom as detailed on his schedule board. | |

| Communication Standard 2: Demonstrates listening and observing skills and responds to the communication of others. | |
|--|------------------------------------|
| Communication 2.2: Responds to the verbal and nonverbal communication of others. (continued) | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Identifies objects on request.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● When requested, Katie gets the green truck from the shelf of cars and trucks. ● Deidre points to her eyes, nose, and mouth when asked to do so. (Reasoning and Problem Solving) ● Joanie's developmental interventionist signs the words: cow, house, tree and car. Joanie points to each picture appropriately on the picture board. ● Kevin points to the correct photo when asked to identify his granny, grandpa and brother, Tyler. | |
| <p>Responds appropriately to several action words.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Jonathon pushes the wagon when Daddy says, "Push it hard." ● Trisha puts the doll in the crib when Mommy says, "The baby wants to nap." (Reasoning and Problem Solving) ● During outside play time, the teacher signs "run" and Bailey runs as hard and fast as she can. | |
| <p>Demonstrates understanding of several prepositions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Gary puts the toy car <i>under</i> the table when his brother tells him hide it there. ● When asked by his developmental interventionist, Marcos puts the block <i>in, on and under</i> the box. (Reasoning and Problem Solving) | |
| <p>Demonstrates understanding of several pronouns.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Rebecca points to "<i>her</i>" spoon on request. ● Tracy shouts "<i>my</i> doll" when she sees Sharon touch it. ● Nathan says, "'<i>They</i> are all going home," when the other children gather in groups at the end of the day. | |

| Communication Standard 2: Demonstrates listening and observing skills and responds to the communication of others. | |
|--|------------------------------------|
| Communication 2.2: Responds to the verbal and nonverbal communication of others. (continued) | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Responds to questions. Examples:</p> <ul style="list-style-type: none"> ● When asked what he wants, Jose says, "cookie." ● Olivia signs, "no" when asked if she wants a nap. ● When Daddy asks, "How did you hurt your knee?" Marissa shows her knee and says, "I fall down." (Engagement and Persistence) | |
| <p>Demonstrates understanding of many vocabulary words. Examples:</p> <ul style="list-style-type: none"> ● Carrie knows the names of family members. ● Matthew responds to common words and phrases, such as; more milk, drink, juice, eat, go bye-bye. ● Sivonne can name common objects in the environment: chair, table, flower, tree, dog, cat, toys. (Initiative and Curiosity) | |
| <p>Demonstrates understanding of some complex sentences. Examples:</p> <ul style="list-style-type: none"> ● Jenny smiles and responds excitedly when her mother says, "When we get to the store, we'll buy some orange juice." ● As Wade finishes his lunch his dad says, "After you are finished eating, we can go to the park." (Engagement and Persistence) ● Ryan starts putting the blocks on the shelf after Ms. Sheila reminds the class, "It's time for everyone to pick up in the play areas so we can go outside." | |
| <p>Gains information from stories, rhymes, and songs being read/sung aloud. Examples:</p> <ul style="list-style-type: none"> ● Kim and her Mommy go outside to look for butterflies after listening to a story about them. Kim excitedly points out a blue and black butterfly to her Mommy. (Initiative and Curiosity) ● Ethan identifies his head, shoulders, knees and toes after his caregiver has led the song with the class. ● Imani tells her aunt "monkeys swing in trees" after singing a song about five little monkeys. | |

Three and Four Year Old Benchmarks: English/Language Arts 1.1: Uses non-verbal communication for a variety of purposes; English/Language Arts 1.2 Uses language (verbal, signed, symbolic) for a variety of purposes

| Communication Standard 3: Demonstrates interest and engages in early literacy activities. | |
|--|------------------------------------|
| Benchmark 3.1: Demonstrates interest and engagement in print literacy materials. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Looks at pictures and photos briefly.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Beth looks at the picture on the wall when Mommy brings her near and talks about the horses. ● Dan looks briefly at a picture in the book as his Grandpa turns the pages. ● Katie looks at the photo album while her caregiver holds her. (Engagement and Persistence) | |
| <p>Attends to and/or makes contact with age-appropriate book, when presented.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Kirsten waves her arms and reaches for the cloth book that her sister holds out for her. ● The interventionist encourages Sierra to feel the different textures in the <i>Pat the Bunny</i> book. ● Seth sits comfortably on his Dad's lap and look at the pictures as his father turns the pages in the board book. (Engagement and Persistence) | |
| <p>Manipulates age-appropriate book.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Darla scrunches up the cloth book in her fists and brings it to her mouth. (Initiative and Curiosity) ● Hosea opens and closes the board book repeatedly. ● Bo helps his teacher turn the pages as she reads to him and guides his hands to feel the Braille print. | |
| <p>Shows interest as age-appropriate book is read aloud.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Shawn gestures and babbles as her mother repeats the rhymes from the Mother Goose book. (Engagement and Persistence) ● Madison sits close to Aunt Jenny as she reads and shows her the pictures in a book. ● Juan hands his teacher the <i>Down by the Bay</i> book to read again. | |
| <p>Turns pages awkwardly by him/herself.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Josephine turns the pages of the book 2 or 3 at a time while she is looking at it. (Initiative and Curiosity) ● Leonard turns the pages of <i>Brown Bear, Brown Bear</i> while holding the book upside down. | |

| Communication Standard 3: Demonstrates interest and engages in early literacy activities. | |
|---|------------------------------------|
| Benchmark 3.1: Demonstrates interest and engagement in print literacy materials. (continued) | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| Shows increasing skills in book handling and print directionality. Examples: <ul style="list-style-type: none"> ● Rudy rotates the book when looking at a picture of a clown standing on his head. ● Charlene tilts her head to see the pictures in an inverted book. ● Isabel picks up the board and turns it right side up before showing the pictures to her baby doll. (Reasoning and Problem Solving) ● Samuel looks at the pictures in a favorite book, starting at the beginning and turning the pages one at a time. | |
| Selects book for adult to read. Examples: <ul style="list-style-type: none"> ● Domingo chooses between the two books that his caregiver offers before naptime. (Engagement and Persistence) ● Jackson goes to the book shelf and picks out a book for his Uncle Bobby to read to him. ● Kaylee selects a book about construction for her teacher to read. | |
| Anticipates/recalls text of a known story. Examples: <ul style="list-style-type: none"> ● Janine supplies the missing word when her daddy pauses in the story. ● Lucas repeats with the teacher <i>Hats for Sale</i> as the children listen to the story. ● Frankie laughs when the home visitor reads the text of a familiar book incorrectly. | |
| Requests a favorite book to be read again. Examples: <ul style="list-style-type: none"> ● As Mommy signs the last line of the story and closes the book, Mark turns the book to the front cover and opens it again. ● When asked what book she wants to hear, Chloe says, "Mouse story again". | |
| Shows increased attention span for listening to stories. Examples: <ul style="list-style-type: none"> ● Martha listens to several board books that are read at one sitting. ● Zachary listened to <i>Goodnight Moon</i> two times at bedtime. (Engagement and Persistence) | |

Communication Standard 3: Demonstrates interest and engages in early literacy activities.**Benchmark 3.1: Demonstrates interest and engagement in print literacy materials. (continued)**

| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
|--|------------------------------------|
| Grasps thick crayon/marker/other writing tool and scribbles. Examples: <ul style="list-style-type: none"> ● Hannah holds the crayons in her fist and “jabs” at the paper making dots of color. ● Ian scribbles circles and lines with a marker. (Initiative and Curiosity) ● Quinn uses chalk at the easel. | |
| Recalls specific people, actions, and/or activities in a story book. Examples: <ul style="list-style-type: none"> ● William claps his hands like the character Cuddles did as Mommy reads the book. ● Sophie remembers what a character does in a familiar story and tells Mommy, “Spot put the baby in the bath tub”. ● Alison asks “Where is the bear?” as she opens the flap in the book. | |
| Notices that there are both print and pictures on a page. Examples: <ul style="list-style-type: none"> ● Ray glances between the picture and the print as his Nana points to the print while reading aloud. (Reasoning and Problem-Solving) ● Ginny points to the pictures and the print while looking at the books by herself. | |
| Makes lines and shapes with a variety of writing tools to represent objects. Examples: <ul style="list-style-type: none"> ● Cornett makes a circular shape with a red crayon and then signs the word “apple.” ● Miriam makes lines and squiggles with a pencil as she tells a story. ● Keenan makes several oval shapes with the paintbrush and exclaims, “There’s Mama!” | |

Three and Four Year Old Benchmarks: English/Language Arts 3.1: Listens to and/or responds to reading materials with interest and enjoyment; English/Language Arts 3.2; Shows interest and understanding of the basic concepts and conventions of print; English/Language Arts 3.5: Draws meaning from pictures, print and text; English/Language Arts 4.2: Produces marks, pictures and symbols that represent print and ideas

Communication Standard 3: Demonstrates interest and engages in early literacy activities.**Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes.**

| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
|--|-----------------------------|
| <p>Shows preference to human voice.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Emily quiets when she hears her mom's voice. (Initiative and Curiosity) ● Javier turns his head to the sound of his papa's singing. | |
| <p>Attends and respond to hearing a story, rhyme or song.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● When her mother sings a familiar song, Jordan stops her play to listen. ● Francesca claps when her caregiver recites a favorite nursery rhyme. ● Jacob joins in with hand motions when his play group hears the <i>Itsy, Bitsy, Spider</i> book. (Engagement and Persistence) | |
| <p>Participates in word games or fingerplays.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● During the "Open, Shut Them" fingerplay, Adrian wiggles his fingers, touches his chin and claps his hands. (Engagement and Persistence) ● Addie signs the words to the good morning greeting rhyme during large group time. | |
| <p>Sings or joins in on a specific story, rhyme or song.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Bryce dances in circles with the other toddlers as they sing, "Ring Around the Rosie." (Engagement and Persistence) ● Sun Wiy joins in repeating words in the story as her small group hears, <i>In the Small, Small Pond</i>. ● Daniel follows along in his Braille book while his grandpa reads Daniel's favorite Mother Goose rhymes. | |
| <p>Repeats phrases from predictable, repetitive stories.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Callie listens to <i>One Fish, Two Fish, Red Fish, Blue Fish</i> and says "one fish" when she hears the phrase in the story. ● As her caregiver reads <i>Goodnight Moon</i>, Suni signs, "good night" each time it occurs in the story. ● Henry repeats, "<i>Brown bear, brown bear, what do you see?</i>" (Engagement and Persistence) | |

Communication Standard 3: Demonstrates interest and engages in early literacy activities.**Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes. (continued)**

| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
|---|------------------------------------|
| <p>Asks to hear a specific story, rhyme or song.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Before rest time, Maya says, "I want to hear <i>Mi Familia</i>" and goes to the library center and takes the book to her caregiver. ● Hannah signs "more" after playing "Head, Shoulders, Knees and Toes" with her classmates. ● Sandy asks her sister to repeat "Mary had a Little Lamb". (Engagement and Persistence) | |
| <p>Create partial songs and rhymes.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Brady makes up words to a sing-song tune while playing. ● Betsy suggests a new action when the teacher asks, "What else could we do if we're happy?" (Reasoning and Problem-Solving) | |

Three and Four Year Old Benchmarks: *English/Language Arts 3.1: Listens to and/or responds to reading materials with interest and enjoyment; English/Language Arts 3.4: Demonstrates emergent phonemic/phonological awareness; English/Language Arts 3.6: Tells and retells a story*

Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression.**Benchmark 1.1: Enjoys and engages in visual arts.**

| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
|---|-----------------------------|
| <p>Attends to bright and/or contrasting colors.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Zaylen looks intently at the red and white toy that her mother holds in front of her. ● John watches his black and white mobile. (Initiative and Curiosity) ● Benjy likes to stare at the large yellow sun his caregiver hung from the ceiling. | |
| <p>Attends to the facial expressions of adults.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Jada looks intently at her father as he talks to her. ● Quinn smiles in response to teacher's smile. (Initiative and Curiosity) | |
| <p>Gazes at pictures, photographs, and mirror images.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Celia enjoys looking at the animals in her picture book. ● Casey touches the image of himself in the mirror. (Initiative and Curiosity) ● Jack likes to look at his family's picture on the classroom wall. | |
| <p>Shows preferences for favorite colors.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Katie always picks the red lollipop when given a choice of colors. ● Andre chooses and colors with the purple crayon on a regular basis. ● In the dramatic play center, Julie wears the red dress-up shoes everyday. (Engagement and Persistence) | |
| <p>Uses a variety of materials in exploring and creating visual art.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Kara fingerpaints with water on colored paper. ● After watching Ethan, Manny squeezes the clay and makes a ball. (Initiative and Curiosity) ● Cindi cuts random shapes from colored papers and glues them onto a paper plate to make a collage. | |

Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression.**Benchmark 1.1: Enjoys and engages in visual arts. (continued)**

| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
|--|------------------------------------|
| <p>Observes and describes visual art.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Derek looks at a detailed photograph of Native Americans taken at a local PowWow and says, "They have feathers on their heads." ● Carlos explains that the painting done by the fourth graders has many big trees and flowers in it. ● Milly draws a big circle on her paper and tells her dad, "I made a red ball." (Engagement and Persistence) | |

Three and Four Year Old Benchmarks: Arts and Humanities 1.1: Develops skills in and appreciation of visual arts

| Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression. | |
|--|------------------------------------|
| Benchmark 1.2 Enjoys and engages in movement and dance. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Responds to touch and motion.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Angela stops crying when her grandma holds her upright against her shoulder and gently sways with her. ● Ben coos as his dad bounces him gently on his lap. ● Tatianna wants to be near her teacher today and is happy as long as she is in her lap. (Engagement and Persistence) | |
| <p>Explores the movement of self and/or objects.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Melinda brings her hands together in front of her and stares intently as she opens and closes her fingers. ● Carlos uses his feet to bat at the mobile hanging over his crib. (Initiative and Curiosity) ● Jace reaches for a ball and smiles as his mother gently bounces it. | |
| <p>Shows enjoyment for rhythmic patterns.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Rosa smiles as the children clap their hands to music. ● Sam bounces up and down in time to the song on the radio. (Initiative and Curiosity) ● Holly claps her hands on her lap during music time. | |
| <p>Enjoys moving to music.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● John dances in his mother's arms when the music starts playing. ● Brayden continues to "dance" even after his teacher turns off the <i>Peter and the Wolf</i> music. (Engagement and Persistence) ● Alicia begins swaying to the song and her sister takes her hands to dance. | |
| <p>Exhibits an increased variety of movements to express self.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Takisha stomps her feet when the music plays loudly and tiptoes when it plays soft. ● Tommy picks up a scarf and shakes it in the air as the children move to the music. (Initiative and Curiosity) ● Cami pretends to be a leaf blowing in the wind as "Falling Leaves" plays on the tape player. | |

Three and Four Year Old Benchmarks: Arts and Humanities 1.2: Develops skills in and appreciation of dance

Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression.**Benchmark 1.3: Enjoys and engages in music.**

| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
|---|-----------------------------|
| <p>Responds to sounds, tones, and voices.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Sydney quiets when her older sister turns on the country music station on the radio. (Initiative and Curiosity) ● Jarrard moves his arms and legs excitedly when he hears his grandpa's voice on the other side of the room. ● Ricki turns his head toward the doorbell when it rings. | |
| <p>Responds to music.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Max stomps his feet when he hears music from the CD player. (Engagement and Persistence) ● Sophie "sings" with her new American mama when she hears a favorite song from China, "Count Ducks." ● Jackson and Sam stop playing with the blocks when they hear their teacher start to sing, "It's clean-up time." | |
| <p>Enjoys rhythms and song.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Edie and Jacob bang loudly on the drums when their caregiver starts "Miss Mary Mack" on the Ella Jenkins CD. (Engagement and Persistence) ● Mary makes up a dance with the music while holding her mom's hand. ● Alvaro and Luisa join in clapping to "Cinco elefantitos" during circle time. | |
| <p>Prefers repetition of familiar songs and rhythmic patterns.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Alexis sings some of the words to "Over in the Meadow" with the other children. ● Gracie and Luke jump up and down and ask to play, "I'm a Little Teapot" again. ● Katie asks her mom to play the "Wiggles" CD every time they get in the car. (Engagement and Persistence) | |
| <p>Expresses joy through music.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Gracie smiles as she uses her voice to make musical sounds. ● LaShonda laughs as she dances to the music played at her aunt's birthday party. ● Kylie, Mykala and Elian shake maracas and bells excitedly as Saveem joins in on the xylophone. (Initiative and Curiosity) | |

Three and Four Year Old Benchmarks: Arts and Humanities 1.3: Develops skills in and appreciation of music

Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression.**Benchmark 1.4: Enjoys and engages in pretend play and drama.**

| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
|---|-----------------------------|
| Imitates sounds, facial expressions and gestures of another person. Examples: <ul style="list-style-type: none"> ● After her father says “dada” to her, Carly repeats “dadadada” . ● Paige sticks out her tongue after seeing her older brother stick his out. (Engagement and Persistence) ● Patrick waves his arms after seeing his caregiver wave good-bye. | |
| Imitates the actions of other persons. Examples: <ul style="list-style-type: none"> ● Jasmine gives her stuffed bear a hug after her granny hugs it and hands it to her. (Engagement and Persistence) ● Susie puts a comb to her head while she watches her mother fix her own hair. ● Arnie puts on an apron and pretends to cook while watching his daddy fix breakfast. | |
| Imitates sounds or actions of an animal or object. Examples: <ul style="list-style-type: none"> ● Caroline says, “Rrr, Rrr” while pushing the cement truck. ● Alicia gets down on her hands and knees to crawl like a cat as she follows her kitten around the room. (Engagement and Persistence) | |
| Utilizes voice and body as a means of artistic expression. Examples: <ul style="list-style-type: none"> ● Craig uses a gruff voice when he pretends to be the “big bad wolf.” (Engagement and Persistence) ● TaShaun forms his body into a ball when he is the “seed” and gets taller as the “plant” grows. | |
| Uses one object to represent another. Examples: <ul style="list-style-type: none"> ● Billy uses a block to pretend to feed a doll baby a bottle. ● Tyra lines up three blocks and pushes them around the floor as she says “toot, toot” for the train horn. ● Anna picks up a stick and waves it around as a magic wand when she is playing magician. (Reasoning and Problem Solving) | |

Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression.**Benchmark 1.4: Enjoys and engages in pretend play and drama. (continued)**

| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
|---|------------------------------------|
| Engages in pretend play. Examples: <ul style="list-style-type: none"> ● Clarissa picks up her mother's purse and says that she is "going to the grocery." ● Jason tells his playmates that he is the teacher as he holds up a book to "read" to his friends. (Engagement and Persistence) ● Aidan signs "quiet" as he rocks the cradle with his sister's dolls. | |

Three and Four Year Old Benchmarks: Arts and Humanities 1.4: Develops skills in and appreciation of drama

| Motor Standard 1: Demonstrates motor skills in daily activities and adaptive/self care routines. | |
|---|------------------------------------|
| Benchmark 1.1: Moves with purpose and coordination. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| Reaches for object. Examples: <ul style="list-style-type: none"> ● Jaylen reaches for the stars hanging from the mobile over his crib. (Initiative and Curiosity) ● Sarah reaches for her bottle as her daddy holds her in his lap for feeding. ● Talya reaches for the book her grandmother is showing her. | |
| Brings object to mouth. Examples: <ul style="list-style-type: none"> ● Tommy brings his rattle to his mouth. (Initiative and Curiosity) ● Sam grabs the paper and tries to mouth it. | |
| Transfer objects from one hand to another. Examples: <ul style="list-style-type: none"> ● Pete moves his pacifier from one hand to the other. ● DaNesha moves the rattle to her left hand so she can pick up the toy car with her right hand. ● Kathryn begins to eat with the spoon in her left hand, then transfers it to her right to finish her pudding. | |
| Rolls over. Examples: <ul style="list-style-type: none"> ● When placed on her stomach, Amber rolls over to her back. ● Lucy is on her back on the floor. Her sister puts a toy behind her and Lucy rolls to her stomach to reach for the toy. (Reasoning and Problem-Solving) ● Pedro rolls over and over to get to the toy butterfly his teacher is holding. | |
| Crawls Examples: <ul style="list-style-type: none"> ● Kelly uses a crawling motion, alternating arms and legs, to get to her Mom. ● Logan crawls on hands and knees to obtain a toy rabbit. (Reasoning and Problem-Solving) ● Frank uses hands and legs to crawl up steps. | |
| Uses furniture to raise or lower self to floor. Examples: <ul style="list-style-type: none"> ● DaJun reaches for edge of coffee table to pull herself up to stand. ● Lawrence holds onto the couch while lowering to sitting from standing. | |

| Motor Standard 1: Demonstrates motor skills in daily activities and adaptive/self care routines. | |
|---|------------------------------------|
| Benchmark 1.1: Moves with purpose and coordination. (continued) | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Walks.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Maya holds on to her daddy's hands and walks across the room. ● Carson walks from one piece of furniture to the next. (Initiative and Curiosity) ● Lois walks to her teacher to be held. She begins to "run" as she gets closer. | |
| <p>Climbs low objects.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Carter climbs into the rocking chair and turns around to rock. ● Haley crawls up three steps. She sits on a step, then turns and backs down on hands and knees. ● Miquel climbs into the toy car and uses his feet to push it a few feet. (Engagement and Persistence) | |
| <p>Pushes and pulls toys while walking.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Tony pushes the toy lawnmower on the sidewalk. ● Carla pulls a small wagon. ● Willem pulls the string on the toy airplane as he walks quickly to make it "fly". (Engagement and Persistence) | |
| <p>Kicks ball forward.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● As Manuel walks by a ball on the playground, he stops to kick it. (Initiative and Curiosity) ● Spencer kicks the ball towards the other children. | |
| <p>Walks up and down stairs placing both feet on each step.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Jessie walks up the steps, holding on to the rail tightly and placing each foot on the step before moving onto the next step. ● Molly holds her interventionist's hand as she walks down the stairs, placing her feet together on each step. (Engagement and Persistence) | |

Three and Four Year Old Benchmarks: Physical Education 1.1: Performs a variety of locomotor skills with control and balance

| Motor Standard 1: Demonstrates motor skills in daily activities and adaptive/self care routines. | |
|---|------------------------------------|
| Benchmark 1.2: Demonstrates balance and coordination. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| Sits independently with balance. Examples: <ul style="list-style-type: none"> ● Jose maintains a sitting position after being placed on the floor. ● Laura sits on floor while pushing a toy car in between her legs. ● Cameron sits on the tricycle and pedals it a few feet. | |
| Stands without support. Examples: <ul style="list-style-type: none"> ● Kiley lets go of the table and remains upright. When he wobbles, he moves his feet to a wide stance to prevent falling. ● Pedro remains standing after Dad releases support of hand or finger. (Engagement and Persistence) ● Lincoln can raise one foot to kick a large ball without falling. | |
| Moves from sitting to standing using hands. Examples: <ul style="list-style-type: none"> ● Nakyra rolls onto her side and uses hands for balance as she puts her legs into standing position. ● Carl pushes on the floor with his hands to help himself get up. | |
| Squats without falling. Examples: <ul style="list-style-type: none"> ● Lucy squats to look at other children inside a tunnel. (Initiative and Curiosity) ● While listening to a song about jumping frogs, Marcy squats down and jumps up without falling. | |
| Runs. Examples: <ul style="list-style-type: none"> ● Lynley walks across the room and begins to run when she sees her brother. (Initiative and Curiosity) ● Stephen runs smoothly across the playground. | |
| Throws object while standing. Examples: <ul style="list-style-type: none"> ● Sukie throws a large playground ball to the floor in front of her. ● Pam throws a bean bag into the basket on the floor. ● Stephanie climbs three steps and turns around to throw her dolly to her Mother. | |

Three and Four Year Old Benchmarks: Physical Education 1.1: Performs a variety of locomotor skills with control and balance

| Motor Standard 1: Demonstrates motor skills in daily activities and adaptive/self care routines. | |
|--|------------------------------------|
| Benchmark 1.3: Exhibits eye-hand coordination. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| Reaches for objects. Examples: <ul style="list-style-type: none"> ● When Mom extends a ball in front of Eric, he reaches up toward it. (Initiative and Curiosity) ● Synrah reaches for a nearby rattle. ● Colin reaches for a spoon and uses it to eat from his fruit cup. | |
| Makes random marks on paper. Examples: <ul style="list-style-type: none"> ● Ben pounds the marker onto the paper his teacher taped to the table. (Initiative and Curiosity) ● Laura moved the large crayon randomly across the paper. | |
| Stacks and places objects. Examples: <ul style="list-style-type: none"> ● Aubrey puts one soft block on top of another. ● Andrea works hard to put shapes into the sorting toy. ● Paulo drops small blocks into a milk carton. (Engagement and Persistence) ● Sarah likes to place all the red and blue pegs in the pegboard. | |
| Makes controlled scribbles. Examples: <ul style="list-style-type: none"> ● Henry covers his paper with lines and zig-zags. ● Olivia draws circles over and over on her paper with a marker at the art table. (Engagement and Persistence) ● Shane's teacher gave him hand over hand assistance in using markers at the art center. Shane pushed the marker up and down the paper. | |
| Attempts to catch and throw. Examples: <ul style="list-style-type: none"> ● Curtis laughs as he tries to catch a lightly rolled or tossed ball. ● Margaret extends both arms as she attempts to catch a large bounced ball. (Engagement and Persistence) ● Luke throws a ball but does not attempt to aim. ● Wanda throws a ball overhand with an attempt to aim and with limited distance. | |

Three and Four Year Old Benchmarks: Physical Education 1.5: Performs fine motor tasks using eye-hand coordination

| Motor Standard 1: Demonstrates motor skills in daily activities and adaptive/self care routines. | |
|--|------------------------------------|
| Benchmark 1.4: Controls small muscles in hands. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Grasps and releases objects.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Quint grasps a finger or rattle when placed into his palm. ● Louey repeatedly grabs and drops a toy from the high chair. (Initiative and Curiosity) ● Holly picks up a spoon and uses it to eat the green beans, and then releases it when finished. ● When the teacher offers Kyle a drink, he intentionally drops a toy to reach for it. | |
| <p>Passes objects from one hand to the other and changes position of objects within their hands.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Millicent holds a rattle in one hand and passes it to her other hand. (Initiative and Curiosity) ● Darryl picks up finger food with one hand and passes it to the other before putting into his mouth. ● Whitney turns a puzzle piece using both hands to fit it in place. | |
| <p>Moves from using whole hand grasp to grasping with thumb and index finger with increasing control.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Akoi picks up Cheerios using his whole fist. ● Matthew holds marker with thumb and fingers, rather than his fist. He makes vertical, horizontal and circular strokes while drawing. (Initiative and Curiosity) ● Lincoln can unbutton large buttons and pull down zippers. ● Grace can turn the board book pages with her thumb and finger. ● Quincey takes pegs in and out of the round-holed peg board. | |

Three and Four Year Old Benchmarks: Physical Education 1.5: Performs fine motor tasks using eye-hand coordination

| Motor Standard 1: Demonstrates motor skills in daily activities and adaptive/self care routines. | |
|--|------------------------------------|
| Benchmark 1.5: Expresses physical needs and actively participates in adaptive/self care routines to have these needs met. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Verbally or physically asks for food or drink.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Megan knows it is time to feed Jessica because she recognizes her cry. ● When the teacher brings the cracker box into the room, Billy reaches up with his hands. (Engagement and Persistence) ● When Ryan is thirsty, he reaches toward the counter and says "dink" (drink). | |
| <p>Assists in feeding routines.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Maggie places her hands on the bottle as her daddy feeds her. ● Lori uses her fingers to push food onto the spoon, then raises it to her mouth. ● When asked to help, Carson puts a napkin at each place on the table. | |
| <p>Follows familiar sleep routines.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Kathy is crying, but calms down as her Mommy rocks her. She soon falls asleep. ● Buster rubs his eyes and holds onto his blanket as he goes to sleep. ● Nina signs that she wants her teacher to pat her back at nap time. ● Kevin finds a favorite snuggle toy and wanders to Daddy's lap for a bedtime story. (Engagement and Persistence) ● When cots/mats are put out, Elisa looks for her favorite toy or blanket and moves to sleep area. | |
| <p>Seeks assistance with diapering/toileting.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Marvin gains adult attention by fussing when his diaper is dirty or wet. (Engagement and Persistence) ● Giselle cooperates during diapering by lifting and lowering her legs. ● Connor pulls down his pants (may need assistance) and sits on the potty. He needs assistance when wiping. | |
| <p>Participates in dressing routines.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Midge raises her bottom to help get the diaper out from under her body. ● Justin holds arm out for Mom to put on shirt. (Reasoning and Problem Solving) ● Trisha puts on her socks. ● Graham chooses which shirt he wants to wear today. | |

| Motor Standard 1: Demonstrates motor skills in daily activities and adaptive/self care routines. | |
|---|------------------------------------|
| Benchmark 1.5: Expresses physical needs and actively participates in adaptive/self care routines to have these needs met. (continued) | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| Participates in routines to maintain hygiene. Examples: <ul style="list-style-type: none"> ● After changing her diaper, the teacher takes Wilma to the sink. Wilma holds her hands toward the water for washing. ● Joa Lin chews on the bristles of the toothbrush then lets her mommy brush her teeth. (Engagement and Persistence) ● Mark climbs up the low steps and gets soap from the dispenser to wash his hands. | |

Three and Four Year Old Benchmarks: Health Education 1.1: Demonstrates independent behavior

| Social Emotional Standard 1: Demonstrates trust and engages in social relationships. | |
|---|------------------------------------|
| Benchmark 1.1: Shows attachments and emotional connection towards others. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Responds to being held.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Elisa is crying in her crib. When her caregiver picks her up, she calms down. ● While being held, Mona relaxes her body and cuddles in her grandmother's arms. ● Abe holds up arms to an adult when he wants to be picked up. (Engagement and Persistence) | |
| <p>Uses eye contact to establish, maintain, and discontinue interactions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● A caregiver is holding and talking to Denise. Denise keeps eye contact and is content to look at her caregiver's face. (Engagement and Persistence) ● Mother talks to Luis while changing his diaper. After a minute or so, he turns his head to look away. | |
| <p>Recognizes familiar faces.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Wade will respond by smiling when his dad is looking at him and talking. (Engagement and Persistence) ● Kara smiles when her parent enters the room. ● While her caregiver is holding Wanda, a visitor (stranger) comes into the room. The visitor leans to talk to Wanda who turns her head away. | |
| <p>Exhibits separation anxiety.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Kai cries and reaches for mom as she leaves him to go to work. ● Carson clings to his nanny when an unfamiliar adult holds out their arms to pick him up. ● Katie may cry when Dad drops her off at child care, but she is easily calmed when a familiar caregiver speaks to her. (Engagement and Persistence) | |

| Social Emotional Standard 1: Demonstrates trust and engages in social relationships. | |
|--|------------------------------------|
| Benchmark 1.1: Shows attachments and emotional connection towards others. (continued) | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Use familiar adults as a base for exploration and for “emotional refueling” .</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Ebony is playing on the floor with pots and pans. She crawls over to be by Mom when another adult enters the room. ● As Evan is playing, he keeps looking back to make sure the interventionist is still sitting behind him. ● Kristen will be friendly with a strange adult, but she wants a familiar adult close by. ● Edith will seek out her primary caregiver when hurt. (Engagement and Persistence) ● When Bart becomes tired, he climbs up into the caregiver’s lap and sucks his thumb. | |
| <p>Shows concern for others and recognizes others needs.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Ansel starts crying when he hears Amy’s distress cry. ● Kaiser stops building blocks to watch another child crying. ● Michelle pats another child who has fallen down and is crying. (Engagement and Persistence) ● Hamilton covers a baby doll with a blanket and rocks it in his arms. | |

Three and Four Year Old Benchmarks: Health Education 1.2: Shows social cooperation

| Social Emotional Standard 1: Demonstrates trust and engages in social relationships. | |
|---|------------------------------------|
| Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Observes other people.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Kaitlyn sits on her teacher's lap and watches the group of toddlers at play. ● Tony watches from the floor while Mom folds his clothes. (Initiative and Curiosity) ● Tabitha looks up from her block building to watch another child pushing a truck. ● Hadley watches older children playing baseball and picks up her own ball to throw. | |
| <p>Engages in independent, parallel play. Contact with peers centers around toys and other objects.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Ellie sits playing with a doll while other children are nearby playing with blocks. ● Carlos will watch others playing with blocks and then join in building a tower beside them. (Engagement and Persistence) ● Ellema joins another child in the sand box. ● Kitt may hand over a toy to another child when asked by her teacher. | |
| <p>Shows enjoyment in interactions with others.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Mom talks to Sandy and she coos back when Mom stops. ● William and Brandon play with spinning tops. Brandon looks at William spinning a top then spins his again. (Engagement and Persistence) ● Pansy will offer a toy for an adult to take. ● Jeremiah runs toward a group of older children and laughs as they throw ball. | |
| <p>Initiates social contact.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Lily smiles at her grandma as she comes into the room. ● Ellery waves his arms and hands and jabbars to Daddy when he sees him coming. (Initiative and Curiosity) ● Micah smiles at his caregiver when he sees her at the grocery. | |

| Social Emotional Standard 1: Demonstrates trust and engages in social relationships. | |
|--|------------------------------------|
| Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others. (continued) | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Develops friendship with peers.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Son Yi prefers to play with his brother when visiting the therapist's office. ● Sevon and Carly choose each other to sit by each day during story time. (Engagement and Persistence) ● Devin and Adam spend center time together almost everyday. | |
| <p>Responds to praise or rewards from adults.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Mary keeps dancing after her mom applauds. (Engagement and Persistence) ● DaShon laughs while Daddy smiles and claps at her antics. ● Karen picks up her toys and brings them one at a time to her teacher who thanks her for cleaning up. | |
| <p>Develops sense of self as a separate person from others.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Dale recognizes and jabbars to himself when looking in the mirror. ● Wade refers to himself by name. ● Nancy points to her own nose and then the nose on a baby doll. (Reasoning and Problem Solving) ● Dotty can point to and name her own body parts. | |
| <p>Identifies other people and their roles.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Dennis finds a toy belonging to Edie and takes it to her. ● Raul calls his friends by name. ● Joan can label and identify police officers, fire fighters, doctors, nurses, etc. ● Charlotte says to Philipe, "I'm the mommy. You be the daddy." (Engagement and Persistence) | |

| Social Emotional Standard 1: Demonstrates trust and engages in social relationships. | |
|---|------------------------------------|
| Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others. (continued) | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Focuses attention on others, notices likeness and differences.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Stephanie says, "Look at that boy"; "Look at that girl." (Reasoning and Problem Solving) ● Kianna focuses attention on her caregiver when she tells a story. ● Karnita says, "That boy has brown hair." ● Sam asks about the boy wearing glasses. | |

Three and Four Year Old Benchmarks: Health Education 1.2: Shows social cooperation; Social Studies 1.5: Demonstrates understanding of the roles and relationships within his/her family and/or community; Social Studies 1.6: Knows that diversity exists in the world.

| Social Emotional Standard 2: Demonstrates sense of self. | |
|--|------------------------------------|
| Benchmark 2.1: Expresses and/or recognizes a variety of emotions. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Uses facial expressions, body movements, and/or vocalizations to make social contact and express needs and emotions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● When Selena sees her daddy enter the room, she squeals and waves her arms to get his attention. (Initiative and Curiosity) ● Terry cries when his diaper needs to be changed. ● Emiya frowns in response to loud noise in the room and begins to cry. ● Macey chatters jargon at her teacher as she reaches for her hand to walk to the playground. (Engagement and Persistence) | |
| <p>Responds to emotional cues and social situations.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Benson fusses more when he hears other babies crying. ● Kendall smiles and laughs when his older sister is laughing and talking to him. ● Yale looks to mom to see her reaction when he hears a loud noise. ● Ida pats her baby sister when she is crying. (Engagement and Persistence) | |
| <p>Expresses emotions towards familiar persons, pets, or possessions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Martin will kiss dolls and stuffed animals. ● Ichabod will reach up to hug mom when she leaves him at child care. (Engagement and Persistence) ● Cain laughs when his grandfather puts his shoe on his head. ● Blaire hugs her dog and laughs as he licks her face. | |
| <p>Associates emotions with words and facial expressions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Hamilton hugs and pats his mommy when she looks upset. (Engagement and Persistence) ● Idania looks at the toy monkey's smiling face and says it is "happy." ● Casey says "She's sad" when she sees another child crying. ● Sonny says, "I'm mad. He took my boat." | |

Three and Four Year Old Benchmarks: English/ Language Arts 2.1: Engages in active listening in a variety of situations; Health Education 1.2: Shows social cooperation

| Social Emotional Standard 2: Demonstrates sense of self. | |
|---|------------------------------------|
| Benchmark 2.2: Develops the ability to control feelings and behavior and understands simple rules and limitations. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Seeks out ways to calm self. Examples:</p> <ul style="list-style-type: none"> ● Lana is crying but calms down when touched, held, or picked up. ● Jason's legs and arms are stiff when he is crying but become more relaxed when held. ● Holding his favorite blanket can calm Jacques when he is anxious. ● Savannah wants a teacher to hold her when she is not feeling well. (Engagement and Persistence) | |
| <p>Develops self regulation. Examples:</p> <ul style="list-style-type: none"> ● As Carver gets hungry, he begins to cry. He continues whimpering, but quickly quiets as his Mommy feeds him and holds him close. ● Lynn plays quietly at the table while her grandma is fixing her food. ● Tommy is busy playing, but helps pick up toys when his caregiver says "naptime." ● Leesa listens to her teacher's directions to wash hands and then go to the snack table. (Reasoning and Problem-Solving) | |
| <p>Expresses sense of self (autonomy). Examples:</p> <ul style="list-style-type: none"> ● Luke says, "No. I can do it." ● Instead of hitting Jimmy, Lisa says, "mine" when he tries to take a toy away. ● Kim wants to walk up the steps by herself and lets go of Mommy's hand. (Engagement and Persistence) | |
| <p>Recognizes own accomplishments. Examples:</p> <ul style="list-style-type: none"> ● Lamar draws with a crayon and shows it to his teacher. ● Bryce puts on his own shoes after afternoon nap and says, "I do it" when his Mom comes to help. ● Nan will complete puzzles and then take them to show her caregiver. (Engagement and Persistence) ● DaShon pours the milk from the small pitcher into her cup and proudly smiles at her Granny. | |

Social Emotional Standard 2: Demonstrates sense of self.**Benchmark 2.2: Develops the ability to control feelings and behavior and understands simple rules and limitations. (continued)**

| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
|---|------------------------------------|
| <p>Understands authority and simple rules, including the consequences for not following rules.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Cara stops momentarily when her mother says "No." ● Lane will put up toys when asked by his teacher. ● Laura reaches up to hold her aunt's hand when crossing the street. ● TaShawn helps to clean up the sand he threw out of the sand table. (Reasoning and Problem-Solving) | |

Three and Four Year Old Benchmarks: Health Education: 1.3: Applies social problem solving skills; Health Education 1.1: Exhibits independent behavior; Social Studies 1.4: Recognizes and/or follows rules within the home, school and community

Three and Four

Section IV

Three and Four Year Olds

Research has verified the long-term effects of a high quality preschool experience for young children (Peisner-Feinberg, et.al., 2001). The purpose of Section IV of *Kentucky's Early Childhood Standards* is to provide support and guidance to parents and early care, intervention, and education professionals as they plan high quality learning experiences for three- and four-year-old children. It is also designed as a framework for administrators, staff, parents, and community members in understanding the skills and knowledge expected of four-year-old children as they transition into Kentucky's primary programs.

The content areas included in this section for three- and four-year-olds are:

- arts and humanities,
- English/language arts (early literacy),
- health education (health/mental wellness)
- mathematics,
- science,
- physical education (gross and fine motor skills), and
- social studies.

While standards and benchmarks in the previous section are organized into developmental domains, this section is divided into areas more closely aligned with the content areas included in the *Program of Studies for Kentucky Schools Grades Primary – 12* (which outlines the minimum content required for each grade level in Kentucky's schools). This alignment reflects the increased development of children at 3 and 4 years of age, as well as the more direct linkage of skills to the content in the *Program of Studies*. It should be noted that self-care skills were included in the Motor domain for birth to three year olds, but in this section are listed under Health Education; this reflects the growing independence of three- and four-year-olds, as they master the skills needed to care for their personal selves. For an overview of the standards and benchmarks from birth through entry level kindergarten, see the table in Section II of this document.

Organization of Section IV

Using the same format as in the previous section, this section is organized into standards, benchmarks, a developmental continuum, and example behaviors. The column marked "Comments, Notes, Strategies" is for the use of early care, intervention, and education professionals as they plan experiences to promote children's progress towards the next developmental level. Professionals are to keep confidentiality in mind and not use this column to make notes about individual children. The linkage of each benchmark to the Entry Level Experience(s) in the *Program of Studies* and to the Head Start Child Outcome(s) is given at the bottom of each page.

| Arts and Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music, and drama experiences. | |
|--|------------------------------------|
| Benchmark 1.1: Develops skills in and appreciation of visual arts. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Uses a variety of media and materials for exploration (e.g. paint, glue, three-dimensional materials, technology, etc.).</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Kenny chooses to paint at the easel three days in a row. He chooses red paint each day and tells the teacher, "Red is my favorite". (Engagement and Persistence) ● Sally rolls out pieces of clay and uses the cookie cutters to cut into different shapes. (Initiative and Curiosity) ● Shavon uses scissors to cut ribbon and glues these on her collage. ● Ben uses a computer program to create a picture then glues on a tree-twigs picture frame after printing the picture. | |
| <p>Uses a variety of art forms, elements and materials for representing people, places, and things in the environment.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Monica examines the picture on the wall and asks her Mom for some cotton to make clouds like in the picture. (Reasoning and Problem Solving) ● At the easel, Jarrad paints a picture of his dog. ● Max sticks leaves he has gathered to a tree trunk shaped from play-dough. ● Trina builds her house with Popsicle sticks and glue. ● Kyle draws a picture of his brother, including facial features, hair, arms/hands, legs/toes, and a belly button. | |
| <p>Observes and responds to artwork produced by other individuals and/or cultures.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Maya watches a classmate making a snake out of clay and then makes one herself. (Engagement and Persistence) ● Brian looks intently at the picture of the farm. He says, "The horses are running and the sheep are eating the grass." ● Michelle comments that some trees in the photo are green and some are orange. ● After the teacher reads the story about Native American mask making, Mark paints a Native American mask using watercolors. | |

Program of Studies: Big Ideas: Structure in the Arts – Primary Skills and Concepts – Visual Arts; **Humanity in the Arts** – Primary Skills and Concepts – Visual Arts; **Purpose for Creating the Arts** – Primary Skills and Concepts – Visual Arts; **Processes in the Arts** – Primary Skills and Concepts – Visual Arts; **Research, Inquiry/Problem-Solving and Innovation** – Primary Skills and Concepts – Innovation. **Head Start Outcomes: Creative Arts** – Art; **NCTM Standards for School Mathematics: Representation**

| Arts and Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music, and drama experiences. | |
|---|------------------------------------|
| Benchmark 1.2: Develops skills in and appreciation of dance. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Explores various ways of moving with or without music. Examples:</p> <ul style="list-style-type: none"> ● Nicki uses a scarf to pretend to be a wave as the ocean's roar plays on the tape. (Engagement and Persistence) ● Geno sways gently to classical music, but shakes wildly to the country music. ● Eddie moves like an elephant, swinging his arms like a trunk and stomping heavily around the circle while listening to jungle music. (Reasoning and Problem Solving) ● Lydia copies her teacher's movements as she waves her arms in the air and marches. | |
| <p>Performs simple patterns of dance while exploring with the element of beat. Examples:</p> <ul style="list-style-type: none"> ● Sasha gallops to the beat of the song and then twirls as the beat changes. ● Juan claps in time to the song the children are singing. ● Emilio performs "Head, Shoulders, Knees, and Toes" with his classmates. ● Darius marches to the beat of a Sousa march. (Engagement and Persistence) | |
| <p>Describes movement after participating in or watching others perform games or songs. Examples:</p> <ul style="list-style-type: none"> ● Judy says, "I'm a butterfly" as she flaps her arms to the music. ● Erin says, "Gina looked like a tree, she waved her arms like branches." ● Eddie excitedly says, "I really stomped my feet hard." (Engagement and Persistence) | |
| <p>Responds to dance performance produced by other individuals and/or cultures. Examples:</p> <ul style="list-style-type: none"> ● Steven watches hula dancing and imitates the movement. ● While watching a performance of <i>The Nutcracker</i>, Kya says, "That ballerina stood on her toes a long time." (Reasoning and Problem Solving) ● After watching Beauty and the Beast at home, the girls dance in dramatic play. | |

Program of Studies: Big Ideas: Structure in the Arts – Primary Skills and Concepts – Dance; **Humanity in the Arts** – Primary Skills and Concepts – Dance; **Purpose for Creating the Arts** – Primary Skills and Concepts – Dance; **Processes in the Arts** – Primary Skills and Concepts – Dance: Psychomotor Skills – Primary Skills and Concepts – Innovation. **Head Start Outcomes:** Creative Arts – Movement

| Arts and Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music, and drama experiences. | |
|--|------------------------------------|
| Benchmark 1.3: Develops skills in and appreciation of music. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Explores various forms of musical expression through his/her senses. Examples:</p> <ul style="list-style-type: none"> ● Jose tries to strum his father's guitar. (Initiative and Curiosity) ● Devon puts on the earphones and turns on the tape player during free choice time. ● Marcus moves his body to the beat of the music. ● Sydney uses maracas, bells, xylophones and drums to make music. (Initiative and Curiosity) | |
| <p>Uses fingerplays and/or songs to experiment with beat and time. Examples:</p> <ul style="list-style-type: none"> ● Tessa waves her fingers as the teacher sings, "Where is Thumbkin?" ● Sarah sings "Ring Around the Rosy" while she makes a circle with classmates. ● Jenny likes to repeat and repeat "Five Little Pumpkins Sitting on a Fence." (Engagement and Persistence) ● Mitch uses sticks to repeat the rhythm that his sister beats. | |
| <p>Responds to musical performances produced by other individuals and/or cultures (e.g., concerts, CDs, tapes, videos, theatrical performances, etc.). Examples:</p> <ul style="list-style-type: none"> ● Milo smiles as his caregiver starts the Raffi record. ● During choice time, Bertie listens to concert music with headphones and dances to the music. ● After seeing a performance of Cinderella, Mykala likes to pretend to be a princess. (Reasoning and Problem Solving) ● Carlos, Samuel, and Dakta paste beads and feathers on their paper plate shakers following a visit by Native American dancers. | |

Program of Studies: Big Ideas: Structure in the Arts – Primary Skills and Concepts – Music; **Humanity in the Arts** – Primary Skills and Concepts – Music; **Purpose for Creating in the Arts** – Primary Skills and Concepts – Music; **Processes in the Arts** – Primary Skills and Concepts – Music; **Motion and Forces (Physical Science)**- Primary Skills and Concepts - Sound **Head Start Outcomes: Creative Arts** – Music

| Arts and Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music, and drama experiences. | |
|---|------------------------------------|
| Benchmark 1.4: Develops skills in and appreciation of drama. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Uses a variety of actions or sounds to explore drama.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Leia puts on a fire hat, takes the steering wheel, sits on a block, and makes siren noises. (Initiative and Curiosity) ● Emari and Tyler ride tricycles and pull up to the pretend gas pump and fill up their cars. ● Eva pretends to be a cat in dramatic play. She crawls on the floor and says "meow." ● Carlito rolls his wheelchair to the back of the chair train and calls out, "All aboard." | |
| <p>Performs simple elements of drama (e.g. audience, actors, stage, etc.).</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Sophie adjusts the pitch of her voice for each of the "Three Little Pigs." ● Teddy uses the flannel board pieces to tell the story of "The Very Hungry Caterpillar." ● Emmy signs the words of Goldilocks during a puppet play. ● In the housekeeping area, Megan directs other children to be the Mom, the Dad, the cat and the dog. (Engagement and Persistence) | |
| <p>Attends and responds to drama performed by other individuals and/or cultures.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Kyle listens intently as his father reads the story of "Billy Goats Gruff," using voice inflections for each of the characters. (Engagement and Persistence) ● The younger children in Emily's center watch as the older children act out their own play about "Pepito the Little Horse." ● Earl and Jalen clap spontaneously after a Native American dance group performs. | |

Program of Studies: Big Ideas: Structure in the Arts – Primary Skills and Concepts – Drama/Theater; **Humanity in the Arts** – Primary Skills and Concepts – Drama/Theater; **Purpose for Creating in the Arts** - Primary Skills and Concepts – Drama/Theater; **Processes in the Arts** – Primary Skills and Concepts – Drama/Theater
Head Start Outcomes: Creative Arts – Dramatic Play

| English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process. | |
|--|------------------------------------|
| Benchmark 1.1: Uses non-verbal communication for a variety of purposes. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Identifies or chooses object or person by pointing, physically touching or moving toward another.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● When asked what she wants to play with, Betty points to the truck. (Initiative and Curiosity) ● While playing “Farmer in the Dell” Simone chooses Elly to be the “farmer’s wife” by taking her hand. ● When asked what he wants for snack, Darius chooses graham crackers from his choice board. | |
| <p>Uses gestures and/or movements to initiate interactions or to get needs met.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Kyle touches another child on the arm, takes his hand, and then walks over to the dramatic play center. (Initiative and Curiosity) ● Victor consistently waves his hands to indicate he wants more food. ● Kelsey uses sign language to indicate who she wants to sit by at circle time. | |
| <p>Uses symbols or pictures as representation for oral language.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Yumi drew a picture with several stick figures. When she showed it to her friend, she said that this is all the people in her family. (Engagement and Persistence) ● Samantha gets her PECS (Picture Exchange Communication System) board and shows the picture of outdoors to the teacher. ● Noah drew a picture of a stop sign and taped it on the door of his room. | |

Program of Studies: Big Ideas: Personal Wellness (Health Education) – Primary Skills and Concepts – Social, Mental and Emotional Health; Writing Content; Information, Communication and Productivity – Primary Skills and Concepts – Communication; Communication/Technology

Head Start Outcomes: Language Development – Speaking & Communicating

| English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process. | |
|--|------------------------------------|
| Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Initiates communication to have needs met.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Craig signs, "I want a drink of water" when he comes in from the playground. ● Millie asks, "When is lunch?" ● Chance asks William for the puzzle piece he cannot reach. | |
| <p>Responds meaningfully in conversations and discussions with peers and adults.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● When asked "How old are you?" Mike replies, "I am four and I have a loose tooth." ● When asked, "What do you want to do today?" Josiah tells his Dad that he wants to build a castle in the sandbox. (Engagement and Persistence) ● When her therapists signs, "Do you want to play with the dolls?" Kate shakes her head no and points to the paintbrush on her communication board. | |
| <p>Asks many why, when, and where questions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● On Saturday morning, Marion asks Mom, "When is school?" ● As the teacher is reading, Keshon interrupts the story to ask, "Why do Jack and Jill fall down?" (Reasoning and Problem Solving) ● When her mother picks her up at the child care center, Laura asks, "Where is Daddy?" | |
| <p>Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Marty says, "I want my mommy" when his Grandma asks why he is crying. ● When Daddy puts broccoli on his plate, Peter signs, "I don't like that" and pushes his plate away. (Engagement and Persistence) ● Singe says, "I was mad when Elly took my blocks. I told her to give them back." ● Caroli points to the picture of the smiling baby and says, "She looks happy." | |

| English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process. | |
|---|------------------------------------|
| Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes. (continued) | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| Adjusts expressive techniques (pitch, intonation, pace) for a variety of purposes. Examples: <ul style="list-style-type: none"> ● Miss Pam reminds everyone about the rules when the class goes to the library, and Alex whispers, "I'm going to talk real quiet." ● Corey raises his voice higher as he pretends to be the Mother Bear. ● Cecilia slows down her speech when her teacher tells her that she cannot understand Spanish when she talks so quickly. (Reasoning and Problem Solving) ● Garcia emphatically signs "No" when his Mom tells him it is time to go home. | |

Program of Studies: Big Ideas: Speaking, Listening, and Observing

Head Start Outcomes: Language Development – Speaking & Communicating * Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other purposes. *Uses increasingly complex and varied spoken vocabulary. **NCTM Standards for School Mathematics; Problem Solving**

| English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process. | |
|--|------------------------------------|
| Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| Speaks clearly enough to be understood by most listeners. Examples: <ul style="list-style-type: none"> ● When the waitress asks Jada what she wants to eat, she says, "Burger and potatoes." Mom confirms that this is hamburger and French fries. ● Jonathon says, "Ice cream" as he and his dad pass by the freezer section in the grocery store. Another shopper smiles and says that she likes ice cream too. | |
| Uses simple sentences to express self, but may not always use correct grammar. Examples: <ul style="list-style-type: none"> ● Tomas says, "Me want to play." (Initiative and Curiosity) ● Luis told his Mom that he had "runned" outside today. ● Olivia signs "cookie" after listening to the story, <i>If You Give a Mouse a Cookie</i>. | |
| Uses more complex sentences, but grammar is still sometimes incorrect. Examples: <ul style="list-style-type: none"> ● Kendra says, "I want to play with the blocks with Sicily." (Engagement and Persistence) ● Marcus signs, "I played in the sandbox with Billy." ● Devon says, "I gave the mouses a cookie today." | |
| Uses complex sentences with correct grammar. Examples: <ul style="list-style-type: none"> ● George says, "I want to play with my friends in housekeeping. We can make a cake." (Engagement and Persistence) ● Kristin says, "I ran to the sandbox with Billy and we filled all the buckets." ● Jake says "When I am four, I will go to Disneyland." | |
| Develops increasingly abstract use of language. Examples: <ul style="list-style-type: none"> ● Nakyra imitates the language she hears by others in the dramatic play center. ● After reading Clifford, Cooper says, "My dog is the most giantest of all." ● Max likes to tell jokes and giggles doing so, even though he doesn't understand the word play within the jokes. (Engagement and Persistence) | |

Program of Studies: Big Ideas: Speaking, Listening, and Observing and Communicating

Head Start Outcomes: Language Development – Speaking

| English/Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes. | |
|--|------------------------------------|
| Benchmark 2.1: Engages in active listening in a variety of situations. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Attends to adult or peer who is speaking/signing.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Mykyla listens to her grandma talking about cookies, smiles, and says, "I want cookies!" ● At story time, Max watches as his teacher signs "Mama, Do You Love Me?" ● Liam looks at his caregiver when he talks about the day's activities. (Initiative and Curiosity) ● William focuses on the classmate who is telling a story during share time. | |
| <p>Follows simple directions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● When his Mama requests "Get your coat and wait at the door," Carlos does so. ● When the teacher states, "Throw away your cup and your napkin and come to the rug," Olivia complies. (Engagement and Persistence) ● When Mr. James asks Mary and Albert to get out the box of markers, put it on the table, and come over for circle time, they both follow his directions. | |
| <p>Gains information through listening experiences.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Sarah tells her sister, "There are Three Bears in <i>Goldilocks</i>." ● Kelly tells her mommy, "Tomorrow a nurse is coming." ● DaShon tells his granny, "Tomorrow some fire fighters are coming to our class. They will wear hats and coats and boots." ● Emile signs, "First we put the seed in the cup, then we water it and put it in the sun. Then the flower will grow." (Engagement and Persistence) | |
| <p>Uses listening to interpret and apply meaning.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● After the nurse visits her class, Becky tells a doll, "Wash your hands before you eat. Germs make you sick." (Reasoning and Problem Solving) ● Crystal explains in sign to Jason why firefighters wear boots when fighting fires. ● After the firefighter's visit to the classroom, Eddie says, "I need to wear a fire hat to keep safe from the fire." | |

Program of Studies: Big Ideas: Speaking, Listening, and Observing
NCTM Standards for School Mathematics: Problem Solving

Head Start Outcomes: Language Dev.- Listening and Understanding

| English/Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes. | |
|--|------------------------------------|
| Benchmark 2.2: Observes to gain information and understanding. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Uses many senses to explore and interpret the environment.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● David, who is hearing impaired, watches the other children clap at the end of a play and then claps too. ● Ahmand, who is visually impaired, feels the rag doll and says it is soft. (Initiative and Curiosity) ● When Simone hears her little sister cry, she tells Mommy that she wants her bottle. | |
| <p>Makes comparisons through everyday experiences and play.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Angel looks at the milk as the teacher pours and says, "I got more than Milly." ● Luana says, "My chain is not big. I will get more paper." (Reasoning and Problem Solving) ● Eric points to himself and signs "blue eyes" and points to his sister and signs "brown eyes". | |
| <p>Makes predictions concerning everyday experiences and play.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Marta stops playing and begins to pick up the blocks when her teacher blinks the lights. ● Kiyonna says, "Push on your play dough. Then it is flat." ● Myana signs "popcorn" and "snack time" when she smells it being popped in the kitchen. | |
| <p>Draws conclusions from everyday experiences and play.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Miss Agnes asks what happens when you push on the play dough and Kati answers, "It gets flat." ● Mitch sees the rain outside the window and says, "No outdoor play today." (Reasoning and Problem Solving) ● Karen says "next is nap" as she sits down to eat lunch. | |

Program of Studies: Big Ideas: Speaking, Listening, and Observing **Head Start Outcomes: Language Development – Listening & Understanding**
/ Science – Scientific Skills and Methods; NCTM Standards for School Mathematics: Problem Solving; Representation

| English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process. | |
|--|------------------------------------|
| Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Participates actively in story time.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● While listening to “The Very Hungry Caterpillar” Jason asks, “Do caterpillars have teeth?” ● Christy signs, “...caps, caps for sale, fifty cents a cap...” as the teacher reads the story. ● Michael acts out “Goldilocks and the Three Bears” with others in the class. ● Drew draws pictures of three little pigs and a big bad wolf after hearing the story. (Engagement and Persistence) | |
| <p>Chooses reading activities.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● During free time, Ingrid chooses to join a small group that is listening to a story. ● Mark wants to play “library” with his sister and asks Mom if he can line his books up on the couch. ● Jacques chooses a Braille copy of the book “Ferdinand” to explore while he rests. (Engagement and Persistence) | |
| <p>Responds to reading activities with interest and enjoyment.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Adam claps and smiles when his teacher chooses his favorite book to read. ● Cassidy shows her grandmother her favorite page in her storybook and they both laugh at the rabbit jumping high in the air. (Engagement and Persistence) ● When Daddy took Carrie to the library she asked to bring home several books to read. | |

Program of Studies: Big Ideas: Developing an Initial Understanding (Reading)

Head Start Outcomes: Literacy – Book Knowledge & Appreciation

| English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process. | |
|---|------------------------------------|
| Benchmark 3.2: Shows interest and understanding of the basis concepts and conventions of print . | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Handles books correctly, showing increasing skills in print directionality.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Erin looks at pages of a known storybook, turning the pages one at a time and going from front to back. ● Ashlyn “reads” a book, following the print from left to right, and top to bottom. ● Damon picks a book that is upside down and turns it over correctly to look at the pictures and “reads” the story. (Initiative and Curiosity) | |
| <p>Understands that print has meaning.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Billy’s teacher has labeled all materials and equipment in the classroom. While standing in front of the gerbil cage, Billy point to label and says, “That means gerbil.” (Initiative and Curiosity) ● Barb points to the words (not the pictures) as she “reads” the story using some incorrect words. ● Yolanda points to another child’s name card and says, “Alex.” ● Nicky recognizes and “reads” environmental print (McDonalds, Kroger, K-Mart, etc.). ● Marco takes the Braille book to his teacher and asks what a word means. | |

Program of Studies: Big Ideas: Forming a Foundation (Reading)

word as a unit of print.

Head Start Outcomes: Literacy – Print Awareness & Concepts *Recognizes a

| English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process. | |
|--|------------------------------------|
| Benchmark 3.3: Demonstrates knowledge of the alphabet. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Recognizes some letters of the alphabet.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Erin recognizes some letters in her name. As she is walking down the hall, she points to EXIT sign and says, "That's like my name!" ● Rudy recognizes some letters in environmental print ("d" in door, "s" in stop). (Initiative and Curiosity) ● When looking at the magnetic letters, Alex picks up the "A" and says, "That's in my name." | |
| <p>Recognizes some letters and words in print.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● As his Mommy is looking at the book with him, Calvin points to the letter "C" and signs "C". ● Ilesha is able to read "The End," "Goldilocks" and other frequently seen words. ● Jon picks out his name on the computer icon screen and says "That's my name." (Initiative and Curiosity) | |
| <p>Identifies some known letters of the alphabet in familiar and unfamiliar words.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● When looking at a book, Becky points to the "B" says, "That "B" is in my name." ● When holding a "J" magnet letter, Suzy says, "That letter is in John's name." ● Allie feels the Braille letters on her name card and says, That's me...A-I-I-i-e." (Initiative and Curiosity) | |

Program of Studies: Big Ideas: Forming a Foundation (Reading)

Head Start Outcomes: Literacy – Alphabet Knowledge *Identifies 10 letters of the alphabet, especially those in their name. *Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

| English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process. | |
|--|------------------------------------|
| Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Recognizes rhyming words.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● While reading Dr. Seuss' <i>Hop on Pop</i>, Miss Janet asks, "What rhymes with "pop?" and Aaron responds, "top." (Engagement and Persistence) ● Jerry plays a game with his name: "Jerry, berry, Mary." ● Casey repeats "hill, Jill, hill, Jill", after the teacher reads "Jack and Jill went up the hill." | |
| <p>Recognizes sounds that match.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Megan says, "Baby and bat start the same." ● During morning circle, David says, "David and Danielle start with d." ● Dawn says "dog and hog sound the same". (Reasoning and Problem Solving) | |
| <p>Produces a rhyming word.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● T.C. provides a rhyming word at the end of poem line he has not yet heard. "I have a cat whose name is Matt, he has a ball he likes to bat. The other day he wore a _ _ (hat)." ● While singing a song with rhyming words, such as "The Ants Go Marching One by One," a child makes up other rhyming words: "The ants had fun. The ants got none." | |
| <p>Discriminates separate syllables in words.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● During circle, Imani claps syllables in classmates' names. ● The teacher has demonstrated throughout the year, dividing words by syllable, such as "De-cem-ber," Sam can correctly count the number of syllables in the names of other months. (Reasoning and Problem Solving) | |

| English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process. | |
|--|------------------------------------|
| Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness. (continued) | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Makes some letter-sound connections.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Gavin sees the letter “D” on a block, points to the “D” and says, “This is for Daddy.” (Reasoning and Problem Solving) ● Maisie says, “Michael, ‘M’ starts your name, too.” ● Tatianna says, “My name starts with a T sound”. | |
| <p>Identifies some beginning sounds.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Ashlyn says, “Butterfly starts with /b/. ● When the teacher shows the letter “s” Samantha says, “My name starts with /s/. ● Caitlyn says, “My name is like cat, both words start with a c.” | |

Program of Studies: Big Ideas: Forming a Foundation (Reading)
with written words.

Head Start Outcomes: Literacy – Phonological Awareness *Associates sounds

| English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process. | |
|---|------------------------------------|
| Benchmark 3.5: Draws meaning from pictures, print, and text. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Names features of a picture.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Alana looks at a poster and says, "That's a dog. He's brown." (Initiative and Curiosity) ● Bryan says, "I drew a picture of my house. It has two windows and a door." | |
| <p>Uses illustrations to tell major events of a story.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Nina points to characters in a book stories as she tells (recalls) what they did in the story. ● Juan likes to put the picture story cards in the right order so that it tells a story. ● After the teacher reads the first part of <i>A People House</i>, Johann finishes the story by "reading" the pictures. (Engagement and Persistence) ● Micah looks at the picture on the following page and guesses what will happen next in the story. | |
| <p>Understands that text has a specific meaning.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Raymond looks at the label above the door and says, "That word is door." ● Beth plays with alphabet blocks or magnetic letters to make 'words'. ● Luke runs his finger under lines of print, imitating 'reading'. ● When looking at "Brown Bear, Brown Bear," Carter points to the text with his finger and says, "Purple cat, purple cat, what do you see?" (Engagement and Persistence) ● While Dad reads <i>The Polar Express</i>, Amy asks, "Where is the train going?" | |

Program of Studies: Big Ideas: Forming a Foundation (Reading); Interpreting Text (Reading); Demonstrating a Critical Stance (Reading)

Head Start Outcomes: Literacy – Print Awareness & Concepts

| English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process. | |
|--|------------------------------------|
| Benchmark 3.6: Tells and retells a story. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| Imitates act of reading in play. Examples: <ul style="list-style-type: none"> ● Chris pretends to read a book to a doll in the housekeeping area. (Initiative and Curiosity) ● Yolanda pretends to read the “Daily Message” that was written by the teacher earlier in the day. ● Reese “reads” the classroom rules to his friend Claire. | |
| Acts out main events of a familiar story. Examples: <ul style="list-style-type: none"> ● Tom is wearing overalls and says, “I’m Corduroy.” ● Andy puts pegs in a pegboard to build a birthday cake for Frances. ● LaChelle says, “I’m Goldilocks, you’re the mama bear, you’re the papa bear, and you’re the baby.” ● Mira and Joey act out “Five Little Monkeys” using puppets. (Engagement and Persistence) | |
| Uses pictures and illustrations to tell and retell a story. Examples: <ul style="list-style-type: none"> ● Sevin uses flannel board characters to tell the story of “The Three Questions.” (Engagement and Persistence) ● Logan draws pictures of the big bad wolf blowing down the straw house. ● Clarence tells a story to his friend Amanda using pictures from a trip to the zoo. | |
| Uses prior experience to help make sense of stories. Examples: <ul style="list-style-type: none"> ● When the teacher read “Arthur’s Tooth” Meisha said, “I lost my tooth.” ● After hearing <i>The Snowy Day</i>, Leandra said, “My brother and me made snow angels.” ● Jim tells about his train trip after reading <i>Freight Train</i>. (Reasoning and Problem-Solving) | |

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.**Benchmark 3.6: Tells and retells a story. (continued)**

| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
|---|------------------------------------|
| <p>Retells a story including many details and draws connections between story events.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● After hearing the story of “Pepe the Bull” Phillip tells the story to the stuffed animals in the quiet area. (Engagement and Persistence) ● The caregiver told the story of the three little pigs during large circle time, then asked Molly, “Why did the house fall down?” Molly goes to the block area, builds a house, knocks it down and she plays, “The Three Little Pigs.” ● The class re-enacted the story of <i>Stone Soup</i> in dramatic play. On the playground, Ben found the perfect rock. | |

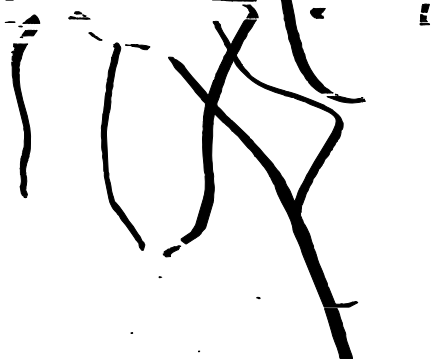
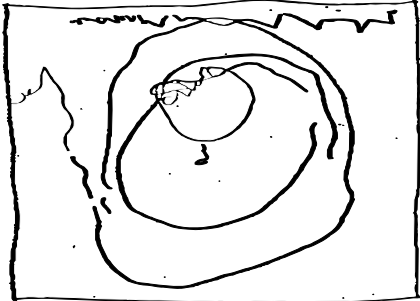
Program of Studies: Big Ideas: Reflecting and Responding to Text (Reading)

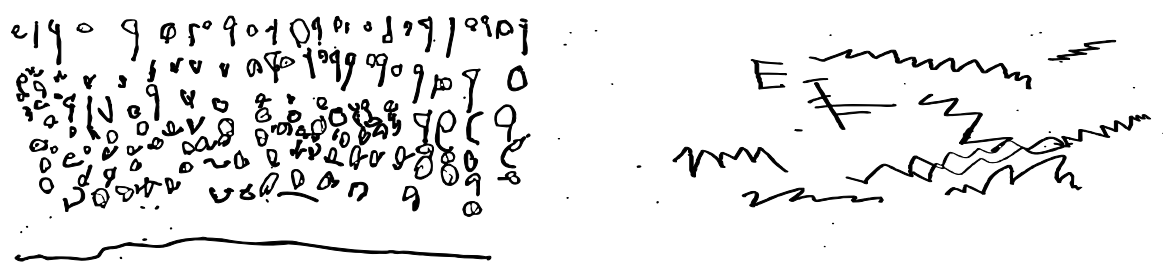
Head Start Outcomes: Literacy – Book Knowledge & Appreciation

| English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process. | |
|---|------------------------------------|
| Benchmark 4.1: Understands that the purpose of writing is communication. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Understands that an oral message can be represented by written language.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● In the housekeeping center, Sam “writes” down Billy’s lunch order (using scribbles and symbols). ● Luisa “rereads” the book she has written (using different words than previously used). ● Tyler writes a sign naming his block structure. (Initiative and Curiosity) | |
| <p>Understands there is a way to write that conveys meaning.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Tonya asks her teacher, “Will you write, ‘This is my house?’” ● His teacher offers to write a message on a drawing. Kiley says, “Write, ‘I love my dog.’” (Engagement and Persistence) ● Joshua asks his teacher to write a note to his mom. When she asks what is should say, Joshua says, “Tell her I have been good at school today.” | |
| <p>Understands that once an oral message is written it reads the same way every time.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Zaylen recognizes the message written by his teacher on one of his drawings and “reads” it to Justin. ● During Calendar Time the teacher writes “Tuesday” on the chart, later in the day Millie says, “That says, ‘Tuesday.’” ● Tommy reads the sign above the door to his friend Emma. “That says ‘exit.’” (Engagement and Persistence) | |

Program of Studies: Big Ideas: Writing Content

Head Start Outcomes: Literacy – Early Writing

| English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process. Benchmark 4.2: Produces marks, pictures, and symbols that represent print and ideas. | |
|---|------------------------------------|
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Labels pictures or produces simple texts using scribble writing.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Lynley scribbles and says "this is me." (Engagement and Persistence) ● Tracy likes to write her name at the top of the different kinds of paper she uses.  | |
| <p>Labels pictures or produces simple texts using letter-like forms.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Andre's writing includes lines and circles. ● Sybil draws a circle and says it is a dog. (Engagement and Persistence)  | |

| English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process. Benchmark 4.2: Produces marks, pictures, and symbols that represent print and ideas. (continued) | |
|---|------------------------------------|
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Uses scribble writing or letter-like forms to represent words or ideas.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Burton produces small and large shapes that represent writing letters and words. ● Elena “reads” or “spells” aloud while writing letter-like marks. (Initiative and Curiosity)  | |
| <p>Writes recognizable letters.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Yo Lee writes strings of random letters such as: z, E, t, o. ● Liz writes some letters from her name. ● Valerie labels her block building with a sign that says “zoo.” | |
| <p>Writes familiar words.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Amy writes her name from her name card on the table (letters may or may not be in correct sequence or position). ● Karem writes name or words that are meaningful to him: I love you. Mom. Dad. dog, etc. (Engagement and Persistence) | |

Program of Studies: Big Ideas: Writing Content; Writing Conventions

Head Start Outcomes: Literacy – Early Writing

| English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process. | |
|--|------------------------------------|
| Benchmark 4.3: Explores the physical aspect of writing. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Uses tools for writing and drawing. Examples:</p> <ul style="list-style-type: none"> ● Kim uses a stick to draw a picture in the sand. (Initiative and Curiosity) ● Tyler uses markers to draw. ● Dora uses a pencil to make marks on paper. | |
| <p>Experiments with grasp when using a variety of writing tools. Examples:</p> <ul style="list-style-type: none"> ● Carlito picks up a pencil with a fist grasp. ● Hans uses a pencil with a finger-grasp. ● Crystal grasps a paintbrush at the easel. (Initiative and Curiosity) | |
| <p>Adjusts body position when writing. Examples:</p> <ul style="list-style-type: none"> ● After painting a picture at the table, Caleb moves to a comfortable position to write his name. ● Jose moves from trying to write while lying on the floor to a table. ● Andrea places the pencil in her right hand to write her name. | |
| <p>Adjusts paper position when writing. Examples:</p> <ul style="list-style-type: none"> ● Alexander moves the paper to a comfortable position. ● Miquel holds paper with non-writing hand. ● Jennifer asks for a book to put her paper on while writing a letter to her mom in the reading center. (Reasoning and Problem-Solving) | |
| <p>Shows some evidence of directionality (top to bottom, left to right). Examples:</p> <ul style="list-style-type: none"> ● Jimmy copies the letters of his name. ● Randall writes the first two letters of his name left to right, then writes the third letter in the bottom left-hand corner of the page. ● Dareen progresses to writing left to right with letters in correct order. (Engagement and Persistence) ● Julie places stickers from left to right on her paper. | |

| Health/Mental Wellness Standard 1: Demonstrates health/metal wellness in individual and cooperative social environments. | |
|---|------------------------------------|
| Benchmark 1.1: Demonstrates independent behavior. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Follows routines independently. Examples:</p> <ul style="list-style-type: none"> ● Meija throws away her cup and napkin after snack. ● Tad wheels his wheelchair to the art center during self-selection time to use the easel. (Initiative and Curiosity) ● Without a reminder, Scott turns off the tape recorder after listening to a story. | |
| <p>Takes care of personal health/safety needs with adult support as needed. Examples:</p> <ul style="list-style-type: none"> ● Melvin goes to the water fountain when thirsty. ● Nina goes to the bathroom without prompting. ● Carlos covers his mouth when he coughs and then washes his hands after the teacher reminds him. ● In the dramatic play center, DaShon explains to Sarah, "We don't go with strangers." (Engagement and Persistence) | |
| <p>Identifies healthy food choices. Examples:</p> <ul style="list-style-type: none"> ● Myra dishes peas onto her own plate and tells her Mom, "This helps you grow." ● Kianna cuts pictures of healthy foods out of a magazine. ● After lunch, the teacher uses the food pyramid to identify what categories of food the class had for lunch. Aiden can tell her that green beans are in the vegetable group. (Reasoning and Problem-Solving) | |
| <p>Describes self using several basic characteristics (first and last name, gender, age, family, talents, skills, etc.). Examples:</p> <ul style="list-style-type: none"> ● In the housekeeping area, Shirley tells Abe, "I can be the Mommy. I'm a girl." ● Regina says, "I'm four years old, and I can run really fast! And I'm a good drawer, too!" (Engagement and Persistence) ● "My name is Dajun Cho. I live with my mommy." | |

| Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments. | |
|--|------------------------------------|
| Benchmark 1.1: Demonstrates independent behavior. (continued) | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| Uses materials in a self-directed manner. Examples: <ul style="list-style-type: none"> ● Tamika chooses one book to read from among several choices. ● Mustafa uses paper, tape, and glue to create a dinosaur book during choice time. (Engagement and Persistence) ● Abby puts the caps back on the markers after she is finished drawing. | |

Program of Studies: Big Ideas: Personal Wellness (Health Education) – Primary Skills and Concepts – Personal and Physical Health; Personal Wellness (Health Education) – Primary Skills and Concepts – Communicable, Non-Communicable and Chronic Diseases Prevention; Nutrition (Health Education); Safety (Health Education); Lifetime Physical Wellness (Physical Education)

Head Start Outcomes: Approaches to Learning – Initiative & Curiosity, Engagement & Persistence/Physical Health & Development – Health Practices & Status

| Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments. | |
|--|------------------------------------|
| Benchmark 1.2: Shows social cooperation. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Plays alongside rather than with other children.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Kevin plays with blocks in the block area while Steven plays with trucks in the same area. (Engagement and Persistence) ● In the housekeeping area, Matt irons clothes and Kira cooks dinner and feeds the baby. Each child completes this play individually without communication with each other. | |
| <p>Plays in groups or pairs based on similar interest.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● As Troy watches a game of soccer, he hesitantly runs up and kicks the ball. ● Margaret offers a car to Luis when he sits down beside her. ● Mitchell asks Paul to play Candy Land. (Engagement and Persistence) ● Jimmy, Melanie, and Tanisha like to run and play chase together regularly during outside time. | |
| <p>Makes and maintains a friendship with at least one other child.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Myra sits by Sue when she comes in the classroom and gives her a hug. ● Kimmi refers to Luke as "my friend." ● Miriam and Tasha regularly choose each other as partners. ● Kyle and Barry are inseparable at the park. (Engagement and Persistence) | |
| <p>Participates in everyday classroom activities, may need adult direction.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Kristin listens to peers during group sharing. (Initiative and Curiosity) ● The teacher asks Luis if he wants to go outside or continue playing at the water table. Luis quietly puts down toys and goes outside. ● When the teacher tells Josh that he is the leader today. He says, "It is my turn?" ● At circle time, Brittany says, "Jinna is not here." Mark asks if she is sick. Crystal sings with the teacher during clean-up. | |

| Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments. | |
|---|------------------------------------|
| Benchmark 1.2: Shows social cooperation. (continued) | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Works in small group situations with teacher support.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Marty marches around the room with the other children as the music plays. ● Crystal plays "Duck, Duck, Goose" during group time. (Engagement and Persistence) ● Maurice, Tran, and Bryan create and play music for their teacher, Ms. Anne. ● Jenny and DaShon build a castle while Ms. Debbie helps find more blocks. | |
| <p>Manages transitions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Callie says good-bye to her Dad at the door then runs over to join some children playing with blocks. ● Eric begins to pick up toys when his caregiver starts to sing the clean-up song. ● Matt uses the routine of a wave at the window to his Mom when she leaves for work. ● Mario moves from free playtime to small group time with ease and confidence. (Initiative and Curiosity) | |
| <p>Connects consequences to a specific behavior but may not understand why the behavior warrants the consequence.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Celia says that Mommy will be mad if she goes in the street. When asked why, she states, "She does not want me to." ● The preschool program recognizes perfect monthly attendance by handing out a certificate and a prize, but when given the award, Mark cannot state why he is receiving it. | |
| <p>Accepts the consequences of one's own actions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Johnny knocks sand off the table and cleans it up. (Reasoning and Problem Solving) ● When scattered puzzle pieces are found on the floor, Trina says, "I did it." ● Michael smiles when his Daddy praises his painting. | |

| Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments. | |
|--|------------------------------------|
| Benchmark 1.2: Shows social cooperation. (continued) | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Can identify feelings, likes and dislikes, but may not be able to explain why.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Cierra says, "I love ice cream." ● Janie tells her Mommy that she feels sad at child care. When asked what is wrong, Janie says, "I don't know." (Reasoning and Problem Solving) ● Lulu says she likes to play with the trucks, but not the blocks. | |
| <p>Communicates emotions to peers in an appropriate manner.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Katrina says, "No!" when Mike tries to take a toy away. ● Amy pats Mikey when he is crying. ● Jacques tells Tran, "I don't like it when you push me!" (Engagement and Persistence) ● Jalen hugs Matthew when its time to go home. | |

Program of Studies: Big Ideas: Personal Wellness (Health Education) – Primary Skills and Concepts – Social, Mental and Emotional Health; Safety and Ethical /Social Issues – Primary Skills and Concepts – Social Issues; Government and Civics; Lifetime Physical Wellness (Physical Education); Employability Skills; Consumer Decisions

Head Start Outcomes: Social Emotional Development – Self Concept, Self Control, Cooperation, Social Relationships

| Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments. | |
|--|------------------------------------|
| Benchmark 1.3: Applies social problem solving skills. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Uses simple strategies to appropriately solve problems by self and within a group.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Germaine gets the teacher when her juice is knocked over. ● Marta asks the teacher for help when Sheri paints on her picture. ● Larry wants the car Tre' is playing with, he asks him to trade cars. ● When Lee cannot get her scissors to cut paper, she goes to the cubby and gets another pair. (Reasoning and Problem Solving) | |
| <p>Uses multiple strategies to solve problems.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Craig tries to tie his shoe by himself. After no success, he asks his friend Molly to help. He then asks Ms. Stephanie. ● Adam's block tower keeps falling over. He tries taking some of the blocks off. When it falls again, he props it against the shelf. (Reasoning and Problem Solving) ● Maya tries to get other children to join her in the housekeeping area. She asks Sarah if she wants to play. When she gets no response she says, "You can be the Mommy." | |
| <p>Provides simple but acceptable reasons for ideas in solving problems.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Sylvia says, "We need more crayons. There's not enough." ● At lunchtime, Emily says, "I didn't get a straw because the box is empty. We need another box." (Reasoning and Problem Solving) | |
| <p>Asks for help from other sources when solving social and/or cognitive problems.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Kara is having a difficult time putting on pants. She asks Mommy to help. ● Brady tries to put together the puzzle and after a couple of minutes, asks Grandma for help. ● Myla asks for help when Haley takes the fire truck from her. The girls agree to share the fire truck after a discussion with Mr. Scott about cooperation. (Reasoning and Problem Solving) | |

Program of Studies: Big Ideas: Cultures and Societies

Head Start Outcomes: Approaches to Learning – Reasoning & Problem Solving

NCTM Standards for School Mathematics: Problem Solving

| Health/Mental Wellness Standard 1: Demonstrates health/metal wellness in individual and cooperative social environments. | |
|--|------------------------------------|
| Benchmark 1.4: Shows a sense of purpose (future-hopefulness) | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Accepts setbacks without giving up.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Willy works several minutes on a puzzle. When he cannot get the last piece to fit, he asks the teacher to help him. Then he puts it in himself. ● Dominique persists in building a bridge after it has fallen down several times. (Engagement and Persistence) ● Kelly tries to walk a little further each time she walks on the balance beam. | |
| <p>Attends to task.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Mary gets the snap beads from the shelf. She works until she makes a necklace. ● Sharla works on a difficult puzzle. ● Juan starts and completes several levels of play on the computer counting activity. (Engagement and Persistence) | |
| <p>Sets short term goals.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● After the cooking project, Larry suggests feeding the carrot scraps to the class rabbit. ● Cory makes a plan to work in the dramatic play area. ● During lunch Phillipe says, "I will see grandma after school. I want to make cookies at her house." (Reasoning and Problem Solving) | |
| <p>Projects self into the future.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● After making a paper necklace, Felicia says, "I can wear this at Grandma's." ● Rashik draws a picture of a doctor and says, "I'm going to help people in a hospital when I grow up." (Reasoning and Problem Solving) ● "I can play basketball when I get big," says Amanda. | |

| Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments. | |
|---|------------------------------------|
| Benchmark 1.4: Shows a sense of purpose (future-hopefulness) (continued) | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| Demonstrates self-confidence through interactions. Examples: <ul style="list-style-type: none"> ● Dudley shares a favorite book from home. ● Tanisha tells her Daddy, "I built it all by myself." ● After a few weeks at school, Quentin readily joins in the songs at circle time with smiles and enthusiasm. (Engagement and Persistence) | |

*Program of Studies: Big Ideas: Employability Skills
Control, Cooperation, Social Relationships*

Head Start Outcomes: Social Emotional Development – Self Concept, Self

| Math Standard 1: Demonstrates general skills and uses concepts of mathematics. | |
|--|------------------------------------|
| Benchmark 1.1: Demonstrates an understanding of numbers and counting. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| Imitates rote counting using the names of the numbers. Examples: <ul style="list-style-type: none"> ● During a game Benjamin copies an adult who says, "One, two, three!" ● As her teacher places crackers on her plate, Emily says, "One, four, six." (Engagement and Persistence) | |
| Counts in sequence to 5 and beyond. Examples: <ul style="list-style-type: none"> ● Yandi counts correctly, "One, two, three, four, five..." ● Andre counts as he climbs the stairs, "One, two, three, four, five, six, seven, eight..." (Engagement and Persistence) ● Olivia signs the number of blocks she stacked during small group time. | |
| Arranges sets of objects in one-to-one correspondence. Examples: <ul style="list-style-type: none"> ● Cami sets table so that each person gets one napkin and one plate. (Reasoning and Problem Solving) ● Evan puts one paper in each child's cubby. ● Adam gives each friend one cookie. | |
| Understands that a single object is always "one" regardless of size, shape, other attributes. Examples: <ul style="list-style-type: none"> ● Reagan says, "There is one big rock and one little rock." ● Steven always identifies a single puzzle piece as "one." ● When her therapists asks, "Show me one block." Kendra picks up, points, nods, or touches a single block. (Reasoning and Problem Solving) | |
| Counts concrete objects to 5 and beyond. <ul style="list-style-type: none"> ● Mykala counts 5 blocks in the block center. ● Elian says the next number (7) when Caleb counts beads, "One, two, three, four, five, six..." (Engagement and Persistence) ● Stanesha counted the puzzle pieces. There were 9. | |

| Math Standard 1: Demonstrates general skills and uses concepts of mathematics. | |
|---|------------------------------------|
| Benchmark 1.1: Demonstrates an understanding of numbers and counting. (continued) | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Uses math language to express quantity in everyday experiences.</p> <ul style="list-style-type: none"> ● Myra tells her friend, "Look, there are two cookies left." (Reasoning and Problem Solving) ● Adrian recognizes that there are four blocks on the rug without counting them. ● While playing outside, Saveem and Crystal count the number of jumps it takes to move from one area to another. | |
| <p>Compares concrete quantities to determine which has more.</p> <ul style="list-style-type: none"> ● In the block center Liam looks over at art center and says, "There are more kids over there." (Reasoning and Problem Solving) ● During snack, Tamika says, "She has more cereal." ● Jay said, "I used more blocks than you. My building is taller." | |
| <p>Recognizes that a set of objects remains the same amount if physically rearranged.</p> <ul style="list-style-type: none"> ● April counts three blocks in a vertical line and three blocks in a horizontal line and recognizes that each row contains three blocks. ● There are five raisins close together in one line and five raisins spread apart in another. Kelly tells his Dad that here is the same number of raisins in each line. (Reasoning and Problem Solving) | |
| <p>Realizes that the last number counted is the total amount of objects.</p> <ul style="list-style-type: none"> ● Samatha says, "One, two three; three children on the swings." (Reasoning and Problem Solving) ● At snack time Mykala says, "There are five straws." ● Emily counted her fingers and said, "I have 5 fingers on each hand." | |
| <p>Recognizes some numerals and associates number concepts with print materials in a meaningful way.</p> <ul style="list-style-type: none"> ● Nicki sees a five on the calendar and says, "That's a 5." ● Cory counts the number of dogs on the page of a picture book. (Reasoning and Problem Solving) | |
| <p>Names and writes some numerals.</p> <ul style="list-style-type: none"> ● Lu writes a four while working in the writing center. ● Royce says, "That 4 was on my birthday cake." | |

Program of Studies: Big Ideas: Number Properties & Operations – Primary Skills & Concepts – Number Sense; Number Operations

Head Start Outcomes: Number & Operations NCTM Standards for School Mathematics: Number and Operations; Communication; Connections; Representation

| Math Standard 1: Demonstrates general skills and uses concepts of mathematics. | |
|---|------------------------------------|
| Benchmark 1.2: Recognizes and describes shapes and spatial relationships. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Recognizes some basic shapes.</p> <ul style="list-style-type: none"> ● The teacher says, "Show me a circle," and Kenniah points to a circle on the table. ● Ms. Jamie says, "Put the square block in the right hole, and Sammy puts the square block in the correct hole. (Reasoning and Problem Solving) ● Alisha looks at a picture with many overlapping shapes and finds the individual shapes of circles, triangles and squares. | |
| <p>Creates and duplicates shapes.</p> <ul style="list-style-type: none"> ● Shelby builds a "city" using the construction blocks. (Engagement and Persistence) ● Ellie looks at a rectangle and puts two square blocks together to make a rectangle. (Reasoning and Problem Solving) | |
| <p>Completes simple puzzles.</p> <ul style="list-style-type: none"> ● Cary chooses the puzzles with knobs that have one shape for each knob. ● Elise can complete the 5 piece puzzle with circle, square, oval, rectangle, and triangle shapes. ● Taylor and Maria take turns putting together 10 and 12 piece interlocking puzzles. (Reasoning and Problem Solving) | |
| <p>Identifies shapes.</p> <ul style="list-style-type: none"> ● Shayla says, "The door is a rectangle." ● Amanda points at the library window and says, "That's a square." ● Julie draws a heart on her paper and says, "I like hearts". (Engagement and Persistence) | |
| <p>Recognizes parts of a whole.</p> <ul style="list-style-type: none"> ● Juan says, "This is part of an apple." ● Curt says, "This piece belongs to the cat puzzle." ● Shawna told her teacher she needed the top to the paint container. | |

| Math Standard 1: Demonstrates general skills and uses concepts of mathematics. | |
|--|------------------------------------|
| Benchmark 1.2: Recognizes and describes shapes and spatial relationships. (continued) | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Recognizes the position of objects.</p> <ul style="list-style-type: none"> ● Louis finds the markers when told they are on the shelf next to the pink paper. ● The teacher says, "Show me the one on the bottom," and Damon points to the correct object. (Engagement and Persistence) ● When asked, Kayla goes and gets the book that's on the table. | |
| <p>Uses words that indicate directionality, order and position of objects.</p> <ul style="list-style-type: none"> ● Hector puts his hands on his head in response to a movement song. ● Caleb says, "The ball is under the table." ● Tran says, "I put the green car first and the blue car last." (Reasoning and Problem Solving) | |

Program of Studies: Big Idea: Number Properties and Operations – Primary Skills and Concepts – Number Sense; **Geometry** – Primary Skills and Concepts – Shapes and Relationships; **Psychomotor Skills (Physical Education)**

Head Start Outcomes: Geometry & Spatial Sense; NCTM Standards for School Mathematics: Geometry; Communication; Representation

| Math Standard 1: Demonstrates general skills and uses concepts of mathematics. | |
|---|------------------------------------|
| Benchmark 1.3: Uses the attributes of objects for comparison and patterning. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| Matches objects. <ul style="list-style-type: none"> ● Edie matches a red bead to a picture of a red bead. ● RaShonda fits the circle and the triangle into the form board. ● Natalie put the shapes in the shape sorter. (Reasoning and Problem Solving) | |
| Sorts objects by one or more attributes. <ul style="list-style-type: none"> ● Tamara places all the green objects in a bucket. ● Skylar places all the red stars in a box and all the blue ovals in another box. (Reasoning and Problem Solving) ● Myra places pennies in one cup and nickels in another cup. | |
| Describes objects by one or more attributes. <ul style="list-style-type: none"> ● "That is a square," states Mitchell. ● Marco says, "That's a big blue triangle." (Engagement and Persistence) ● When Ryan sees mixed coins he points and says, "These are pennies." | |
| Recognizes, duplicates, and extends simple patterns. <ul style="list-style-type: none"> ● When walking down the hallway, Desiree says, "It's red, blue, red, blue, red, blue on the floor." (Engagement and Persistence) ● Ashley makes a bracelet using beads as seen in a picture. ● When creating a zoo in the block center, Chance and Joshua made a pattern of blocks around the outside. | |
| Creates original patterns. <ul style="list-style-type: none"> ● Using blocks Gregory makes a path of square, square, rectangle. ● When cutting and putting together a paper chain, Lindy creates a color pattern and says to her caregiver "This is red, blue, yellow, red, blue, yellow, red, blue, yellow." (Reasoning and Problem Solving) | |

Program of Studies: Big Idea: Geometry – Primary Skills & Concepts – Shapes & Relationships; **Measurement** – Primary Skills & Concepts – Measuring Physical Attribute; **Algebraic Thinking** – Primary Skills & Concepts – Patterns, Relations & Functions

Head Start Outcomes: Mathematics – Geometry & Spatial Sense / Patterns & Measurement; **NCTM Standards for School Mathematics: Algebra; Reasoning & Proof; Communication; Representation**

| Math Standard 1: Demonstrates general skills and uses concepts of mathematics. | |
|--|------------------------------------|
| Benchmark 1.4: Use nonstandard and/or standard units to measure and describe. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Compares and orders by size.</p> <ul style="list-style-type: none"> ● Kyle says, "Chris is taller than me." ● Kaisar lines up three crayons on the table, from shortest to longest. (Reasoning and Problem Solving) ● Juan says, "This ball is bigger than yours." ● Ashanti is able to stack nesting rings by size. | |
| <p>Uses tools to explore measuring.</p> <ul style="list-style-type: none"> ● Amy pretends to measure the length of her block road with a tape measure. ● Philip uses cups, bowls and spoons in the sand table to measure (i.e., how many cups can be poured into the bowl). (Reasoning and Problem Solving) ● Jarred places objects on each side of the balance scale, manipulating objects to alter the balance. | |
| <p>Explores, compares, and describes length, weight or volume using nonstandard units.</p> <ul style="list-style-type: none"> ● Andre pours water from a small cup to a large cup. ● Tamika uses teddy bears to measure the side of a table and says, "This is 9 teddy bears long." (Reasoning and Problem Solving) ● John places objects in each side of the balance scale and says, "This truck weighs five blocks." | |
| <p>Explores, compares, and describes length, weight, or volume using standard units.</p> <ul style="list-style-type: none"> ● Using a ruler, Nora says that the paper is six inches long. ● Christi steps on the bathroom scale and asks her Mommy, "How many pounds am I?" ● Louey helps his Mom fill up the measuring cup with water to the six ounce mark when they are making cupcakes. (Reasoning and Problem Solving) | |

| Math Standard 1: Demonstrates general skills and uses concepts of mathematics. | |
|--|------------------------------------|
| Benchmark 1.4: Uses nonstandard and/or standard units to measure and describe. (continued) | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| Shows awareness of simple time concepts. <ul style="list-style-type: none"> ● LaShonda says, "In the morning we get up." ● Cory says, "At night it gets dark." (Initiative and Curiosity) ● Kimmy says that she is in school for a long time until Mommy gets off from work. | |
| Categorizes and sequences time intervals and uses language associated with time in everyday situations. <ul style="list-style-type: none"> ● Angelica says, "After lunch we go outside." ● Lucia says, "I see 'Dora the Explorer' on Saturday." | |

Program of Studies: Big Idea: Measurement – Primary Skills and Concepts – Measuring Physical Attribute

Head Start Outcomes: Mathematics- Geometry & Spatial Sense / Patterns and Measurement; NCTM Standards for School Mathematics: Measurement; Communication; Representation

| Physical Education Standard 1: Demonstrates basic gross and fine motor development. | |
|--|------------------------------------|
| Benchmark 1.1: Performs a variety of locomotor skills with control and balance. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Demonstrates body spatial awareness in relationship to stationary objects.</p> <ul style="list-style-type: none"> ● Dimitri moves around classroom furniture without bumping into anything or falling. ● Bob crawls through the tunnel and runs to the swings while avoiding bumping into the slide. (Initiative and Curiosity) ● Mary catches the bean bag that is tossed by her Mommy and then throws it through the hula hoop. | |
| <p>Walks with skill.</p> <ul style="list-style-type: none"> ● Corey walks without watching his feet and can walk backwards. ● Martha walks heel-to-toe following the crack in the sidewalk. | |
| <p>Runs with skill.</p> <ul style="list-style-type: none"> ● Luis runs at an even pace. ● Cari has mastered running skills and even challenges her Daddy to a race. (Engagement and Persistence) | |
| <p>Climbs, jumps, and/or hops with increased coordination, balance, and control.</p> <ul style="list-style-type: none"> ● Alice climbs to the top of the playground climber using the ladder stairs and placing one foot on each step as she climbs. ● Adrian tiptoes on the balance beam and jumps off about halfway along the beam. ● Using both feet, Jerry hops like a frog across the circle time rug. ● Brian hops several times on his right foot and then several times on his left foot. | |
| <p>Experiments with galloping and skipping.</p> <ul style="list-style-type: none"> ● Mr. Thomas demonstrates galloping around the playground; Mila and Jason imitate his movements. (Initiative and Curiosity) ● LaChelle skips two times but reverts to galloping across the gym floor. ● Akoia gallops with smooth movement and relative ease. | |
| <p>Uses quick stops or changes in direction to avoid contact with moving objects or other people.</p> <ul style="list-style-type: none"> ● Martin runs around a friend going the other direction on the playground. ● Sam stops abruptly in line to keep from bumping into Sarah. ● Brittany starts, stops, and turns when running to avoid crashing into things. ● Kay moves quickly to the left and then to the right while trying to kick the soccer ball. ● Jimmy turns corners and avoids obstacles while riding a tricycle. | |

Program of Studies: Big Idea: Psychomotor Skills (Physical Education)

Head Start Outcomes: Physical Health & Development – Health Status & Practices / Gross Motor Skills

| Physical Education Standard 1: Demonstrates basic gross and fine motor development. Benchmark 1.2: Performs a variety of non-locomotor skills with control and balance. | |
|---|------------------------------------|
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Executes movements that require a stable base.</p> <ul style="list-style-type: none"> ● Jose sits in a chair and raises his foot to put on a sock without falling over. ● Penelope balances on one foot. ● Camilla catches the large ball her Daddy gently throws to her. ● Jacob stands still and aims as he throws the dart ball at the Velcro target. <p>(Engagement and Persistence)</p> | |
| <p>Pushes, pulls, twists, turns, curls, balances and/or stretches with increased coordination and control.</p> <ul style="list-style-type: none"> ● Marrisa turns to chat with friend over her shoulder while pushing a toy truck back and forth. ● Zachary and Todd imitate Ms. Elaine doing twisting and pulling exercises during small group time. ● Dean pushes the tricycle Hannah is riding all the way around the circle track. <p>(Engagement and Persistence)</p> | |

Program of Studies: Big Idea: Psychomotor Skills (Physical Education)

Head Start Outcomes: Physical Health & Development – Gross Motor Skills / Fine Motor Skills

| Physical Education Standard 1: Demonstrates basic gross and fine motor development. Benchmark 1.3: Combines a sequence of several motor skills with control and balance. | |
|---|------------------------------------|
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Walks up and down stairs with alternating steps.</p> <ul style="list-style-type: none"> ● Donte walks up/down the stairs with alternating feet on the way to the library. ● Shirley comes down the stairs using alternating feet. ● Adam alternates feet while walking down stairs without holding onto the handrail. | |
| <p>Explores a variety of movements.</p> <ul style="list-style-type: none"> ● Carlee rides a tricycle while pulling Alex in the wagon behind her. ● Barbara jumps over the jump rope as Lisa and Larry hold it at knee height. ● Winston runs to catch the tee ball as the batter pops it up in the air. (Engagement and Persistence) ● Josh gallops around the room as he waves the scarf to create patterns (shapes) in the air. ● Makala runs up to kick the playground ball as it is rolled to her. | |

Program of Studies: Big Idea: Psychomotor Skills (Physical Education)

Head Start Outcomes: Physical Health & Development – Gross Motor Skills

| Physical Education Standard 1: Demonstrates basic gross and fine motor development. | |
|--|------------------------------------|
| Benchmark 1.4: Performs fine motor tasks using eye-hand coordination. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Explores and manipulates objects in a variety of ways.</p> <ul style="list-style-type: none"> ● Billy stacks 10 blocks to make a wooden tower. (Engagement and Persistence) ● Mykala fills cups using spoons and shovels at the sand table. ● Taylor builds structures using bristle blocks. ● Andy puts his sneakers on both feet correctly. | |
| <p>Uses tools appropriately.</p> <ul style="list-style-type: none"> ● Margaret hits nails and pegs with a wooden hammer. ● Keshon uses a spoon and a fork at lunchtime. ● April uses scissors to snip paper and cut out magazine pictures; edges are jagged and not always accurate. (Initiative and Curiosity) ● Yolanda draws and colors using crayons, markers, and pencils. ● After lunch, Sukie puts toothpaste on her toothbrush and brushes her teeth. | |
| <p>Exhibits increasing strength and control.</p> <ul style="list-style-type: none"> ● Claire rolls small bits of clay into balls and "snakes," then smashes them flat. ● Cecilia uses a rolling pin, cookie cutters and a hammer to make a clay rabbit. ● Rudy is able to snap the snaps on a dressing board. ● Craig uses a paper punch and stapler to make a book. (Initiative and Curiosity) ● Luis pours juice into cups with minimum spilling. | |
| <p>Performs tasks using more refined and dexterous motions.</p> <ul style="list-style-type: none"> ● Nora puts small wooden beads on a string to make a necklace. ● Jill controls the movement of a marker to create some shapes and letters. ● Bo buttons and zips his clothes and attempts tying his shoes. (Engagement and Persistence) ● Nina cuts on or close to a line. ● Sarah paints a picture of her family. | |

Program of Studies: Big Idea: Psychomotor Skills (Physical Education)

Head Start Outcomes: Physical Health & Development – Fine Motor Skills

| Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity). | |
|---|------------------------------------|
| Benchmark 1.1: Explores features of environment through manipulation. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Uses all five senses to examine objects with attention to detail.</p> <ul style="list-style-type: none"> ● At the science center, Jessica sniffs the containers to try and guess the identity of objects from the smell. ● Louise shakes sound boxes and listens for differences in sounds. (Initiative and Curiosity) ● Deidra points to a stripe on a blue fish in the aquarium, and says, "That's not like the orange fish." ● Sam reaches in the "feeling" box and signs, "That's a pencil!" ● Justin tastes the sugar cube and tells the teacher that it is sweet. | |
| <p>Describes objects in the environment using properties of objects.</p> <ul style="list-style-type: none"> ● Clint says, "The green caterpillar has a black stripe. It has lots of legs. It's longer than my finger. It tickles." (Reasoning and Problem Solving) ● Melissa draws a picture of the classroom fishbowl and fish. She tells her Mom that the fish is little and blue. ● Micah tells Ms. Amber that Casey, the classroom rabbit, is soft. | |
| <p>Describes objects in terms of similarities or differences.</p> <ul style="list-style-type: none"> ● Lesha says, "This truck has three wheels. All the rest have four." (Reasoning and Problem Solving) ● Jeff says, "This block is red. This block is blue." ● Kaleigh says, "The rabbit is soft. The turtle is hard." ● Emily says, "I want the phone and the markers - they are my favorite color- pink." | |

Program of Studies: Big Idea: Structure & Transformation of Matter (Physical Science); Motion & Forces (Physical Science); The Earth & the Universe (Earth/Space Science); Energy Transformation (Unifying Concepts)

Head Start Outcomes: Science – Skills and Methods / Knowledge; Approaches to Learning – Initiative & Curiosity / Engagement & Persistence / Reasoning & Problem Solving; NCTM Standards for School Mathematics: Algebra; Problem Solving; Reasoning & Proof; Communication; Representation

| Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity). | |
|---|------------------------------------|
| Benchmark 1.2: Investigates simple scientific concepts. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Asks simple scientific questions.</p> <ul style="list-style-type: none"> ⊕ While looking at a bug book, Andrew asks, "Where's his mouth?" as he points to a fly. (Initiative and Curiosity) ⊕ Blaise asks, "Why do leaves fall off trees?" ⊕ Kaycee asks, "Where does the sun go at night?" ⊕ D'Shawn questions the teacher about what the fat ball will become when he looks at the flower bulb. | |
| <p>Observes and/or manipulates objects and events to answer simple scientific questions.</p> <ul style="list-style-type: none"> ⊕ Kyra picks up the pinecone and signs that it is sticky. ⊕ While exploring with water and objects, Taneka states, "The rock sinks. The cork floats." ⊕ Gregory says, "The water will get cold and turn to ice in the freezer." (Reasoning and Problem-Solving) ⊕ Lila explains to her Mom that they have to water the flower seeds so that they will grow. | |
| <p>Identifies objects that influence or affect other objects.</p> <ul style="list-style-type: none"> ⊕ Angie tells Ms. Pat that, "The freezer made the water be ice." ⊕ "The sun makes the ice melt," adds Shelby. ⊕ Noah tells his friend Allen, "We can't go outside to play, the rain made the grass wet." (Reasoning and Problem-Solving) ⊕ Gloria tells the teacher that the magnet can pick up the paper clips. | |

Program of Studies: Big Idea: Motion & Forces (Physical Science); Unity & Diversity (Biological Science); Interdependence (Unifying Concepts)

Head Start Outcomes: Science – Skills and Methods / Knowledge; Approaches to Learning – Initiative & Curiosity / Engagement & Persistence / Reasoning & Problem Solving; NCTM Standards for School Mathematics: Data Analysis & Probability; Problem Solving; Communication; Representation

| Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity). | |
|---|------------------------------------|
| Benchmark 1.3: Uses a variety of tools to explore the environment. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Uses non-standard tools to explore the environment.</p> <ul style="list-style-type: none"> ● Evan uses blocks to measure his friend's height. ● Tessa likes to play with a paper tube to magnify her voice. ● At the sink, Mom lets Magda play with an egg-beater to make bubbles. (Initiative and Curiosity) ● Nancy pours rice and beans into a sifter and says, "The rice comes out. The beans are stuck." | |
| <p>Uses standard tools to explore the environment.</p> <ul style="list-style-type: none"> ● Omar uses a magnet to pick up nails. ● Caitlyn takes the magnet around the room to see what objects can be picked up. (Initiative and Curiosity) ● Misty and Damon takes turns using a magnifying glass to see details on a leaf. ● Jamaria uses balance scales to compare the weight of blocks of different sizes. ● Trent takes the binoculars to the window to look at the birds. | |

Program of Studies: Big Idea: Structure & Transformation of Matter (Physical Science); Motion & Forces (Physical Science); The Earth & the Universe (Earth/Space Science); Unity & Diversity (Biological Science); Information, Communication & Productivity – Primary Skills and Concepts – Information **Head Start Outcomes: Science – Skills and Methods / Knowledge ; Approaches to Learning – Initiative & Curiosity / Engagement & Persistence / Reasoning & Problem Solving; Physical Health & Development – Fine Motor Skills; NCTM Standards for School Mathematics: Communication; Representation**

| Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity). | |
|---|------------------------------------|
| Benchmark 1.4: Collects, describes, and/or records information through a variety of means. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Collects items with similar properties.</p> <ul style="list-style-type: none"> ● Ashanti collects insects from the playground and puts them in a "bug jar." ● After a class nature walk, Tim gathers all the stones and puts them together on the science table. ● Tracy sorts all the caterpillars into one pile and the butterflies into another pile. (Reasoning and Problem Solving) | |
| <p>Describes objects in terms of its properties.</p> <ul style="list-style-type: none"> ● While walking outside to the playground, Jackie says, "That tree is really tall!" (Engagement and Persistence) ● Manuel states, "This butterfly has wings." ● "The ice is cold and hard," says Sage. | |
| <p>Records information through a variety of means such as graphing, tallying, drawing, writing, photographing, etc.</p> <ul style="list-style-type: none"> ● Grace draws pictures of bugs in her bug jar. ● Shawn counts "sinking" objects and makes one tally (I) for each object. ● Mario puts rocks and corks on a graphing mat to show what floats and what sinks. ● Benjy uses the classrooms digital camera to photograph the turtles he sees on the field trip to the zoo. (Initiative and Curiosity) ● After visiting the dairy farm, Amad writes about the trip in his journal. | |

Program of Studies: Big Idea: Motion & Forces (Physical Science); The Earth & the Universe (Earth/Space Science); Unity & Diversity (Biological Science); Biological Change (Biological Science); Data Analysis & Probability – Primary Skills and Concepts – Data Representations; Interdependence (Unifying Concepts); Structure & Transformation of Matter (Physical Science); Energy Transformations (Unifying Concepts)

Head Start Outcomes: Science – Skills and Methods / Knowledge ; Approaches to Learning – Initiative & Curiosity / Engagement & Persistence / Reasoning & Problem Solving; Mathematics – Patterns & Measurement; NCTM Standards for School Mathematics: Data Analysis & Probability; Communication; Representation

| Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity). | |
|--|------------------------------------|
| Benchmark 1.5: Makes and verifies predictions based on past experiences. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Asks questions and/or uses other resources to confirm observations.</p> <ul style="list-style-type: none"> ● While observing birds in the play area, Ariel says, "That bird flies fast, just like the one I saw on the nature show." (Reasoning and Problem Solving) ● "What's that?" asks Devon pointing to the snail in the fish tank. ● Ms. Lynn helps the class collect snow and brings it inside to watch what happens in the warm classroom. Sari asks Ms. Lynn, "Why did the snow melt?" ● Adam tells how two different insects are alike (wings, body shape, etc.) after using the computer to look at an insect website opened by the teacher. | |
| <p>Makes reasonable explanations using resources, experiments, etc. independently.</p> <ul style="list-style-type: none"> ● After dropping the nail in the water, Luis says, "The nail goes to the bottom because it's heavy." ● After hearing the teacher read a book about the sun, moon, and planets, Conner says, "I see the moon at night. I see the sun at daytime." (Reasoning and Problem Solving) ● "Nobody likes peas. There are too many left in the bowl," says Isaac. | |
| <p>Draws conclusions based on proved/disproved prediction.</p> <ul style="list-style-type: none"> ● Mike watches the teacher mixing paint and says, "Yellow and blue makes it green." ● Maisha announces, "The horse needs water to drink just like us." ● Kareem says "Flowers need water to grow." ● "The cork will float. It's not heavy," Kara tells her friend. (Reasoning and Problem Solving) ● Dora says, "When the sun comes out the snowman will melt." | |

Program of Studies: Big Idea: The Earth & the Universe (Earth/Space Science); Biological Change (Biological Science); Data Analysis & Probability – Primary Skills and Concepts – Experiments & Samples; Structure & Transformation of Matter (Physical Science)

Head Start Outcomes: Science – Skills and Methods / Knowledge; Approaches to Learning – Initiative & Curiosity / Engagement & Persistence / Reasoning & Problem Solving; NCTM Standards for School Mathematics: Data Analysis & Probability; Problem Solving; Communication; Representation

| Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives. | |
|--|------------------------------------|
| Benchmark 1.1: Differentiates between events that happen in the past, present, and future. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Recognizes the beginning and end of an event.</p> <ul style="list-style-type: none"> ● Chris comes and sits on the circle time rug when the music stops. ● Mykala claps at the end of a song. | |
| <p>Recalls information about the immediate past.</p> <ul style="list-style-type: none"> ● When Grandpa asked what he did today at child care, Eddie says, "I painted." ● Bethany reports, "I was building with the blocks and Kyra knocked them down." | |
| <p>Develops awareness that events occurred before the child's birth.</p> <ul style="list-style-type: none"> ● Clarice shows friend a doll and says, "This was my Mommy's when she was a little girl." ● Shavon points to a picture of his Daddy in an Army uniform and says, "My daddy worked in the Army but I don't remember because I wasn't born yet." (Initiative and Curiosity) | |
| <p>Explores changes over time in environment by comparing pictures and hearing stories about the way something or someone looked in the past compared to now.</p> <ul style="list-style-type: none"> ● "There's no leaves on the tree," Leia comments when looking at pictures of her house in the summer and in the winter. ● Ellie listens to a story about her town told by her Grandma and asks, "Were you little like me?" (Engagement and Persistence) | |
| <p>Describes or represents a limited series of events in the correct sequence.</p> <ul style="list-style-type: none"> ● Sarah recalls and tells about a trip to McDonalds, "I ate chicken nuggets. I climbed on the toys." ● Lee says "After circle time we have work time, then lunch." ● Adria acts out "The Three Little Pigs" in the correct order. (Engagement and Persistence) | |
| <p>Experiments with general terms related to the elements of time.</p> <ul style="list-style-type: none"> ● Today is preschool day," says Conner. ● Andre says, "Yesterday I am going to the zoo." ● Nicole says "On cartoon day I'm going to Grandma's house." (Reasoning and Problem Solving) | |
| <p>Makes predictions about what may occur.</p> <ul style="list-style-type: none"> ● Max tells a teacher, "I'm going on the bus home." ● "After lunch we will sing songs," says DaJun. (Engagement and Persistence) | |

Program of Studies: Big Idea: Historical Perspective; Biological Change (Biological Science) Head Start Outcomes: Science –Scientific Knowledge; NCTM Standards for School Mathematics: Problem Solving

Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives.**Benchmark 1.2: Uses environmental clues and tools to understand surroundings.**

| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
|--|------------------------------------|
| <p>Distinguishes through demonstration and/or description characteristics of the physical environment.</p> <ul style="list-style-type: none"> ● "I live in a blue house," says Ryan. ● Abby says, "There's the playground. I see the slide." ● Dominick says, "There's finger paint in the art center and a dump truck in the block center." ● Steven tells his friend at preschool about the playground in his neighborhood by describing what he likes to do there. ● Olivia takes three colored keys and tries each one in the lock in the box. "The blue one is the right one," she says. (Reasoning and Problem-Solving) | |
| <p>Distinguishes different environments by the people or signs that are a part of that environment.</p> <ul style="list-style-type: none"> ● Ramona can recognize her name or symbol on her cubby. ● Geno can recognize the "Stop" sign outside the school building. ● Aiden sees lions, tigers and elephants in a picture book and says, "They live in a zoo." (Reasoning and Problem-Solving) ● As soon as Raymond gets to Grandma's house, he runs to the cookie jar in the kitchen. | |
| <p>Recognizes and uses a variety of objects and materials that represent the environment.</p> <ul style="list-style-type: none"> ● Cory puts house and store shapes on the flannel board. ● Jamal can use a "Where are we chart" (chart shows activities locations), by moving a symbol or indicator to the place where he is going next. (Engagement and Persistence) ● Tameka uses blocks and signs to represent her street and house. | |

Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives.**Benchmark 1.2: Uses environmental clues and tools to understand surroundings. (continued)**

| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
|--|------------------------------------|
| <p>Shows interest in investigating geography through the use of maps, globes, charts, compasses, etc.</p> <ul style="list-style-type: none"> ● Ben brings a travel map to class to show how the family drove to Florida. ● Caleb and Kyra play with cars and trucks on the "road map" rug in the block center. (Engagement and Persistence) ● Angie asks her Mommy, "Where do we live?" when looking at the globe. ● Sylvia shares a compass her Dad used on a camping and hiking trip during small group time. ● Phillipe and Marcus drew a treasure map chart after hiding several toy dinosaurs in the block center. | |

Program of Studies: Big Idea: Geography; Information, Communication & Productivity – Primary Skills & Concepts – Information; Research, Inquiry/Problem-Solving & Innovation Primary Skills & Concepts - Research

Head Start Outcomes: Science –Skills & Methods / Knowledge; Approaches to Learning – Initiative & Curiosity / Reasoning & Problem Solving; Social Emotional Development – Knowledge of Families & Communities

| Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives. | |
|---|------------------------------------|
| Benchmark 1.3: Shows an awareness of fundamental economic concepts. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Recognizes the relationship between supply and demand.</p> <ul style="list-style-type: none"> ● "I want to ride that," says Clinton, pointing to the tricycles that are all taken on the playground. ● Anthony says to the teacher, "I want to play with the car but Mark has it." ● Joe is passing out milk cartons and says to the teacher, "I don't have enough milk. We have more children than milk." (Reasoning and Problem-Solving) | |
| <p>Recognizes and uses objects for barter or trade.</p> <ul style="list-style-type: none"> ● In the housekeeping center, Brian plays "grocery store" with Mykala and uses play money and the cash register as they "buy" groceries. ● Rashonda says, "I'll let you play with my truck if you give me the firefighter's hat." (Reasoning and Problem-Solving) | |
| <p>Recognizes the use of money as a means of exchange.</p> <ul style="list-style-type: none"> ● Elizabeth says, "I got a dollar for my birthday and I'm going to buy a new book." (Engagement and Persistence) ● "We buy ice cream there," says Travis pointing to the ice cream shop in his neighborhood. Do you have money to buy some?" he asks. ● "You give me those dollars," says Tara to John, "and you can have that ball." | |

Program of Studies: Big Idea: Economics; Consumer Decisions; Financial Literacy

Head Start Outcomes: Approaches to Learning – Reasoning & Problem Solving; Social Emotional Development – Cooperation

| Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives. | |
|--|------------------------------------|
| Benchmark 1.4: Recognizes and/or follows rules within the home, school, and community. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| Identifies examples of authority. <ul style="list-style-type: none"> ● "My mommy lets me play in here," says Evan. (Reasoning and Problem Solving) ● Annie says, "Policemen keep us safe. They catch 'bad people'." ● Damon says that his big brother can tell him what to do when his Mommy is not at home. ● "Daddy says, 'Don't touch the matches,'" Claudio tells Mia while standing by the fireplace. | |
| Follows routines with little supervision. <ul style="list-style-type: none"> ● Pedro cleans up when finishing an art activity. ● Toby puts all the paper cups and napkins out for snack time by himself. (Engagement and Persistence) | |
| Recognizes there are different rules for different places. <ul style="list-style-type: none"> ● Luke knows to ride the tricycle only in the designated area of the playground. ● Sue says, "I have to use my inside voice in the room." ● Jillian says, "Grandma doesn't make me rest after lunch." (Reasoning and Problem Solving) | |
| Understands there are consequences for actions. <ul style="list-style-type: none"> ● Marci says, "You'll fall," when Ben climbs high on the playground structure. ● Andy says, "If you throw sand you will have to get out." (Reasoning and Problem Solving) ● Alex tells his friend not to pull the puppy's tail. "It hurts her," he says. | |
| Follows rules applicable to the situation with little supervision. <ul style="list-style-type: none"> ● Nina uses outside play equipment appropriately with little supervision. ● Cami leads the line to the outside door of the building, stops and waits for her teacher. ● Max finishes at the computer and gets Sarah for her turn. (Engagement and Persistence) | |

Program of Studies: Big Idea: Government & Civics; Lifetime Physical Wellness; Employability Skills; Safety

Head Start Outcomes: Approaches to Learning – Reasoning & Problem Solving; Social Emotional Development – Self-Control / Cooperation / Social Relationships; Physical Health & Development – Health Status & Practices

| Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives. | |
|--|------------------------------------|
| Benchmark 1.5: Demonstrates understanding of the roles and relationships within his/her family and/or community. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Recognizes the roles within his/her home.</p> <ul style="list-style-type: none"> ● Adam says "My daddy cooks supper and mommy washes the dishes." ● Belinda says "I have to pick up my toys before I go to bed." ● In dramatic play, Misha takes the role of mom and Sheila plays the step mom. ● Sarah, Josh and Isaac imitate roles of mother, father, baby in dramatic play. <p>(Engagement and Persistence)</p> | |
| <p>Knows place in family structure.</p> <ul style="list-style-type: none"> ● Cami brings in a family photo and "introduces" each family member during sharing time. (Engagement and Persistence) ● Juan draws a picture of his family members. ● Dante says, "I live with my daddy and my brother." ● Julie says, "I am the sister at my house." | |
| <p>Uses familiar relationships to make sense of the world.</p> <ul style="list-style-type: none"> ● Micah tells his teacher about his Daddy's work and what he does there. ● Jayla tells Ahmad that her sister reads stories to her and is amazed that Ahmad does not have a sister. ● When she hears the baby crying, Kareem says, "He must want his Mommy." <p>(Initiative and Curiosity)</p> | |

Program of Studies: Big Idea: Employability Skills

Head Start Outcomes: Social Emotional Development – Knowledge of Families & Communities

| Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives. | |
|--|------------------------------------|
| Benchmark 1.6 knows that diversity exists in the world. | |
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Describes self and/or compares own descriptions with others' descriptions.</p> <ul style="list-style-type: none"> ● Isabella says, "I have lots of red hair." ● Jalen tells Ms. Linda, "I can pick up my baby sister. My Dad says I'm strong." (Engagement and Persistence) ● Kimmy says, "My Daddy says I look like my brother because we both have blue eyes." | |
| <p>Identifies and recognizes gender.</p> <ul style="list-style-type: none"> ● Yolanda says, "I'm a girl like Mommy." ● Cindy says, "Only girls can come into the treehouse." ● "I'm a girl," says Emily, "and Chen and Isaac are boys." (Reasoning and Problem Solving) | |
| <p>Recognizes that people differ in language, dress, food, etc.</p> <ul style="list-style-type: none"> ● Nicole notices that Molly's skin is brown. (Initiative and Curiosity) ● Tasha tells her Mom that Carlos speaks Spanish. (Initiative and Curiosity) ● Melissa sings, "Hola" or "Jambo" during the "Hello" song. ● Bryce signs, "I love you." | |
| <p>Recognizes and identifies differences in personal characteristics and family makeup.</p> <ul style="list-style-type: none"> ● Dante says, "I live with my daddy and my brother. Ari lives with his nana." ● Jenny says, "My eyes are blue and your eyes are brown." (Reasoning and Problem Solving) | |
| <p>Recognizes that different people have different roles and jobs in the community.</p> <ul style="list-style-type: none"> ● In the dramatic play area, Julie grabs the briefcase and says, "I'm going to work." (Engagement and Persistence) ● When seeing a firefighter in uniform, Felicia says, "The fireman puts out fires." ● Caleb sees a nurse and says, "She gives shots." ● When Karen sees the mail truck she tells her Mom that the mail carrier brings her letters from Granny. | |

| Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives. Benchmark 1.6 knows that diversity exists in the world. (continued) | |
|--|------------------------------------|
| Developmental Continuum and Example Behaviors | Comments, Notes, Strategies |
| <p>Recognizes and accepts similarities and differences.</p> <ul style="list-style-type: none"> ⊕ Jack says, "Eddie rides in a wheelchair and I walk. We both go to the playground though." (Reasoning and Problem Solving) ⊕ Mitch says, "Eduardo says uno, dos, tres. I say one, two, three." ⊕ "Franklin likes pizza. I do too," says Cari. | |

Program of Studies: Big Idea: Government & Civics; Cultures & Societies; Awareness, Exploration, Planning; Employability Skills

Head Start Outcomes: Approaches to Learning – Initiative & Curiosity / Reasoning & Problem Solving; Social Emotional Development – Knowledge of Families & Communities

APPENDIX

Kentucky's Early Childhood Standards Overview of the Development Process

In response to the vision set forth by the KIDS NOW initiative that “all young children are healthy and safe, possess the foundation that will enable school and personal success, and live in strong families that are supported and strengthened within their communities”, two workgroups convened to establish early childhood learning standards for Kentucky’s children from birth through four years of age. The purpose of these standards is to support the transition of young children to school and assist with building the foundation for school success.

The first workgroup was convened in February 2001 with support from the Kentucky Department of Education. This workgroup focused on addressing child learning standards for four year old children. A second workgroup was formed in July of 2001 to develop learning standards for children from birth to age four. This group was convened with support from the Office of Early Childhood Development. A workgroup was convened in 2007 to begin work on the revision of the Kentucky Early Learning Standards which was completed in October of 2008. (A list of all workgroup members and their affiliations is included in these appendices.)

Establishment of workgroups was in response to the national education focus on central issues of enhanced educational performance and accountability. The goal of each workgroup was to develop specific child learning standards for children birth through four years of age. An overarching goal was to ensure the linkage of standards across the birth through four age span and the linkage of all standards with the Kentucky Program of Studies for K-12.

The above work was guided by the following principles:

- Social-emotional experiences and relationships are the foundation for child development.
- Early care, intervention, and education programs must use research-based, recommended practices.
- The interaction and influence among developmental domains must be considered in addressing program and child needs and outcomes.
- The individual developmental needs of children must be addressed.
- Understanding the ecological nature of early childhood and addressing the cultural needs of children and families is integral to quality early childhood programs.
- The quality of early care, intervention, and education programs impacts short- and long- term outcomes for children.

The original workgroups completed their recommendations in early spring of 2002, at which time a new workgroup was formed to review the recommendations and work to address the alignment across both age groups and with the Kentucky Program of Studies for K-12. Once this work was completed, the document underwent three stages of field review: state agency representative review, in-state expert review in the winter 2002-03 and National Expert Review. The first roll out of Kentucky’s Early Childhood Standards took place in June 2003. This document represents updates to that work with roll out January 2009.

Acknowledgements

Kentucky's Early Childhood Standards, in its first printing, was the result of a collaborative effort by many persons over a period of more than two years. Stakeholders from across the early childhood field were represented on two work groups, one covering the age range birth through three years and the other one addressing four-year-olds. Each work group was then divided into sub-groups according to children's age levels and/or domains of development. The members of the work groups researched the current literature and documents from other states and drew from their own expertise and experience to develop standards, benchmarks, developmental continuum, and examples. The 2007-2008 workgroup followed a similar process in revising the original document.

In the development of the original document, smaller teams, made up of representatives of the sub-groups, met for several more months to compile and align the standards and benchmarks that had been developed. At this point, the standards, benchmarks, developmental continuum, and example behaviors for each developmental area across all age groups were sent to individual reviewers in Kentucky for feedback. Finally, a writing team, drawn from the membership of the alignment teams, revised and integrated the work into one document, formatting it in a way that would be both informative and user friendly. A final review of *Kentucky's Early Childhood Standards* was completed at the national level, and additional revisions were made. This national review occurred during the creation of the original document only but did not take place in the writing of this revised document.

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Kentucky's Early Childhood Standards

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Program of Studies
Alignment
ARTS AND HUMANITIES (3s and 4s)

Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences.

Benchmark 1.1: Develops skills in and appreciation of visual arts.

Big Idea: Structure in the Arts – Primary Skills and Concepts – Visual Arts

- use the elements of art and principles of design in creating artworks independently and with others
- explore, describe and compare elements of art (e.g., line, shape, form, texture, primary and secondary colors, color schemes) and principles of design (e.g., focal point, pattern, balance, contrast) in two and three dimensional artworks)

Big Idea: Humanity in the Arts – Primary Skills and Concepts – Visual Arts

- begin to associate artworks they experience or create with specific cultures (Native American, Appalachian, West African); describe in simple terms how the art of these cultures reflects the cultures

Big Idea: Purpose for Creating the Arts – Primary Skills and Concepts – Visual Arts

- begin to develop an awareness of the purposes for which artworks are created (e.g., ceremonial, artistic expression, narrative, functional)

Big Idea: Processes in the Arts – Primary Skills and Concepts – Visual Arts

- be actively involved in creating artworks
- begin to learn how to use knowledge of the elements and principles of art and art terminology to describe and critique their own work and the work of others

Big Idea: Research, Inquiry/Problem-Solving and Innovation – Primary Skills and Concepts – Innovation

- use technology for original creations/innovation in classroom
- express creativity both individually and collaboratively using technology

Benchmark 1.2: Develops skills in and appreciation of dance.

Big Idea: Structure in the Arts – Primary Skills and Concepts - Dance

- begin to recognize and identify elements of dance (space, time, force) and basic dance forms using dance terminology
- use the elements of dance in creating, copying and performing patterns of movement independently and with others
- observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements

Big Idea: Humanity in the Arts – Primary Skills and Concepts – Dance

- begin to associate dances they observe or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how dances reflect the cultures

Big Idea: Purpose for Creating the Arts – Primary Skills and Concepts – Dance

- begin to develop an awareness of the purposes for which dance is created (e.g., ceremonial, recreational, artistic expression)

Big Idea: Processes in the Arts – Primary Skills and Concepts – Dance

- be actively involved in creating and performing dance alone and with others
- begin to learn how to use knowledge of the elements of dance and dance terminology to describe and critique their own performances and the performances of others

Big Idea: Psychomotor Skills – Primary Skills and Concepts

- utilize fundamental motor skills and movement concepts to create movement sequences

Benchmark 1.3: Develops skills in and appreciation of music.**Big Idea: Structure in the Arts – Primary Skills and Concepts - Music**

- begin to recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology
- use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music, and creating music independently and with others

Big Idea: Humanity in the Arts – Primary Skills and Concepts – Music

- Begin to associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how the music reflects the cultures.

Big Idea: Purpose for Creating the Arts – Primary Skills and Concepts – Music

- begin to develop an awareness of the purposes for which music is created (e.g., ceremonial, recreational, artistic expression)

Big Idea: Processes in the Arts – Primary Skills and Concepts – Music

- be actively involved in creating and performing music alone and with others
- begin to learn how to use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others

Big Idea: Motion and Forces (Physical Science) – Primary Skills and Concepts

- explore differences in sounds (high and low pitch) produced by vibrations (e.g., making musical instruments that have moving parts that vibrate to produce sound)

Benchmark 1.4: Develops skills in and appreciation of drama.**Big Idea: Structure in the Arts – Primary Skills and Concepts – Drama/Theater**

- begin to recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology
- use the elements of drama in creating and performing dramatic works independently and with others

Big Idea: Humanity in the Arts – Primary Skills and Concepts – Drama/Theater

- begin to associate folktales, legends, or myths they experience or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how literature and oral tradition reflect the cultures

Big Idea: Purpose for Creating the Arts – Primary Skills and Concepts – Drama/Theater

- begin to develop an awareness of the purposes for which dramatic works are created (e.g., sharing the human experience, passing on tradition and culture, recreational, artistic expression)

Big Idea: Processes in the Arts – Primary Skills and Concepts – Drama/Theater

- be actively involved in creating and performing dramatic works
- begin to learn how to use knowledge of the elements of drama and drama terminology to describe and critique their own performances and the performances of others

LANGUAGE ARTS (3S AND 4S)

Standard 1: Demonstrates general skills and strategies of the communication process.

Benchmark 1.1: Uses nonverbal communication for a variety of purposes.

Big Idea: Personal Wellness (Health Education) – Primary Skills and Concepts – Social, Mental and Emotional Health

- demonstrate social interaction skills by:
 - identifying the differences between verbal and nonverbal communication

Big Idea: Writing Content – Primary Skills and Concepts

- write for a variety of authentic purposes and audiences:
 - communicate about personal experiences
- communicate purpose, focus, and controlling ideas authentic to the writer

Big Idea: Information, Communication and Productivity – Primary Skills and Concepts – Communication

- use technology to communicate in a variety of modes (e.g., recordings, speech to text, print, media)
- participate in group projects and learning activities using technology communications

Big Idea: Communication/Technology – Primary Skills and Concepts

- investigate how technology in school and at work enhances learning and provide access to information and resources by:
 - identifying technology tools (e.g., electronic games phone, computers) that are used in homes and schools

Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.

Big Idea: Speaking, Listening, and Observing – Primary Skills and Concepts

- In informal speaking situations, students will
 - give spoken instructions to perform specific tasks
 - ask and respond to questions as a way to participate in class discussions
 - play a variety of roles in group discussions (e.g., discussion leader, facilitator, responder)
 - use different voice level, phrasing and intonation for different situations (e.g., small group settings, discussions)

Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.

Big Idea: Speaking, Listening, and Observing – Primary Skills and Concepts

- In formal speaking situations, students will apply delivery techniques

- both verbal (e.g., tone, volume, rate, articulation, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact)
- avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting)
- use language appropriate to audience; use specialized content vocabulary as needed
- adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, slang, similes)
- choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, figurative language)

Standard 2: Demonstrates general skills and strategies of the listening and observing process.

Benchmark 2.1: Engages in active listening in a variety of situations.

Big Idea: Speaking, Listening, and Observing – Primary Skills and Concepts

- When listening, students will
 - follow spoken instructions to perform specific tasks
 - identify specific information (e.g., main idea, supporting details)
 - respond to information appropriately/respectfully in a variety of ways (e.g., summarizing orally, taking useful notes, organizing and recording that which is meaningful and useful)
 - build on the ideas of others and contribute appropriate information or ideas

Big Idea: Personal Wellness (Health Education) – Primary Skills and Concepts – Social, Mental and Emotional Health

- demonstrate social interaction skills by:
 - practicing attentive listening skills that build and maintain healthy relationships

Benchmark 2.2: Observes to gain information and understanding.

Big Idea: Speaking, Listening, and Observing – Primary Skills and Concepts

- When observing, students will
 - evaluate media messages
 - identify visual and auditory cues (e.g., slow motion, music to create mood, sound effects) that enhance the message

Big Idea: Structure and Transformation of Matter (Physical Science) – Primary Skills and Concepts

- use senses to observe and describe properties of material objects (color, size, shape, texture, flexibility, magnetism)
- observe and predict the properties of material objects

Standard 3: Demonstrates general skills and strategies of the reading process.

Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment.

Big Idea: Developing an Initial Understanding (Reading) – Primary Skills and Concepts

- use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
- make inferences based on what is read; make and check predictions
- demonstrate understanding of literary elements and literary passages and texts:
 - identify and describe characters, major events/plot, setting or problem/solution
 - identify characteristics (e.g., beginning-middle-end, rhyme, dialogue) of different types of literary texts (e.g., stories poems, plays, fairy tales)
- demonstrate understanding of structure and features of informational passages/texts:
 - read and use functional messages encountered in daily life.
 - use text features and visual information (e.g., pictures, maps, charts, graphs, timelines, visual organizers) to understand text

Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.

Big Idea: Forming a Foundation (Reading) – Primary Skills and Concepts

- demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by:
 - distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text

Benchmark 3.3: Demonstrates knowledge of the alphabet.

Big Idea: Forming a Foundation (Reading) – Primary Skills and Concepts

- demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by:
 - distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text

Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.

Big Idea: Forming a Foundation (Reading) – Primary Skills and Concepts

- demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by:
 - recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes)
 - producing rhyming words and recognize pairs of rhyming words

Benchmark 3.5: Draws meaning from pictures, print and text.

Big Idea: Forming a Foundation (Reading) – Primary Skills and Concepts

- demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by:

- distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text
- apply context and self-correction strategies while reading (e.g., using pictures, syntax, predictive language to predict upcoming words and text, monitoring own reading, self-correcting, confirming meaning, adjusting pace of reading or rereading to acquire meaning, previewing text selections)
- use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary:
 - formulate questions to guide reading (before, during and after reading)
 - use context clues to identify the correct meaning as the word is used.

Big Idea: Interpreting Text (Reading) – Primary Skills and Concepts

- use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
- demonstrate understanding of literary elements and literary passages/texts:
 - identify traits of main characters, interpret possible motives, and explain a character's actions
- pose questions and use a variety of print and non-print resources to find information to answer them

Big Idea: Demonstrating a Critical Stance (Reading) – Primary Skills and Concepts

- Use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)
- Compare books by the same author, or books about the same theme or topic

Benchmark 3.6: Tells and retells a story.

Big Idea: Reflecting and Responding to Text (Reading) – Primary Skills and Concepts

- use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts
- self-select texts based on personal interests
- generate a personal response to what is read, listened to or viewed:
 - relate stories or texts to prior knowledge, personal experiences, other texts, or ideas
 - provide text references/evidence to support connections made between text-to-self, text-to-text, or text-to-world
- read personal and other classmates writing
- extend the story (e.g., through discussion, role play, writing)

Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.

Benchmark 4.1: Understands that the purpose of writing is communication.

Big Idea: Writing Content – Primary Skills and Concepts

- write to learn by applying strategies effectively (e.g., learning logs, reflections)
- write to demonstrate learning and understanding of content knowledge (e.g., journals, exit/admit slips)
- write for a variety of authentic purposes and audiences:
 - communicate about personal experiences
- communicate purpose, focus, and controlling ideas authentic to the writer

Benchmark 4.2: Produces marks, pictures and symbols that represent print and ideas.

Big Idea: Writing Content – Primary Skills and Concepts

- develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing (e.g., beginning with meaningful drawings, symbols and letters, and moving to use of appropriate written language—words/labels, phrases, sentences, paragraphs and whole texts)
- communicate understanding of ideas or events

Big Idea: Writing Conventions – Primary Skills and Concepts

- use grade-appropriate spelling (beginning with pictures/marks/signs that represent print and moving to correct beginning and ending sounds, to developmental spelling, to correct spelling in final drafts)

Benchmark 4.3: Explores the physical aspects of writing.

NO POS Connection

HEALTH/MENTAL WELLNESS (3S AND 4S)

Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments.

Benchmark 1.1: Exhibits independent behavior.

Big Idea: Personal Wellness (Health Education) – Primary Skills and Concepts – Personal and Physical Health

- demonstrate awareness of the concept of responsibility to oneself and others
- identify relationships between personal health behaviors and individual well-being
- describe how diet, exercise, and rest affect the body

Big Idea: Personal Wellness (Health Education) – Primary Skills and Concepts – Communicable, Non-Communicable and Chronic Diseases Prevention

- identify and practice personal health habits (e.g., hand washing, care of teeth and eyes, covering coughs and sneezes, sun protection) which affect self and others in the prevention and spread of disease

- describe the reasons for regular visits to health care providers

Big Idea: Nutrition (Health Education) – Primary Skills and Concepts

- explain why foods are needed by the body (growth, energy)
- describe the reasons why an individual needs to eat breakfast

Big Idea: Safety (Health Education) – Primary Skills and Concepts

- explain and practice safety rules/procedures for crossing streets, riding in cars/buses, loading/unloading buses, and using playground equipment
- identify and explain how to help prevent injuries at home and at school (e.g., seat belts, helmets, knee pads)
- explain and demonstrate school and home safety procedures (e.g., tornado, fire, earthquake drills)
- demonstrate awareness of how to avoid danger (e.g., fires, strangers)
- identify procedures and practices for obtaining emergency assistance and information (e.g., fire department, police department, poison control, ambulance service, when to call 911)

Big Idea: Lifetime Physical Wellness (Physical Education) – Primary Skills and Concepts

- identify benefits gained from regular participation in physical activities and describe activities that will promote a physically active lifestyle
- participate in daily physical activity during and after school

Benchmark 1.2: Shows social cooperation.

Big Idea: Personal Wellness (Health Education) – Primary Skills and Concepts – Social, Mental and Emotional Health

- demonstrate social interaction skills by:
 - using etiquette, politeness, sharing and other positive social interaction skills
 - working and playing collaboratively in large and small groups
 - using appropriate means to express needs, wants and feelings
 - practicing attentive listening skills that build and maintain healthy relationships

Big Idea: Safety and Ethical/Social Issues – Primary Skills and Concepts – Social Issues

- work cooperatively with peers family members and others when using technology
- collaborate with peers, family members and others when using technology

Big Idea: Government and Civics – Primary Skills and Concepts

- explore personal rights and responsibilities:
 - explain, demonstrate, give examples of ways to show good citizenship at school and in the community (e.g., recycling, picking up trash)
 - describe the importance of civic participation and locate examples (e.g., donating canned food to a class food drive) in current events/news

Big Idea: Lifetime Physical Wellness (Physical Education) – Primary Skills and Concepts

- when participating in a variety of physical activities and games:
 - differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying)

- practice cooperation strategies with partners and small groups
- demonstrate and describe the concept of sportsmanship (e.g., rules, fair play) in regard to games and activities

Big Idea: Employability Skills – Primary Skills and Concepts

- identify how interpersonal skills are needed to be a responsible friend, family and team member by:
 - identifying ways to cooperate at both home and school
 - learning the importance of working with others in groups
 - demonstrating how to work cooperatively by contributing ideas, suggestions and efforts

Big Idea: Consumer Decisions – Primary Skills and Concepts

- describe how consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment by:
 - describing some community activities that promote healthy environments

Benchmark 1.3: Applies social problem solving skills.

Big Idea: Cultures and Societies – Primary Skills and Concepts

- describe interactions (e.g., compromise, cooperation, conflict, competition) that occur between individuals/groups
- describe and give examples of conflicts and conflict resolution strategies

Benchmark 1.4: Shows a sense of purpose (future – hopefulness).

Big Idea: Employability Skills – Primary Skills and Concepts

- describe the importance of working hard and efficiently (e.g., taking pride in one's work, being on task)

MATHEMATICS (3S AND 4S)

Standard 1: Demonstrates general skills and uses concepts of mathematics.

Benchmark 1.1: Demonstrates an understanding of numbers and counting.

Big Idea: Number Properties and Operations – Primary Skills and Concepts – Number Sense

- read, write, count and model whole numbers 0-10,000, developing an understanding of place value for ones, tens, hundreds, thousands and ten thousands
- order groups of objects according to quantity

Big Idea: Number Properties and Operations – Primary Skills and Concepts – Number Operations

- develop an understanding of the concepts of addition and subtraction using physical objects and concrete materials

Benchmark 1.2: Recognizes and describes shapes and spatial relationships

Big Idea: Number Properties and Operations – Primary Skills and Concepts – Number Sense

- develop beginning fractional concepts (e.g., dividing an object into equal parts and naming the equal parts [e.g., halves, thirds, fourths])

Big Idea: Geometry – Primary Skills and Concepts – Shapes and Relationships

- identify, describe, model, draw, compare and classify two-dimensional figures and three-dimensional objects using elements, attributes and properties
- explore the relationships among two-dimensional figures and three-dimensional objects (e.g., using virtual manipulatives)

Big Idea: Psychomotor Skills (Physical Education) – Primary Skills and Concepts

- demonstrate relationships (e.g., over, under, front and back, side-by-side, leading and following) with other people and objects

Benchmark 1.3: Uses the attributes of objects for comparison and patterning.

Big Idea: Geometry – Primary Skills and Concepts – Shapes and Relationships

- identify, describe, model, draw, compare and classify two-dimensional figures and three-dimensional objects using elements, attributes and properties

Big Idea: Measurement – Primary Skills and Concepts – Measuring Physical Attributes

- sort/classify or compare and order objects by shape, size and color (e.g., attribute blocks)

Big Idea: Algebraic Thinking – Primary Skills and Concepts – Patterns, Relations and Functions

- identify and describe patterns in real life and in numerical and geometric situations
- reproduce and extend patterns using manipulatives
- use pictures or words to create, reproduce, extend and explain patterns of shapes, objects, movements, sounds and numbers
- recognize and extend simple number patterns

Benchmark 1.4: Uses nonstandard and/or standard units to measures and describe.

Big Idea: Measurement – Primary Skills and Concepts – Measuring Physical Attributes

- apply standard units to measure length (inches and centimeters), weight (pounds), time (hours, half-hours, quarter-hours, five- and one-minute intervals), money (coins and bills) and temperature (Fahrenheit and Celsius)
- use nonstandard units to measure and compare the length, weight, area or volume of familiar objects
- use standard units of measurement to identify, describe and compare measurable attributes of objects (e.g., length, weight, volume) and make estimates using appropriate units of measurement
- choose and use appropriate tools for specific measurement tasks
- sort/classify or compare and order objects by shape, size and color (e.g., attribute blocks)

PHYSICAL DEVELOPMENT (3S AND 4S)

Standard 1: Demonstrates basic gross and fine motor development.

Benchmark 1.1: Performs a variety of locomotor skills with control and balance.

Big Idea: Psychomotor Skills (Physical Education) – Primary Skills and Concepts

- demonstrate fundamental motor skills (e.g., locomotor, non-locomotor, object manipulation) and movement concepts (e.g., body control, space awareness)
- demonstrate relationships (e.g., over, under, front and back, side-by-side, leading and following) with other people and objects
- work in group settings without physically interfering with others
- demonstrates the contrast between slow and fast movements while traveling

Benchmark 1.2: Performs a variety of non-locomotor skills with control and balance.

Big Idea: Psychomotor Skills (Physical Education) – Primary Skills and Concepts

- demonstrate fundamental motor skills (e.g., locomotor, non-locomotor, object manipulation) and movement concepts (e.g., body control, space awareness)

Benchmark 1.3: Combines a sequence of several motor skills with control and balance.

Big Idea: Psychomotor Skills (Physical Education) – Primary Skills and Concepts

- utilize fundamental motor skills and movement concepts to create movement sequences

Benchmark 1.4: Performs fine motor tasks using eye-hand coordination.

Big Idea: Psychomotor Skills (Physical Education) – Primary Skills and Concepts

- demonstrate fundamental motor skill aspects of performance
- develop basic manipulative skills (e.g., throwing, catching, kicking, striking)

SCIENCE (3S AND 4S)

Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity).

Benchmark 1.1: Explores features of the environment through manipulation.

Big Idea: Structure and Transformation of Matter (Physical Science) – Primary Skills and Concepts

- use senses to observe and describe properties of material objects (color, size, shape, texture, flexibility, magnetism)
- investigate the physical properties of water as a solid, liquid and classify water and other matter using one or more physical properties
- classify water and other matter using one or more physical properties

Big Idea: Motion and Forces (Physical Science) – Primary Skills and Concepts

- explore differences in sounds (high and low pitch) produced by vibrations (e.g., making musical instruments that have moving parts that vibrate to produce sound)

Big Idea: The Earth and the Universe (Earth/Space Science)

- use senses and scientific tools (e.g., hand lens/magnifier, metric ruler, balance, etc.) to observe, describe and classify earth materials (solid rocks, soils, water and air) using their physical properties
- explore how earth materials are used for certain things because of their properties
- observe the locations and real or apparent movements of the sun and the moon
- investigate evidence of interaction between the sun and the Earth (e.g., shadows, position of sun relative to horizon) to support inferences about movements in the Earth/Sun system

Big Idea: Energy Transformation (Unifying Concepts) – Primary Skills and Concepts:

- Observe, illustrate and explain basic relationships of plants and animals in an ecosystem (e.g., use simple food chains and webs to explain how plants and animals get food/energy to live and grow)

Benchmark 1.2: Investigates simple scientific concepts.

Big Idea: Motion and Forces (Physical Science) – Primary Skills and Concepts

- ask questions about motion, magnetism and sound and use a variety of print and non-print sources to gather and synthesize information

Big Idea: Unity and Diversity (Biological Sciences) – Primary Skills and Concepts

- ask questions that can be investigated, plan and conduct 'fair tests,' and communicate (e.g., write, draw, speak, multi-media) findings to others

Big Idea: Interdependence (Unifying Concepts) Primary Skills and Concepts

- ask questions that can be explored using a variety of appropriate print and non-print resource (e.g. why certain plants cannot survive in a particular area; why some animals are endangered or extinct; why some areas are 'protected')

Benchmark 1.3: Uses a variety of tools to explore the environment.

Big Idea: Structure and Transformation of Matter (Physical Science) – Primary Skills and Concepts

- use appropriate tools (e.g., balance, metric ruler, thermometer, graduated cylinder) to measure and record length, width, volume, temperature and mass of material objects and to answer questions about objects and materials

Big Idea: Motion and Forces (Physical Science) – Primary Skills and Concepts

- use tools (e.g., timer, meter stick, balance) to collect data about the position and motion of objects in order to predict changes resulting from pushes and pulls
- use standard units of measurement (e.g., meters, inches, seconds) during investigations to evaluate/compare results

Big Idea: The Earth and the Universe (Earth/Space Science) – Primary Skills and Concepts

- use senses and scientific tools (e.g., hand lens/magnifier, metric ruler, balance, etc.) to observe, describe and classify earth materials (solid rocks, soils, water and air) using their physical properties
- observe weather conditions and record weather data over time using appropriate tools (e.g., thermometer, wind vane, rain gauge, etc.)

Big Idea: Unity and Diversity (Biological Sciences) – Primary Skills and Concepts

- use scientific tools (e.g., hand lens/magnifier, metric ruler, balance) to observe and make comparisons of organisms; and to classify organisms using one or more of their external characteristics (e.g., body coverings, body structures)

Big Idea: Information, Communication and Productivity – Primary Skills and Concepts – Information

- use and care for technology (e.g., computers, cell phones, digital cameras, scanners, multimedia at home, school and community)

Benchmark 1.4: Collects, describes and/or records information through a variety of means.

Big Idea: Motion and Forces (Physical Science) – Primary Skills and Concepts

- make qualitative (e.g., hard, soft, fast, slow) descriptions of pushes/pulls and motion
- use tools (e.g., timer, meter stick, balance) to collect data about the position and motion of objects in order to predict changes resulting from pushes and pulls
- use standard units of measurement (e.g., meters, inches, seconds) during investigations to evaluate/compare results
- ask questions about motion, magnetism and sound and use a variety of print and non-print sources to gather and synthesize information
- observe and describe (e.g., using words, pictures, graphs) the change in position over time (motion) of an object
- observe interactions of magnets with other magnets and with other matter (e.g., magnets have a force that can make some things move without touching them; larger size of a magnet does not have to mean it has greater force) in order to make generalizations about the behavior of magnets

Big Idea: Unity and Diversity (Biological Sciences) – Primary Skills and Concepts

- use scientific tools (e.g., hand lens/magnifier, metric ruler, balance) to observe and make comparisons of organisms; and to classify organisms using one or more of their external characteristics (e.g., body coverings, body structures)
- describe the basic needs of organisms and explain how these survival needs can be met only in certain environments
- identify the characteristics that define a habitat
- investigate adaptations that enable animals and plants to grow, reproduce and survive (e.g., movements, body coverings, method or reproduction)
- analyze structures of plants and animals to make inferences about the types of environments for which they are suited

Big Idea: The Earth and the Universe (Earth/Space Science) – Primary Skills and Concepts

- explore how earth materials are used for certain things because of their properties
- observe weather conditions and record weather data over time using appropriate tools (e.g., thermometer, wind vane, rain gauge, etc.)
- use weather data to describe weather conditions and make simple predictions based on patterns observed (e.g., daily, weekly, seasonal patterns)
- communicate observations, investigations and conclusions orally and with written words, charts and diagrams

Big Idea: Biological Change (Biological Science) – Primary Skills and Concepts

- identify and describe evidence of organisms that no longer exist (fossils)
- compare fossils, plants and animals from similar environments in different geographic locations
- investigate and describe occurrences in the environment that illustrate change (e.g., erosion, earthquakes, weather phenomena, human intrusion)

Big Idea: Data Analysis and Probability – Primary Skills and Concepts- Data Representations

- make a graph using concrete manipulatives and read data displayed on a concrete graph

- display, read and compare data on student-invented graphs
- read, display, compare and interpret student-collected data
- display, read and compare data on a pictograph and bar graph

Big Idea: Interdependence (Unifying Concepts) – Primary Skills and Concepts

- identify the characteristics of an ecosystem
- Observe, document and explain how organisms depend on their environments
- Describe and explain how the environment can be affected by the organisms living there
- Describe how changes in an environment might affect plants' and animals' ability to survive.

Big Idea: Structure and Transformation of Matter (Physical Science) – Primary Skills and Concepts

- work with others to investigate questions about properties of materials, documenting and communicating observations, designs, procedures and results

Big Idea: Energy Transformations (Unifying Concepts) – Primary Skills and Concepts

- observe and describe evidence of the sun providing light and heat to the Earth

Benchmark 1.5: Makes and verifies predictions based on past experiences.

Big Idea: Structure and Transformation of Matter (Physical Science) – Primary Skills and Concepts

- observe and predict the properties of material objects

Big Idea: The Earth and the Universe (Earth/Space Science) – Primary Skills and Concepts

- use weather data to describe weather conditions and make simple predictions based on patterns observed (e.g., daily, weekly, seasonal patterns)

Big Idea: Biological Change (Biological Science) – Primary Skills and Concepts

- make inferences about the basic environments represented by fossils found in earth materials (e.g., fossils of fish skeletons represent an aquatic environment)
- describe in words, pictures and/or measurements, changes that occur quickly (e.g., puddles forming from rain, cutting hair, burning paper) and changes that occur more slowly (e.g., hair growing, water evaporating in an open container, growing in height), noting the factors that influence the change.

Big Idea: Data Analysis and Probability – Experiments and Samples

- use data from student investigations to make predictions or draw simple conclusions

SOCIAL STUDIES (3S AND 4S)

Standard 1: Demonstrates basic understanding of the world in which he/she lives.

Benchmark 1.1: Differentiates between events that happen in the past, present and future.

Big Idea: Historical Perspective – Primary Skills and Concepts

- develop an understanding of the nature of history using a variety of tools (e.g., primary and secondary sources, family mementoes, artifacts, Internet, diaries, timelines, maps):
 - examine the past (of selves and the community)
 - distinguish among past, present and future people, places, events

Big Idea: Biological Change (Biological Science – Primary Skills and concepts)

- examine fossils/representations of fossils and make comparisons between organisms that lived long ago and organisms of today (e.g., compare a fern to a fossil of a fern-like plant)

Benchmark 1.2: Uses environmental clues and tools to understand surroundings.

Big Idea: Geography – Primary Skills and Concepts

- develop an understanding of patterns on the Earth's surface using a variety of geographic tools (e.g., maps, globes, charts, graphs):
 - locate and describe familiar places at school and the community
 - create maps that identify the relative location of familiar places and objects (e.g., school, neighborhood)
 - identify major landforms (e.g., continents, mountain ranges) and major bodies of water (e.g., oceans, rivers)
- investigate the Earth's surface using print and non-print sources (e.g., books, magazines, films, Internet, geographic tools):
 - locate and describe places (e.g., local environments, different habitats) using their physical characteristics (e.g., landforms, bodies of water)
- compare ways people and animals modify the physical environment to meet their basic needs (e.g., clearing land to build homes versus building nests and burrows as shelters)

Big Idea: Information, Communication and Productivity – Primary Skills and Concepts – Information

- use and care for technology (e.g., computers, cell phones, digital cameras, scanners, multimedia at home, school and community)

Big Idea: Research, Inquiry/Problem-Solving and Innovation – Primary Skills and Concepts – Research

- use teacher-directed Internet sources as a resource for information
- use electronic resources to access and retrieve information

Benchmark 1.3: Shows an awareness of fundamental economic concepts.

Big Idea: Economics – Primary Skills and Concepts

- develop an understanding of the nature of limited resources and scarcity:
 - investigate and give examples of resources
 - explain why people cannot have all the goods and services they want
- investigate banks in the community and explain how they help people (e.g., loan money, save money)
- compare ways people in the past/present acquired what they needed, using basic economic terms related to markets (e.g., goods, services, profit, consumer, producer, supply, demand, buyers, sellers, barter)

Big Idea: Consumer Decisions – Primary Skills and Concepts

- develop an understanding of how consumer decisions are influenced by economic and social factors by:

- recognizing that consumers are people whose wants are satisfied by using goods and services
- recognizing that producers are people who make goods and provide services
- identifying the difference between wants and needs (e.g., food, clothing, and shelter) and the relationship to consumer decisions
- defining barter, giving examples of bartering (e.g., trading baseball cards with each other), and explaining how money makes it easier for people to get things they want
- recognizing the relationship between supply and demand and the dependence one has on others to provide for wants and needs

Big Idea: Financial Literacy – Primary Skills and Concepts

- investigate different ways to save money (e.g., piggy bank, local bank, savings bonds)

Benchmark 1.4: Recognizes and/or follows rules within the home, school and community.

Big Idea: Government and Civics – Primary Skills and Concepts

- demonstrate (e.g, speak, draw, write) and understanding of the nature of government:
 - explain the reasons for rules in the home and at school; and compare rules (e.g., home, school) and laws in the local community
 - investigate the importance of rules and laws and give examples of what life would be like without rules and laws (home, school, community)

Big Idea: Lifetime Physical Wellness (Physical Education) – Primary Skills and Concepts

- when participating in a variety of physical activities and games:
 - explain why rules are used (e.g., safety, fairness)
- demonstrate and describe the concept of sportsmanship (e.g., rules, fair play) in regard to games and activities

Big Idea: Employability Skills – Primary Skills and Concepts

- identify how interpersonal skills are needed to be a responsible friend, family and team member by:
 - identifying ways to cooperate at both home and school
 - learning the importance of working with others in groups
 - demonstrating how to work cooperatively by contributing ideas, suggestions and efforts
- describe how attitudes and work habits contribute to success at home, school and work by:
 - learning how to follow routines (e.g., rules, schedules, directions) with minimal supervision

Big Idea: Safety – Primary Skills and Concepts

- explain and practice safety rules/procedures for crossing streets, riding in cars/buses

Benchmark 1.5: Demonstrates understanding of the roles and relationships within his/her family and/or community.

Big Idea: Employability Skills – Primary Skills and Concepts

- identify how interpersonal skills are needed to be a responsible friend, family and team member by:
 - identifying ways to cooperate at both home and school
- describe how attitudes and work habits contribute to success at home, school and work by:
 - learning how to follow routines (e.g., rules, schedules, directions) with minimal supervision

Benchmark 1.6: Knows that diversity exists in the world.**Big Idea: Government and Civics – Primary Skills and Concepts**

- demonstrate (e.g., speak, draw, write) and understanding of the nature of government:
 - explore and give examples of the services (e.g., police and fire protection, maintenance of roads, snow removal, garbage pick-up)

Big Idea: Cultures and Societies – Primary Skills and Concepts

- develop an understanding of the nature of culture:
 - explore and describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts)
 - investigate diverse cultures using print and non-print sources (e.g., stories, books, interviews, observations)

Big Idea: Awareness, Exploration, Planning

- identify that people need to work (e.g., chores, jobs, employment) to meet basic needs (e.g., food, clothing, shelter)
- describe the different job opportunities are available in the community

Big Idea: Government and Civics – Primary Skills and Concepts

- use a variety of print and non-print sources (e.g., stories, books, interviews, observations) to identify and describe basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility)

Big Idea: Employability Skills – Primary Skills and Concepts

- examine potential job/careers in the community

EARLY LEARNING STANDARDS:
CREATING THE CONDITIONS FOR SUCCESS
A Joint Position Statement of

**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)***

**Approved November 19, 2002
EXECUTIVE SUMMARY**

Endorsed by the Council of Chief State School Officers, April 2003

Introduction

Early childhood education has become part of a standards-based environment. More than 25 states have standards¹ describing desired results, outcomes, or learning expectations for children below kindergarten age; Head Start has developed a Child Outcomes Framework; and national organizations have developed content standards in areas such as early literacy and mathematics. This movement raises significant educational, ethical, developmental, programmatic, assessment, and policy issues. Rather than writing a new set of standards, in this position statement NAEYC and NAECS/SDE address those issues, describing four features that are essential if early learning standards are to be developmentally effective. The recommendations in this position statement are most relevant to young children of preschool or prekindergarten age, with and without disabilities, in group settings including state prekindergarten programs, community child care, family child care, and Head Start. However, the recommendations can guide the development and implementation of standards for younger and older children as well.

The Position

The first years of life are critical for later outcomes. Young children have an innate desire to learn. That desire can be supported or undermined by early experiences. High-quality early childhood education can promote intellectual, language, physical, social, and emotional development, creating school readiness and building a foundation for later academic and social competence. By defining the desired content and outcomes of young children's education, early learning standards can lead to greater opportunities for positive development and learning in these early years. 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) take the position that early learning standards can be a valuable part of a comprehensive, high-quality system of services for young children, contributing to young children's educational experiences and to their future success. But these results can be achieved only if early learning standards (1) emphasize significant, developmentally appropriate content and outcomes; (2) are developed and reviewed through informed, inclusive processes; (3) use implementation and assessment strategies that are ethical and appropriate for young children; and (4) are accompanied by strong supports for early childhood programs, professionals, and families.

Because of the educational and developmental risks for vulnerable young children if standards are not well developed and implemented, the recommendations in this position statement are embedded in and refer to the principles set forth in NAEYC's code of ethical conduct. According to this code, early childhood professionals and others affecting young children's education must promote those practices that benefit young children, and they must refuse to participate in educational practices that harm young children. Thus, a test of the value of any standards effort is whether it promotes educationally and developmentally positive outcomes and whether it avoids penalizing or excluding children from needed services and supports.

* [Download/view the full position statement](#) (Adobe Acrobat Document)

Desired Effects of the Position Statement

NAEYC and NAECS/SDE have developed this position statement, and invited other associations to support and endorse its recommendations, in order to:

- **Take informed positions on significant, controversial issues affecting young children's education and development**
- **Promote broad-based dialogue**
- **Create a shared language and evidence-based frame of reference so that practitioners, decision makers, and families may talk together about early learning standards and their essential supports**
- **Influence public policies—those related to early childhood systems development as well as to the development, implementation, and revision of standards—that reflect the position statement's recommendations**
- **Stimulate investments needed to create accessible, affordable, high quality learning environments and professional development to support the implementation of effective early learning standards.**
- **Strengthen connections between the early childhood and K-12 education communities**
- **Build more satisfying experiences and better educational and developmental outcomes for all young children**

Background and Context

Standards and the Early Childhood Education Field

One of NAEYC's first publications, written in 1929, was called *Minimum Essentials for Nursery Education*.² Since then, NAEYC has developed criteria for accrediting early childhood education programs,³ teacher education standards,⁴ guidelines for developmentally appropriate practice⁵ and, in partnership with the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE), curriculum and assessment guidelines⁶. NAEYC publications⁷ have also described the role of professional organizations' content standards in early childhood education.

Yet the U.S. standards movement in elementary and secondary education, begun in the 1980s, did not have an immediate impact on education before kindergarten. In recent years, however, increased public awareness of the importance of early education, the expanded involvement of public schools in education for 3- and 4-year-olds, and reports from the National Research Council, including the influential *Eager to Learn* report⁸, have stimulated a rapid expansion of the standards movement into early education. Preliminary results from a recent national survey show more than 25 states with specific child-based outcome standards for children younger than kindergarten age.⁹ The Head Start Bureau has established a "Child Outcomes Framework,"¹⁰ describing learning expectations in each of eight domains. Professional associations have developed content standards in areas including early mathematics and literacy.¹¹ National reports and public policies have called for the creation of standards—variously including program standards, content standards, performance standards, and child outcomes—as part of a broader effort to build school readiness by improving teaching and learning in the early years.

The Distinctive Characteristics of Early Childhood

Early childhood is a distinct period of life that has value in itself as well as creating foundations for later years. States and others must consider the characteristics of early childhood as the standards movement extends into the years before kindergarten:

- The younger children are, the harder it is to create generalized expectations for their development and learning, because young children's development varies greatly and is so heavily dependent upon experience.¹²
- This variability also creates greater challenges in assessing young children's progress in meeting standards or achieving desired results.¹³
- To a greater extent than when children are older, young children's development is connected across developmental domains, with progress in one area being strongly influenced by others. This again has implications for how standards are written and implemented.
- Young children's development and learning are highly dependent upon their family relationships and environments. The development and implementation of early learning standards must therefore engage and support families as partners¹⁴.

- Our youngest children are our most culturally diverse.¹⁵ Early learning standards must take this diversity into account. In addition, many children transition from culturally familiar child care programs and family environments into settings that do not reflect their culture or language. These discontinuities make it difficult to implement early learning standards in effective ways.
- Early childhood programs include an increasing number of children with disabilities and developmental delays.¹⁶ These children must be given especially thoughtful consideration when states or others develop, implement, and assess progress in relation to early learning standards.
- Finally, settings for early education before kindergarten vary greatly in their sponsorship, resources, and organization—far more than the K-12 system—and the vast majority of those programs are not regulated by public schools. In such a fragmented system, standards cannot have a positive effect without intensive attention to communication, coordination, consensus building, and financing.

Risks and Benefits of Early Learning Standards

Reflecting on this expanded interest, on more than a decade of experience with systems of K-12 standards, curriculum, assessment, and accountability, and on the experience of a number of states and professional organizations, NAEYC and NAECS/SDE see risks as well as significant potential benefits in the movement toward early learning standards. Both need to be taken into account as early learning standards are developed and implemented.

Possible Risks

The major risk of any standards movement is that the responsibility for meeting the standards will be placed on children's shoulders, rather than on the shoulders of those who should provide opportunities and supports for learning. This risk carries especially great weight in the early years of schooling, which can open or close the door to future opportunities. Negative consequences potentially face children who fail to meet standards, because the data may be used to label children as educational failures, retain them in grade, or deny them educational services.¹⁷ Culturally and linguistically diverse children, and children with disabilities, may be at heightened risk.

Other issues also require thoughtful attention. The development of high quality curriculum and teaching practices—essential tools in achieving desired results—can be forgotten in a rush from developing standards to assessing whether children meet the standards. Standards can also run the risk of being rigid, superficial, or culturally and educationally narrow. In the K-12 arena, at times standards have driven curriculum toward a more narrowly fact- and skill-driven approach with a resulting loss of depth, coherence, and focus. In the early childhood field, this trend could undermine the use of appropriate, effective curriculum and teaching strategies. Finally, the K-12 experience has shown that even the best-designed standards

have minimal benefit when there is minimal investment in professional development, high quality assessment tools, program or school resources, and a well-financed education system.¹⁸

Benefits

Despite these cautions, past experience also suggests that under the right conditions early learning standards can create significant benefits for children's learning and development¹⁹. *Eager to Learn*,²⁰ *Neurons to Neighborhoods*,²¹ and other reports underscore young children's great capacity to benefit from experiences that are challenging and achievable. Clear, research-based expectations for the content and desired results of early learning experiences can help focus curriculum and instruction, aiding teachers and families in providing appropriate, educationally beneficial opportunities for all children. These opportunities can, in turn, build children's school readiness and increase the likelihood of later positive outcomes.

Besides their potential benefits for young children, early learning standards may carry other advantages. The process of discussing what should be included in a standards document, or what is needed to implement standards, can build consensus about important educational outcomes and opportunities. Strong reciprocal relationships with families and with a wide professional community can be established through these discussions. Families can expand their understanding about their own children's development and about the skill development that takes place in early education settings, including learning through play and exploration. Teachers, too, can expand their understanding of families' and others' perspectives on how children learn.

Carefully developed early learning standards, linked to K-12 expectations, can also contribute to a more coherent, unified approach to children's education. Educators, families, and other community members see the connections between early learning opportunities and positive long-term outcomes. For example, they can see that standards emphasizing the value of conversations with toddlers are based on evidence that such conversations promote acquisition and expansion of vocabulary in preschool, which in turn predicts success in meeting reading standards in the early elementary grades.²² Finally, a developmental continuum of standards, curriculum, and assessments, extending from the early years into later schooling, can support better transitions from infant-toddler care through preschool programs to kindergarten and into the primary grades, as teachers work within a consistent framework across educational settings.

DEVELOPMENTALLY EFFECTIVE EARLY LEARNING STANDARDS: ESSENTIAL FEATURES

In order for early learning standards to have these benefits for young children and families, NAEYC and NAECS/SDE believe that four essential features must be in place: **(1) significant, developmentally appropriate content and outcomes; (2) informed, inclusive processes to develop and review the standards; (3) implementation and assessment strategies that are ethical and appropriate for young children, and (4) strong supports for early childhood programs, professionals, and families.**

Recommendations in each of these areas follow, with a brief rationale for each. NAEYC and NAECS/SDE have grounded these recommendations in a knowledge base that includes educational, developmental, and policy research; positions and other statements by our own and other organizations and agencies; and promising practices in a number of states.

1. EFFECTIVE EARLY LEARNING STANDARDS EMPHASIZE SIGNIFICANT, DEVELOPMENTALLY APPROPRIATE CONTENT AND OUTCOMES

To be effective, early learning standards must explicitly incorporate (1) all domains of young children's development; (2) content and desired outcomes that have been shown to be significant for young children's development and learning; (3) knowledge of the characteristics, processes, and sequences of early learning and skill development; (4) appropriate, specific expectations related to children's ages or developmental levels, and (4) cultural, community, linguistic, and individual perspectives.

- **Effective early learning standards give emphasis to *all* domains of development and learning.**

Young children's development is strongly interconnected, with positive outcomes in one area relying on development in other domains. Therefore, early learning standards must address a wide range of domains—including cognitive, social, emotional, physical, and language development, motivation and approaches to learning, as well as discipline-specific domains including the arts, literacy, mathematics, science, and social studies. Three recent early childhood reports from the National Research Council (*Preventing Reading Difficulties*,²³ *Eager to Learn*²⁴, and *Neurons to Neighborhoods*²⁵) explicitly underscore this point.

K-12 standards have often focused on academic subject matter rather than including other domains. When standards give undue weight to only a few content areas, while ignoring or lessening the importance of other areas, young children's well being is jeopardized. Because

research has emphasized how powerfully early social and emotional competence predict school readiness and later success, and because good early environments help build this competence, this domain should be given explicit attention in early learning standards.²⁶ At the same time, early learning standards must create and support expectations that promote children's learning in areas such as language, literacy and mathematics,²⁷ which have at times been under-emphasized or inappropriately taught.

- **The content and desired outcomes of early learning standards are meaningful and important to children's current well being and later learning.**

In creating early learning standards, states and professional organizations must answer the "so what" question: What difference will this particular expectation make in children's lives? Standards developed for elementary and secondary education have varied in how well they have addressed the issue of meaningfulness. Those standards that focus on the "big ideas" within domains or academic disciplines appear better able to support strong curriculum, high quality assessments, and positive results for children.²⁸ Longitudinal research may provide guidance in selecting significant content for early learning standards—if a specific piece of learning appears to make little difference for children's current well being or later outcomes, then it may not be worth attending to in a standards document.

- **Rather than relying on simplifications of standards for older children, the content and desired outcomes of effective early learning standards are based on research about the processes, sequences, and long-term consequences of early learning and development**

Pressures to align standards with those in the K-12 system can influence standards for younger children in undesirable ways. For instance, working backward from standards for older children, some may reason that if the kindergarten standards say that five-year olds are expected to count to 20, then 4-year-olds should be expected to count to 10, and 3-year-olds to count to five. This simplified approach to alignment contradicts developmental research consistently showing that earlier forms of a behavior may look very different than later forms.²⁹ One example is the finding that non-academic strengths such as emotional competence³⁰ or positive "approaches to learning"³¹ when children enter kindergarten are strong predictors of academic skills in later grades.

For these reasons, early learning standards should be built forward, from their earliest beginnings, rather than being simplified versions of standards for older children. The result will be more powerful content and more valid expectations for early learning and skill development. With this process, early learning standards do align with what comes later, but the connections are meaningful rather than mechanical and superficial.

- **Effective early learning standards create appropriate expectations by linking content and desired outcomes to specific ages or developmental periods.**

An especially challenging task is to determine how the expectations in early learning standards may best be linked to specific ages or developmental levels. When a standard is written to cover a wide age spectrum—for example, from ages three through six—adults may assume that the youngest children should be accomplishing the same things as the oldest children, leading to frustration both for the youngest children and for their teachers. Conversely, with such broad age ranges for standards, adults may also underestimate the capacities of older children, restricting the challenges offered to them.

Alternatives are available. Reports on standards development work from the U.S. Department of Education's Mid-Continent Regional Educational Laboratory (McREL)³² recommends broadly written content standards but with specific "grade-level benchmarks" being used to describe year-by-year knowledge and skills related to a particular standard. Yet yearly age- or grade-level expectations may also ignore the wide developmental variability of young children who are the same age or in the same year in school, including children with disabilities. For early learning standards, then, a good approach may be to provide flexible descriptions of research-based learning trajectories or "developmental continua," referring to but not tightly linked to age-related yearly accomplishments (as in NAEYC and the International Reading Association's joint position statement *Learning to Read and Write*³³).

- **The content of effective early learning standards, and expectations for children's mastery of the standards, must accommodate the variations—community, cultural, linguistic, and individual—that best support positive outcomes. To do so, early learning standards must encompass the widest possible range of children's life situations and experiences, including disabilities.**

Young children's learning is intimately connected to and dependent upon their cultures, languages, and communities. Research shows that there are wide cultural variations in the experiences and developmental pathways taken by young children, as well as in children's individual needs, including those with disabilities.³⁴ Early learning standards should be flexible enough to encourage teachers and other professionals to embed culturally and individually relevant experiences in the curriculum, creating adaptations that promote success for all children.

2. EFFECTIVE EARLY LEARNING STANDARDS ARE DEVELOPED AND REVIEWED THROUGH INFORMED, INCLUSIVE PROCESSES

The processes by which early learning standards are developed and reviewed contribute to their credibility and effectiveness. These processes should rely on appropriate expertise, stakeholder involvement, and regular evaluation and revision.

- **The process of developing and reviewing early learning standards relies on relevant, valid sources of expertise.**

Effective early learning standards are developed through a process that uses scientifically valid, relevant evidence to create and review expectations about content and desired outcomes for young children. A sound knowledge base of developmental and educational research

exists, including syntheses recently published by the National Research Council,³⁵ as well as publications from national professional associations.³⁶ Over time, standards also require rigorous validation through studies demonstrating that the expectations in the standards do indeed predict positive developmental and learning outcomes.

- **The process of developing and reviewing early learning standards involves multiple stakeholders. Stakeholders may include community members, families, early childhood educators and special educators, and other professional groups. In all cases, those with specific expertise in early development and learning must be involved.**

The wide range of cultures, communities, settings, and life experiences within which young children are educated, the critical importance of families in early learning, and the educational significance of transitions into infant-toddler care, preschool, kindergarten, and beyond,³⁷ make it essential to engage many participants in developing and refining early learning standards. States and other groups must find effective ways to bring a wide range of stakeholders to the table, creating opportunities for dialogue between the public school community and others responsible for children's early learning.³⁸

- **Once early learning standards have been developed, standards developers and relevant professional associations ensure that standards are shared with all stakeholders, creating multiple opportunities for discussion and exchange.**

Standards documents that just sit on shelves cannot be part of an effective early childhood system. Multiple sectors of the early childhood community (e.g., community child care; early intervention; family child care, etc) as well as the K-3 community, families and others committed to positive outcomes for young children can develop an understanding of how standards may be used effectively in early childhood education. This requires that standards be communicated in clear language. It also requires commitment from standards developers and from early childhood professional associations, to create ongoing dialogue about early learning standards and their implications.

- **Early learning standards remain relevant and research based by using a systematic, interactive process for regular review and revision.**

The advancing knowledge base in education and child development, as well as changing community, state, and national priorities, require that standards be regularly re-examined with processes like those used in the standards' initial development. In addition, as K-12 standards are revised and revisited, standards for children below kindergarten age should be part of the process, so that expectations align meaningfully across the age and grade spectrum.

3. EARLY LEARNING STANDARDS GAIN THEIR EFFECTIVENESS THROUGH IMPLEMENTATION AND ASSESSMENT PRACTICES THAT SUPPORT ALL CHILDREN'S DEVELOPMENT IN ETHICAL, APPROPRIATE WAYS

Perhaps the greatest difficulty in creating early learning standards is to establish valid, effective, ethically grounded systems of implementation, assessment, and accountability. In their joint position statement on curriculum and assessment,³⁹ NAEYC and NAECS/SDE offer detailed guidelines for the positive uses of child assessment, screening, and accountability systems. NAEYC's Code of Ethical Conduct⁴⁰ provides further professional guidance. The recommendations below build on these position statements with specific focus on assessments that are linked to early learning standards.

- **Effective early learning standards require equally effective curriculum, classroom practices, and teaching strategies that connect with young children's interests and abilities, and that promote positive development and learning.**

Early learning standards describe the "what"—the content of learning and the outcomes to be expected—but they seldom describe the "how." While research does not support one best approach to teaching young children,⁴¹ it consistently emphasizes the need for curriculum, educational practices and teaching strategies that respond to children's needs and characteristics. Language-rich interactions and relationships with adults and peers; challenging, well-planned curriculum offering depth, focus, choice, engagement, investigation, and representation; teachers' active promotion of concept and skill development in meaningful contexts; adaptations for children with disabilities and other special needs; an integrated approach to teaching and learning—these are just some of the components of the rich curriculum and repertoire of teaching strategies⁴² that are essential to young children's learning.

- **Tools for assessing young children's progress must be clearly connected to important learning represented in the standards; must be technically, developmentally, and culturally valid; and must yield comprehensive, useful information.**

Assessment is an essential component of effective early childhood education,⁴³ and the development of appropriate assessments has long been a priority in the field. Appropriate assessment begins with a comprehensive understanding of what is to be assessed—in this case, the content and desired outcomes expressed in early learning standards. Broad, significant content cannot be assessed with narrow instruments. Beyond the important requirements of technical adequacy (reliability and validity), assessments must also be developmentally valid, including observations by knowledgeable adults in real-life early childhood contexts, with multiple, varied opportunities for assessment over time. Of special importance when developing standards-related assessments are the needs of culturally diverse children and children with disabilities. In addition, the information yielded by these assessments must be useful to practitioners and families. A number of states have intentionally addressed these critical assessment issues when developing their early learning standards.

Assessments that are developed or adopted to use with early learning standards should follow the same principles that have been articulated in the joint position statement of NAEYC and NAECS/SDE on Curriculum and Assessment⁴⁴ and by other professional groups such as the Commission on Instructionally Supportive Assessment convened by the American Association of School Administrators, the National Association of Elementary School Principals, the National Association of Secondary School Principals, the National Education Association, and the National Middle School Association,⁴⁵ the National Education Goals Panel,⁴⁶ the American Educational Research Association (AERA), the American Psychological Association (APA), the National Council on Measurement in Education,⁴⁷ and the National Association of School Psychologists (NASP)⁴⁸.

Using instruments that were designed for older children to assess younger children's learning is unacceptable. Pulling poorly conceived assessments off the shelf to meet an immediate need, when these assessments do not align meaningfully with the standards or with young children's characteristics, contradicts these expert recommendations. Such assessments yield developmentally, educationally, and culturally meaningless information. Assessments that are appropriate for young children, including classroom-based assessments, are available in all domains of development and learning and for a variety of specific assessment purposes. Professionals need not and cannot compromise assessment quality.

- **Information gained from assessments of young children's progress with respect to standards must be used to benefit children. Assessment and accountability systems should be used to improve practices and services and should not be used to rank, sort, or penalize young children.**

Professional associations are unanimous in stating that, whenever learning is assessed and whenever assessment results are reported, children must benefit from that assessment. These benefits can and should include improvements in curriculum and teaching practices, better developmental outcomes, greater engagement in learning, and access to special interventions and supports for those children who are having difficulty. The misuse of assessment and accountability systems has the potential to do significant educational and developmental harm to vulnerable young children. Children's failure to meet standards cannot be used to deny them services, to exclude them from beneficial learning opportunities, or to categorize them on the basis of a single test score⁴⁹. For example, families should not be advised to keep a child out of kindergarten because a single test shows that their child has not met certain standards. Such misuses of standards-related assessments violate professional codes of ethical conduct.⁵⁰

4. EFFECTIVE EARLY LEARNING STANDARDS REQUIRE A FOUNDATION OF SUPPORT FOR EARLY CHILDHOOD PROGRAMS, PROFESSIONALS, AND FAMILIES

Even the best standards for young children's learning will be ineffective unless early childhood programs themselves meet high standards, and unless programs, professionals, and families are strongly supported.

- **Research-based standards for early childhood programs, and adequate resources to support high quality programs, build environments where early learning standards can be implemented effectively.**

Research has identified the kinds of early environments and relationships that promote positive outcomes for children.⁵¹ Using this knowledge, national accreditation systems such as that of NAEYC⁵² define and assess early childhood program quality. In creating a system of standards for early education, a few states have begun by developing program standards before turning to content or performance standards for young children, believing that clear expectations and supports for program quality are an essential first step.

- **Significant expansion of professional development is essential if all early childhood teachers and administrators are to gain the knowledge, skills, and dispositions needed to implement early learning standards.**

Well-educated, knowledgeable and caring teachers are the key to positive outcomes for children.⁵³ Efforts to create early learning standards must be accompanied by in-depth professional development, coaching, and mentoring for teachers, administrators, and teacher educators—not just about the standards themselves but about the appropriate curriculum, teaching strategies, relationships, and assessment tools that together make up a systematic approach to improving outcomes for all children.

- **Early learning standards will have the most positive effects if families—key partners in young children's learning—are provided with respectful communication and support.**

Families' hopes and expectations play a critically important role in early development⁵⁴. Families and other community members also provide many of the experiences and relationships needed for young children's success. Any effort to develop and implement shared expectations or standards for early learning will be more successful if families are well supported as part of the process.

CONCLUSION

This position statement is subtitled "Creating the Conditions for Success." In describing the four conditions under which effective early learning standards can be developed and implemented, NAEYC and NAECS/SDE set forth significant challenges to states, professional groups, and the early childhood field. Important, developmentally appropriate content and outcomes; informed, inclusive processes for standards development and review; standards implementation and assessment practices that promote positive development; strong supports for early childhood programs, professionals, and families—each of these requires substantial commitment of effort and resources. Shortcuts are tempting. Yet when these conditions are met, early learning standards will contribute to a more focused, responsive, and effective system of education for all young children.

This document is an official position statement of the National Association of Early Childhood Specialists in State Departments of Education and the National Association for the Education of Young Children.

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APPENDIX

DEVELOPING A JOINT POSITION STATEMENT FROM NAEYC AND NAECS/SDE:

BACKGROUND AND PROCESSES

Background. Background. In July 2000, NAEYC's Governing Board voted to give focused attention to early learning standards, as a high priority issue for the organization. Following Board discussions and dialogue at several conference sessions, NAEYC's Governing Board decided to develop a position statement articulating principles or criteria for developing, adopting, and using early learning standards. NAEYC's long history of collaboration with the National Association of Early Childhood Specialists in State Departments of Education quickly led to a decision by both organizations to create a joint position statement.

Developing the Position Statement. The processes used to develop the position statement have been collaborative, beginning with the establishment of a joint working group and an invitation to multiple stakeholder organizations and experts to help identify the key issues that the position statement should address. Conference sessions and e-mail distribution to the organizations' members, other groups, and individuals with special expertise were used to seek feedback on drafts of the position statement. After further input and revisions, NAEYC's Governing Board and the membership of NAECS/SDE voted to approve the position statement on November 19, 2002.

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