Head Start Early Learning Outcomes Framework - Preschool Alignment with FunShine Express® Curriculum Ages 3 - 5 Years

Head Start Early Learning Outcomes Framework - Preschool	FunShine Early Learning and Development Continuum
ATL Approaches to Learning	**4: Social Studies, 5: Social-Emotional Development, 6: Approaches to Learning**
36 to 47 Months	
Emotional and Behavioral Self-Regulation	**SE3 Feelings and Emotions, SE4 Self-Regulation, SS4 Government, Economics, and Technology**
P-ATL 1.a Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	**SE4.1(3)** Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; increasingly handles transitions appropriately
P-ATL 2.a Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	**SS4.1(3)** Demonstrates growing awareness of and follows classroom, home, and community rules with adult reminders; tells why rules are important **SE4.1(3)** Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; increasingly handles transitions appropriately
P-ATL 3.a Handles classroom materials, such as putting them where they belong, with adult support.	**SE1.3(3)** Shows awareness of ability to do many things and interest in work of others; begins to clean up work/play space with adult prompting
P-ATL 4.a Manages own actions, words and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.	**SE4.1(3)** Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; increasingly handles transitions appropriately
Cognitive Self-Regulation (Executive Functioning)	**AL2 Creative Thinking, Problem-Solving, Reasoning, AL3 Attention, Engagement, and Persistence, AL4 Memory and Reflection, SE4 Self-Regulation**
P-ATL 8.a Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.	**L1.1(3)** Follows two and three-step directions of increasing complexity; listens and responds to simple rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations with adult support; understands verbal and nonverbal cues. **AL4.1(3)** Recalls and applies routine knowledge (looks for seatbelt in vehicle, expects ball to come back when bounced); plays memory games
P-ATL 9.a Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.	**AL2.3(3)** Begins to think problems through, considering possibilities with adult assistance; makes a simple plan and follows through with adult reminders

P-ATL 5.a Frequently engages in impulsive behaviors, but inhibits them when directly supported by an adult.	**SE4.1(3)** Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; increasingly handles transitions appropriately
P-ATL 6.a With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	**AL3.1(3)** Attends to tasks even when challenged; seeks help to overcome problems; ignores some interruptions and distractions
P-ATL 7.a Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.	**AL3.1(3)** Attends to tasks even when challenged; seeks help to overcome problems; ignores some interruptions and distractions
Initiative and Curiosity	**AL1 Curiosity, Initiative, and Risk-Taking, AL2 Creative Thinking, Problem-Solving, Reasoning**
P-ATL 10.a Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.	**AL1.1(3)** Shows a willingness to participate; shows eagerness to join play events, experiments, and exploring activities; tries new activities independently
P-ATL 11.a Seeks out new information and explores new play and tasks with adult support.	**AL1.1(3)** Shows a willingness to participate; shows eagerness to join play events, experiments, and exploring activities; tries new activities independently
Creativity	**AL1 Curiosity, Initiative, and Risk-Taking, AL2 Creative Thinking, Problem-Solving, Reasoning**
P-ATL 12.a Responds to adults' prompts to express creative ideas in words and/or actions.	**AL2.1(3)** Generates ideas and suggestions in play situations; creates imaginative stories and begins to attempt joke telling
P-ATL 13.a Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	**CA4.1(3)** Participates in creative dramatic play and make believe across learning domains

48 to 60 Months

Emotional and Behavioral Self-Regulation	**SE3 Feelings and Emotions, SE4 Self-Regulation, SS4 Government, Economics, and Technology**
P-ATL 1.b Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.	**SE4.1(4)** Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others

P-ATL 1.c Expresses emotions in ways that are appropriate to the situation.

SE4.1(4) Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others

P-ATL 1.d Looks for adult assistance when emotions are most intense.

SE4.1(4) Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others

P-ATL 1.e Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.

SE4.1(4) Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others

P-ATL 2.b Usually follows classroom rules and routines with occasional reminders from adults, such as following an endof- lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.

SS4.1(4) Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy
SE4.1(4) Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others

P-ATL 2.c Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.

SS4.1(4) Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy

P-ATL 2.d Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.

SE4.1(4) Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others

P-ATL 2.e Responds to signals when transitioning from one activity to another.

SS4.1(4) Recognizes classroom and community rules; follows established rules and talks about importance of

	rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy
P-ATL 3.b Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.	**SE1.3(4)** Shows confidence of self as having certain abilities; displays interest and respect for the work of others; exhibits increasing awareness of own character traits; takes pride in cleaning up work/play space independently
P-ATL 3.c Appropriately handles materials during activities.	**SE1.3(4)** Shows confidence of self as having certain abilities; displays interest and respect for the work of others; exhibits increasing awareness of own character traits; takes pride in cleaning up work/play space independently
P-ATL 3.d Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.	**SE1.3(4)** Shows confidence of self as having certain abilities; displays interest and respect for the work of others; exhibits increasing awareness of own character traits; takes pride in cleaning up work/play space independently
P-ATL 4.b Manages own actions, words, and behavior with occasional support from adults.	**SS4.1(4)** Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy
P-ATL 4.c Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.	**SE4.1(4)** Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others
P-ATL 4.d Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.	**SE4.1(4)** Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others
P-ATL 4.e Waits for turn, such as waits in line to wash hands or waits for turn on swings.	**SE4.1(4)** Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of

	environment before responding to emotions or actions of others
P-ATL 4.f Refrains from aggressive behavior towards others.	**SE4.1(4)** Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others
P-ATL 4.g Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.	**SS4.1(4)** Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy
Cognitive Self-Regulation (Executive Functioning)	**AL2 Creative Thinking, Problem-Solving, Reasoning, AL3 Attention, Engagement, and Persistence, AL4 Memory and Reflection, SE4 Self-Regulation**
P-ATL 7.d Returns with focus to an activity or project after having been away from it.	**AL3.1(4)** Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when needed
P-ATL 8.b Holds an increasing amount of information in mind in order to successfully complete tasks.	**AL4.1(4)** Reflects and applies knowledge of past experiences to new situations; makes predictions based on past experiences; uses strategy during memory games
P-ATL 8.c Accurately recounts recent experiences in the correct order and includes relevant details.	**AL4.1(4)** Reflects and applies knowledge of past experiences to new situations; makes predictions based on past experiences; uses strategy during memory games
P-ATL 8.d Successfully follows detailed, multi-step directions, sometimes with reminders.	**L1.1(4)** Follows multi-step directions of increasing complexity; listens and responds to more complex rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations.
P-ATL 8.e Remembers actions to go with stories or songs shortly after being taught.	**AL4.1(4)** Reflects and applies knowledge of past experiences to new situations; makes predictions based on past experiences; uses strategy during memory games
P-ATL 9.b Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking	**AL2.3(4)** Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through

turns to share toys when many children want to use them.

P-ATL 9.c Tries different strategies to complete work or solve problems including with other children.	**AL2.3(4)** Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through
P-ATL 9.d Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.	**SE4.1(4)** Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others **AL4.1(4)** Reflects and applies knowledge of past experiences to new situations; makes predictions based on past experiences; uses strategy during memory games
P-ATL 9.e Transitions between activities without getting upset.	**SE4.1(4)** Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others
P-ATL 5.b Sometimes controls impulses independently, while at other times needs support from an adult.	**SE4.1(4)** Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others
P-ATL 5.c Stops an engaging activity to transition to another less desirable activity with adult guidance and support.	**SE4.1(4)** Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others
P-ATL 5.d Delays having desires met, such as agreeing to wait turn to start an activity.	**SE2.2(4)** Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers
P-ATL 5.e Without adult reminders, waits to communicate information to a group.	**SE4.1(4)** Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others

P-ATL 5.f Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.	**SE4.1(4)** Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others
P-ATL 6.b With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.	**AL3.1(4)** Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when needed
P-ATL 6.c Maintains focus on activities for extended periods of time, such as 15 minutes or more.	**AL3.1(4)** Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when needed
P-ATL 6.d Engages in purposeful play for extended periods of time.	**AL3.1(4)** Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when needed
P-ATL 6.e Attends to adult during large and small group activities with minimal support.	**AL3.1(4)** Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when needed
P-ATL 7.b Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.	**AL3.1(4)** Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when needed
P-ATL 7.c Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.	**AL3.1(4)** Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when needed
Initiative and Curiosity	**AL1 Curiosity, Initiative, and Risk-Taking, AL2 Creative Thinking, Problem-Solving, Reasoning**
P-ATL 10.b Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.	**AL1.1(4)** Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects
P-ATL 10.c Engages in independent activities.	**AL1.1(4)** Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects

P-ATL 10.d Makes choices and communicates these to adults and other children.	**AL1.1(4)** Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects
P-ATL 10.e Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.	**AL1.1(4)** Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects
P-ATL 10.f Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.	**AL1.1(4)** Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects
P-ATL 11.b Seeks out new information and explores new play and tasks both independently and with adult support.	**AL1.1(4)** Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects
P-ATL 11.c Asks questions and seeks new information.	**AL1.1(4)** Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects
P-ATL 11.d Is willing to participate in new activities or experiences even if they are perceived as challenging.	**AL1.1(4)** Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects
P-ATL 11.e Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.	**AL1.1(4)** Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects
Creativity	**AL1 Curiosity, Initiative, and Risk-Taking, AL2 Creative Thinking, Problem-Solving, Reasoning**
P-ATL 12.b Communicates creative ideas and actions both with and without prompting from adults.	**AL2.1(4)** Participates creatively in play situations; creates and acts out imaginative stories/scenarios; changes words in sentences to employ humor; may use humor to amuse others to build friendships; tells/repeats simple jokes that make sense
P-ATL 12.c Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.	**AL2.2(4)** Gathers information and asks complex questions in order to understand a new or familiar concept; makes and explains comparisons among objects and groups and uses "if/then" and "cause/effect" reasoning across learning domains

P-ATL 12.d Approaches tasks, activities, and play in ways that show creative problem solving.	**AL2.3(4)** Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through
P-ATL 12.e Uses multiple means of communication to creatively express thoughts, feelings, or ideas.	**AL2.2(4)** Gathers information and asks complex questions in order to understand a new or familiar concept; makes and explains comparisons among objects and groups and uses "if/then" and "cause/effect" reasoning across learning domains
P-ATL 13.b Develops more elaborate imaginary play, stories, and other creative works with children and adults.	**CA4.1(4)** Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality
P-ATL 13.c Engages in social and pretend play.	**CA4.1(4)** Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality
P-ATL 13.d Uses imagination with materials to create stories or works of art.	**CA1.1(4)** Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences
P-ATL 13.e Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.	**CA4.2(4)** Uses props in increasingly creative ways in dramatic play (molds playdough to represent a phone)

SE Social and Emotional Development	**4: Social Studies, 5: Social-Emotional Development**
36 to 47 Months	
Relationships with Adults	**SE2 Trust and Relationships**
P-SE 1.a Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.	**SE2.1(3)** Interacts comfortably with familiar adults; engages in interactions with less familiar adults; accepts guidance
P-SE 2.a Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying "No" to requests, but these moments are typically resolved with support from adults.	**SE2.1(3)** Interacts comfortably with familiar adults; engages in interactions with less familiar adults; accepts guidance

Relationships with Other Children	SE2 Trust and Relationships
P-SE 3.a Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.	**SE2.2(3)** Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers
P-SE 4.a Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.	**SE2.2(3)** Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers
P-SE 5.a Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.	**SE2.2(3)** Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers

Emotional Functioning	SE3 Feelings and Emotions, SE4 Self-Regulation
P-SE 6.a Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.	**SE3.2(3)** Explores emotions through play, art, music, and dance; uses variety of words to express and manage feelings; provides reasoning for feelings
P-SE 7.a Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.	**SE3.1(3)** Acknowledges various emotions and feelings of others; may offer to help meet the needs of others
P-SE 8.a Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	**SE4.1(3)** Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; increasingly handles transitions appropriately

Sense of Identity and Belonging	SE1 Self-Awareness and Self-Concept, SS3 Culture, Family, and Community
P-SE 9.a Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.	**SE1.1(3)** Describes self by things they can do and things they have; begins to understand being a part of their family or a classroom; knows and can say first and last name **SE1.2(3)** Expresses preferences; chooses activities that are preferred or come easily

P-SE 10.a Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.	**SE1.3(3)** Shows awareness of ability to do many things and interest in work of others; begins to clean up work/play space with adult prompting
P-SE 11.a Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	**SS3.1(3)** Shows awareness of and appreciation for family and cultural stories, music, and rhymes; identifies cultural characteristics of self, family, and community

48 to 60 Months

Relationships with Adults	SE2 Trust and Relationships
P-SE 1.b Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.	**SE2.1(4)** Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults
P-SE 1.c Interacts readily with trusted adults.	**SE2.1(4)** Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults
P-SE 1.d Engages in some positive interactions with less familiar adults, such as parent volunteers.	**SE2.1(4)** Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults
P-SE 1.e Shows affection and preference for adults who interact with them on a regular basis.	**SE2.1(4)** Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults
P-SE 1.f Seeks help from adults when needed.	**SE2.1(4)** Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults
P-SE 2.b Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.	**SE2.1(4)** Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults

P-SE 2.c Engages in prosocial behaviors with adults, such as using respectful language or greetings.	**SE2.1(4)** Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults
P-SE 2.d Attends to an adult when asked.	**SE2.1(4)** Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults
P-SE 2.e Follows adult guidelines and expectations for appropriate behavior.	**SE2.1(4)** Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults
P-SE 2.f Asks or waits for adult permission before doing something when they are unsure.	**SE2.1(4)** Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults
Relationships with Other Children	**SE2 Trust and Relationships**
P-SE 3.b Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.	**SE2.2(4)** Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers
P-SE 3.c Engages in and maintains positive interactions with other children.	**SE2.2(4)** Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers
P-SE 3.d Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.	**SE2.2(4)** Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers
P-SE 3.e Takes turns in conversations and interactions with other children.	**SE2.2(4)** Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers
P-SE 3.f Develops friendships with one or two preferred other children.	**SE2.2(4)** Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively

with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

P-SE 4.b Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.	**SE2.2(4)** Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers
P-SE 4.c Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.	**SE2.2(4)** Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers
P-SE 4.d Demonstrates willingness to include others' ideas during interactions and play.	**SE2.2(4)** Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers
P-SE 4.e Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.	**SE2.2(4)** Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers
P-SE 4.f Engages in reflection and conversation about past play experiences.	**L2.1(4)** Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.
P-SE 5.b Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.	**SE2.2(4)** Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers
P-SE 5.c Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?"	**L3.2(4)** Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table

of contents, index, glossary, characters, etc).

P-SE 5.d Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.	**SE2.2(4)** Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers
P-SE 5.e Expresses feelings, needs, and opinions in conflict situations.	**SE2.2(4)** Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers
P-SE 5.f Seeks adult help when needed to resolve conflicts.	**SE2.2(4)** Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers
Emotional Functioning	**SE3 Feelings and Emotions, SE4 Self-Regulation**
P-SE 6.b Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying "Don't be mad" when engaged in play with other children.	**SE3.2(4)** Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions
P-SE 6.c Recognizes and labels basic emotions in books or photographs.	**SE3.2(4)** Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions
P-SE 6.d Uses words to describe own feelings.	**SE3.2(4)** Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions
P-SE 6.e Uses words to describe the feelings of adults or other children.	**SE3.2(4)** Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions
P-SE 7.b Consistently pays attention when others are distressed and often responds with care, either by seeking	**SE3.1(4)** Shows empathy and caring to others; responds to others emotions appropriately

out adult support or providing reassurance or support themselves.

P-SE 7.c Makes empathetic statements to adults or other children.	**SE3.1(4)** Shows empathy and caring to others; responds to others emotions appropriately
P-SE 7.d Offers support to adults or other children who are distressed.	**SE3.1(4)** Shows empathy and caring to others; responds to others emotions appropriately
P-SE 8.b Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.	**SE4.1(4)** Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others
P-SE 8.c Expresses feelings in ways that are appropriate to the situation.	**SE4.1(4)** Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others
P-SE 8.d Looks for adult assistance when feelings are most intense.	**SE4.1(4)** Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others
P-SE 8.e Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.	**SE4.1(4)** Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others
Sense of Identity and Belonging	**SE1 Self-Awareness and Self-Concept, SS3 Culture, Family, and Community**
P-SE 9.b Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.	**SE1.1(4)** Recognizes similarities and differences between self and others; (gender, cultural identity, self and family characteristics); develops positive self-image; knows and can say first, middle, and last name **SE1.2(4)** Expresses personal preferences and opinions; makes choices
P-SE 9.c Describes self using several different characteristics.	**SE1.1(4)** Recognizes similarities and differences between self and others; (gender, cultural identity, self and family characteristics); develops positive self-image;

knows and can say first, middle, and last name

P-SE 9.d Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.	**SE1.2(4)** Expresses personal preferences and opinions; makes choices **SE1.3(4)** Shows confidence of self as having certain abilities; displays interest and respect for the work of others; exhibits increasing awareness of own character traits; takes pride in cleaning up work/play space independently
P-SE 10.b Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.	**SE1.3(4)** Shows confidence of self as having certain abilities; displays interest and respect for the work of others; exhibits increasing awareness of own character traits; takes pride in cleaning up work/play space independently
P-SE 10.c Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.	**SE1.3(4)** Shows confidence of self as having certain abilities; displays interest and respect for the work of others; exhibits increasing awareness of own character traits; takes pride in cleaning up work/play space independently
P-SE 10.d Expresses own ideas or beliefs in group contexts or in interactions with others.	**SE1.2(4)** Expresses personal preferences and opinions; makes choices
P-SE 10.e Uses positive words to describe self, such as kind or hard-worker.	**SE1.3(4)** Shows confidence of self as having certain abilities; displays interest and respect for the work of others; exhibits increasing awareness of own character traits; takes pride in cleaning up work/play space independently
P-SE 11.b Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.	**SS3.1(4)** Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture
P-SE 11.c Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.	**SS3.1(4)** Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture
P-SE 11.d Relates personal stories about being a part of different groups.	**SS3.1(4)** Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture

P-SE 11.e Identifies similarities and differences about self across familiar environments and settings.	**SS3.1(4)** Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture

LC Language and Communication	**1: Language/Literacy, 9: Dual Language Learners**
36 to 47 Months	
Attending and Understanding	**DL1 Receptive Language (Listening and Understanding), DL2 Expressive Language (Speaking Second Language), L1 Receptive Language (Listening), L2 Expressive Language (Speaking)**
P-LC 1.a Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	**L1.1(3)** Follows two and three-step directions of increasing complexity; listens and responds to simple rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations with adult support; understands verbal and nonverbal cues.
P-LC 2.a Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.	**L1.1(3)** Follows two and three-step directions of increasing complexity; listens and responds to simple rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations with adult support; understands verbal and nonverbal cues.
Communicating and Speaking	**DL1 Receptive Language (Listening and Understanding), DL2 Expressive Language (Speaking Second Language), L1 Receptive Language (Listening), L2 Expressive Language (Speaking)**
P-LC 3.a Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.	**L2.1(3)** Speaks more clearly and is understood by most familiar adults; asks simple questions to extend conversation; begins to use some verbal and nonverbal conversational rules; listens to and repeats words in world languages and sign language.
P-LC 4.a Engages in conversations with adults, other children, or within the group setting lasting 2-3 conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.	**L2.1(3)** Speaks more clearly and is understood by most familiar adults; asks simple questions to extend conversation; begins to use some verbal and nonverbal conversational rules; listens to and repeats words in world languages and sign language.
P-LC 5.a Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses 3-5 word phrases/sentences when communicating. With some prompting, can offer multiple (2-3) pieces of information on a single topic.	**L2.1(3)** Speaks more clearly and is understood by most familiar adults; asks simple questions to extend conversation; begins to use some verbal and nonverbal conversational rules; listens to and repeats words in world languages and sign language. **L2.3(3)** Communicates in expanding sentences; uses grammar rules that are age-appropriate.

Vocabulary	DL1 Receptive Language (Listening and Understanding), DL2 Expressive Language (Speaking Second Language), L1 Receptive Language (Listening), L2 Expressive Language (Speaking)
P-LC 7.a Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.	L2.2(3) Converses with a rapidly expanding vocabulary; understands words and meanings from growing number of topics and learning domains; demonstrates understanding of some opposite concepts.
P-LC 6.a Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.	L2.2(3) Converses with a rapidly expanding vocabulary; understands words and meanings from growing number of topics and learning domains; demonstrates understanding of some opposite concepts.

48 to 60 Months

Attending and Understanding	DL1 Receptive Language (Listening and Understanding), DL2 Expressive Language (Speaking Second Language), L1 Receptive Language (Listening), L2 Expressive Language (Speaking)
P-LC 1.b Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	L1.1(4) Follows multi-step directions of increasing complexity; listens and responds to more complex rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations.
P-LC 1.c Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.	L1.1(4) Follows multi-step directions of increasing complexity; listens and responds to more complex rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations.
P-LC 1.d Shows ongoing connection to a conversation, group discussion, or presentation.	L1.1(4) Follows multi-step directions of increasing complexity; listens and responds to more complex rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations.
P-LC 2.b Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.	L1.1(4) Follows multi-step directions of increasing complexity; listens and responds to more complex rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations.
P-LC 2.c Shows an ability to recall (in order) multiple step directions.	L1.1(4) Follows multi-step directions of increasing complexity; listens and responds to more complex rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations.

P-LC 2.d Demonstrates understanding of a variety of question types, such as "Yes/No?" or "Who/What/When/Where?" or "How/ Why?"	**L1.1(4)** Follows multi-step directions of increasing complexity; listens and responds to more complex rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations.
P-LC 2.e Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then.	**AL2.2(4)** Gathers information and asks complex questions in order to understand a new or familiar concept; makes and explains comparisons among objects and groups and uses "if/then" and "cause/effect" reasoning across learning domains
P-LC 2.f Shows an understanding of talk related to the past or future.	**SS1.1(4)** Follows, predicts, and explains time/sequence of events (past, present, future); notices simple changes over a period of time (seasons); interacts with calendars and creates simple timelines of events
P-LC 2.g Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. Children who are DLLs may demonstrate more complex communication and language in their home language than in English.	**L1.1(4)** Follows multi-step directions of increasing complexity; listens and responds to more complex rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations. **DL1.1(B)** Responds to gestures and simple directions in home and second language; begins to understand simple words in home and second language; listens with interest to picture books read aloud **DL1.1(M)** Follows simple routine directions in second language with adult support; listens and participates in rhyming activities to hear the patterns in language; understands some common words in simple picture books read aloud
Communicating and Speaking	**DL1 Receptive Language (Listening and Understanding), DL2 Expressive Language (Speaking Second Language), L1 Receptive Language (Listening), L2 Expressive Language (Speaking)**
P-LC 3.b Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.	**L2.1(4)** Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.
P-LC 3.c Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.	**L2.1(4)** Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most

	verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.
P-LC 3.d Uses language, spoken or sign, to clarify a word or statement when misunderstood.	**L2.1(4)** Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.
P-LC 3.e Children who are DLLs may switch between their languages.	**DL2.1(B)** Uses gestures, facial expressions, and single-word utterances to communicate needs and wants in home language, moving to second language; responds to rhymes and songs by repeating simple words or phrases **DL2.1(M)** Begins to combine words from home and second languages to communicate needs and wants, and to participate in two-way conversations; responds to texts read aloud, songs, and rhymes, repeating simple words and phrases and answering simple questions as a sign of comprehension with adult support
P-LC 4.b Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.	**L2.1(4)** Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.
P-LC 4.c Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.	**L2.1(4)** Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.
P-LC 4.d With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.	**L2.1(4)** Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

P-LC 5.b Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as "I need a pencil because this one broke." Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.	**L2.1(4)** Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language. **L2.3(4)** Connects phrases and sentences to build ideas; speaks in complex sentences using some correct rules of grammar.
P-LC 5.c Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.	**L2.1(4)** Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language. **L2.3(4)** Connects phrases and sentences to build ideas; speaks in complex sentences using some correct rules of grammar.
P-LC 5.d Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations.	**L2.3(4)** Connects phrases and sentences to build ideas; speaks in complex sentences using some correct rules of grammar.
P-LC 5.e Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.	**L2.1(4)** Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language. **L2.3(4)** Connects phrases and sentences to build ideas; speaks in complex sentences using some correct rules of grammar.
Vocabulary	**DL1 Receptive Language (Listening and Understanding), DL2 Expressive Language (Speaking Second Language), L1 Receptive Language (Listening), L2 Expressive Language (Speaking)**
P-LC 6.c Demonstrates the use of multiple (2-3) new words or signs a day during play and other activities.	**L2.2(4)** Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.
P-LC 6.d Shows recognition of and/or familiarity with key domain-specific words heard during reading or	**L2.2(4)** Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific

discussions.	learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.
P-LC 6.e With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word "cocoon" when learning about the lifecycle of caterpillars, or "cylinder" when learning about 3-D shapes.	**L2.2(4)** Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.
P-LC 6.f With support, forms guesses about the meaning of new words from context clues.	**L2.2(4)** Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.
P-LC 7.b emonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.	**L2.2(4)** Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.
P-LC 7.c Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.	**L2.2(4)** Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.
P-LC 7.d Discusses new words in relation to known words and word categories, such as "It fell to the bottom when it sank" or "When you hop it's like jumping on one leg" or "The bear and fox are both wild animals."	**L2.2(4)** Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.
P-LC 7.e Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.	**L2.2(4)** Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts. **SC3.1(4)** Groups and classifies living things by features; investigates and compares living vs. non-living things; shows understanding and describes life cycles; knows and explains basic needs of living things (food chains, energy from sun, habitats).
P-LC 7.f Identifies key common antonyms, such as black/white or up/down. Identifies 1-2 synonyms for very familiar words, such as glad or happy.	**L2.2(4)** Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.
P-LC 7.g Shows an ability to distinguish similar words, such as "I don't like it, I love it!" or "It's more than tall,	**L2.2(4)** Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific

it's gigantic" or "It's so cold, it's frosty."

learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.

P-LC 6.b Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.

L2.2(4) Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.

MD Mathematics Development	2: Math
36 to 47 Months	
Counting and Cardinality	**M1 Number Sense, Quantity, and Operations**

P-MATH 1.a Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as "one," "two," "three" versus "onetwothree".

M1.1(3) Grows in rote counting and sequencing of numbers to 10 and beyond; identifies some written numerals in everyday environment; begins to understand one-to-one correspondence; compares quantities and identifies more/less; begins to subitize (recognizes number of objects in a small set without counting - two blocks); begins to understand the last number counted in a set is the quantity of the set; understands ordinal terms (1st, 2nd, etc.).

P-MATH 2.a Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as "subitizing").

M1.1(3) Grows in rote counting and sequencing of numbers to 10 and beyond; identifies some written numerals in everyday environment; begins to understand one-to-one correspondence; compares quantities and identifies more/less; begins to subitize (recognizes number of objects in a small set without counting - two blocks); begins to understand the last number counted in a set is the quantity of the set; understands ordinal terms (1st, 2nd, etc.).

P-MATH 3.a Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as "cardinality").

M1.1(3) Grows in rote counting and sequencing of numbers to 10 and beyond; identifies some written numerals in everyday environment; begins to understand one-to-one correspondence; compares quantities and identifies more/less; begins to subitize (recognizes number of objects in a small set without counting - two blocks); begins to understand the last number counted in a set is the quantity of the set; understands ordinal terms (1st, 2nd, etc.).

P-MATH 4.a Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of 2 blocks and a pile of 4, and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.

M1.1(3) Grows in rote counting and sequencing of numbers to 10 and beyond; identifies some written numerals in everyday environment; begins to understand one-to-one correspondence; compares quantities and identifies more/less; begins to subitize (recognizes number of objects in a small set without counting - two

blocks); begins to understand the last number counted in a set is the quantity of the set; understands ordinal terms (1st, 2nd, etc.).

P-MATH 5.a Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	**M1.1(3)** Grows in rote counting and sequencing of numbers to 10 and beyond; identifies some written numerals in everyday environment; begins to understand one-to-one correspondence; compares quantities and identifies more/less; begins to subitize (recognizes number of objects in a small set without counting - two blocks); begins to understand the last number counted in a set is the quantity of the set; understands ordinal terms (1st, 2nd, etc.).
Operations and Algebraic Thinking	**M1 Number Sense, Quantity, and Operations, M4 Patterns, Sorting/Classifying, Reasoning**
P-MATH 6.a Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, "You have 3 grapes and get 1 more. How many in all?" Child counts out 3, then counts out 1 more, then counts all 4: "1, 2, 3, 4. I have 4!"	**M1.2(3)** Understands adding objects to a group makes it larger and taking away objects from a group makes it smaller.
P-MATH 7.a Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, ___, girl. Duplicates and extends ABABAB patterns.	**M4.1(3)** Recognizes patterns telling what comes next; duplicates simple patterns; identifies pattern groups; seriates a group of like objects (small, medium, large; light, dark).
Measurement	**M3 Measurement and Data**
P-MATH 8.a With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	**M3.1(3)** Uses words to describe measurable attributes (quantity, length, weight); observes and explores ways to use tools to measure objects; identifies/names/uses standard and non-standard units/tools of measure (paper clips, ruler, scale, measuring cups, etc.) in activities with adult support across learning domains; arranges objects according to one measurable attribute.
Geometry and Spatial Sense	**M2 Geometry and Spatial Sense**
P-Math 9.a Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.	**M2.1(3)** Locates and names different sizes and orientations of shapes in the environment; describes attributes of shapes; uses 2D and 3D shapes to create pictures or structures; decomposes shapes.
P-Math 10.a Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as "Stand up and stretch your arms to the sky."	**M2.2(3)** Uses simple positional words (top/bottom, up/down, in/out, on/off, etc.) to describe location across learning domains; uses simple directions to move from place to place.

48 to 60 Months

Counting and Cardinality	M1 Number Sense, Quantity, and Operations
P-MATH 1.b Says or signs more number words in sequence.	**M1.1(4)** Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).
P-MATH 1.c Counts verbally or signs to at least 20 by ones.	**M1.1(4)** Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).
P-MATH 2.b Quickly recognizes the number of objects in a small set (referred to as "subitizing").	**M1.1(4)** Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).
P-MATH 2.c Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number.	**M1.1(4)** Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).
P-MATH 3.b Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).	**M1.1(4)** Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).
P-MATH 3.c When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.	**M1.1(4)** Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of

objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

P-MATH 3.d Counts and answers "How many?" questions for approximately 10 objects.	**M1.1(4)** Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).
P-MATH 3.e Accurately counts as many as 5 objects in a scattered configuration.	**M1.1(4)** Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).
P-MATH 3.f Understands that each successive number name refers to a quantity that is one larger.	**M1.1(4)** Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).
P-MATH 3.g Understands that the last number said represents the number of objects in a set.	**M1.2(4)** Understands adding and subtracting from a set; begins to understand counting on from a given small set of objects (counting on from three to make eight); begins to understand dividing sets into parts up to fourths.
P-MATH 4.b Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller group's objects that are larger in size, such as markers. Uses numbers related to order or position.	**M1.1(4)** Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).
P-MATH 4.c Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.	**M1.1(4)** Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd,

etc.).

P-MATH 4.d Identifies and uses numbers related to order or position from first to tenth.	**M1.1(4)** Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).
P-MATH 5.b Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.	**M1.1(4)** Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).
P-MATH 5.c Associates a number of objects with a written numeral 0-5.	**M1.1(4)** Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).
P-MATH 5.d Recognizes and, with support, writes some numerals up to 10.	**M1.1(4)** Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).
Operations and Algebraic Thinking	**M1 Number Sense, Quantity, and Operations, M4 Patterns, Sorting/Classifying, Reasoning**
P-MATH 6.b Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.	**M1.2(4)** Understands adding and subtracting from a set; begins to understand counting on from a given small set of objects (counting on from three to make eight); begins to understand dividing sets into parts up to fourths.
P-MATH 6.c Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.	**M1.2(4)** Understands adding and subtracting from a set; begins to understand counting on from a given small set of objects (counting on from three to make eight); begins to understand dividing sets into parts up to fourths.

P-MATH 6.d Solves addition and subtraction word problems. Adds and subtracts up to 5 to or from a given number.	**M1.2(4)** Understands adding and subtracting from a set; begins to understand counting on from a given small set of objects (counting on from three to make eight); begins to understand dividing sets into parts up to fourths.
P-MATH 6.e With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of 3 and a group of 2, counts "One, two, threeâ¦!" and then counts on "Four, five!" (keeping track with fingers). When counting back for subtraction such as taking away 3 from 5, counts, "Five, four, threeâ¦two!" (keeping track with fingers).	**M1.2(4)** Understands adding and subtracting from a set; begins to understand counting on from a given small set of objects (counting on from three to make eight); begins to understand dividing sets into parts up to fourths.
P-MATH 7.b Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.	**M4.1(4)** Duplicates/extends simple patterns; creates new patterns; seriates a group of like objects in more than one way (lighter to darker; smallest to largest, etc.).
P-MATH 7.c Fills in missing elements of simple patterns.	**M4.1(4)** Duplicates/extends simple patterns; creates new patterns; seriates a group of like objects in more than one way (lighter to darker; smallest to largest, etc.).
P-MATH 7.d Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.	**M4.1(4)** Duplicates/extends simple patterns; creates new patterns; seriates a group of like objects in more than one way (lighter to darker; smallest to largest, etc.).
P-MATH 7.e Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.	**M4.1(4)** Duplicates/extends simple patterns; creates new patterns; seriates a group of like objects in more than one way (lighter to darker; smallest to largest, etc.).
Measurement	**M3 Measurement and Data**
P-Math 8.b With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.	**M3.1(4)** Uses words to describe and compare measurable attributes (quantity, length, weight, time, capacity) between two or more groups across learning domains; uses standard and non-standard units of measure (paper clips, ruler, scale, measuring cups, etc.) in activities and discusses findings; arranges objects according to one or more attributes (longer, shorter, same); begins to understand time concepts (one minute vs. ten minutes) and tools (clocks, timers, calendars).
P-Math 8.c Measures using the same unit, such as putting together snap cubes to see how tall a book is.	**M3.1(4)** Uses words to describe and compare measurable attributes (quantity, length, weight, time, capacity) between two or more groups across learning

domains; uses standard and non-standard units of measure (paper clips, ruler, scale, measuring cups, etc.) in activities and discusses findings; arranges objects according to one or more attributes (longer, shorter, same); begins to understand time concepts (one minute vs. ten minutes) and tools (clocks, timers, calendars).

P-Math 8.d Compares or orders up to 5 objects based on their measurable attributes, such as height or weight.	**M3.1(4)** Uses words to describe and compare measurable attributes (quantity, length, weight, time, capacity) between two or more groups across learning domains; uses standard and non-standard units of measure (paper clips, ruler, scale, measuring cups, etc.) in activities and discusses findings; arranges objects according to one or more attributes (longer, shorter, same); begins to understand time concepts (one minute vs. ten minutes) and tools (clocks, timers, calendars).
P-Math 8.e Uses comparative language, such as shortest, heavier, or biggest.	**M3.1(4)** Uses words to describe and compare measurable attributes (quantity, length, weight, time, capacity) between two or more groups across learning domains; uses standard and non-standard units of measure (paper clips, ruler, scale, measuring cups, etc.) in activities and discusses findings; arranges objects according to one or more attributes (longer, shorter, same); begins to understand time concepts (one minute vs. ten minutes) and tools (clocks, timers, calendars).
Geometry and Spatial Sense	**M2 Geometry and Spatial Sense**
P-Math 9.b Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.	**M2.1(4)** Names 2D shapes no matter the size or orientation; describes and compares attributes of 2D and 3D shapes of different sizes and orientations noting similarities and differences; uses 2D and 3D shapes to create real-world representations of objects; begins to understand symmetry; composes and decomposes shapes; copies/draws simple shapes independently.
P-Math 9.c Names and describes shapes in terms of length of sides, number of sides, and number of angles.	**M2.1(4)** Names 2D shapes no matter the size or orientation; describes and compares attributes of 2D and 3D shapes of different sizes and orientations noting similarities and differences; uses 2D and 3D shapes to create real-world representations of objects; begins to understand symmetry; composes and decomposes shapes; copies/draws simple shapes independently.
P-Math 9.d Correctly names basic shapes regardless of size and orientation.	**M2.1(4)** Names 2D shapes no matter the size or orientation; describes and compares attributes of 2D and 3D shapes of different sizes and orientations noting similarities and differences; uses 2D and 3D shapes to

	create real-world representations of objects; begins to understand symmetry; composes and decomposes shapes; copies/draws simple shapes independently.
P-Math 9.e Analyzes, compares and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.	**M2.1(4)** Names 2D shapes no matter the size or orientation; describes and compares attributes of 2D and 3D shapes of different sizes and orientations noting similarities and differences; uses 2D and 3D shapes to create real-world representations of objects; begins to understand symmetry; composes and decomposes shapes; copies/draws simple shapes independently.
P-Math 9.f Creates and builds shapes from components.	**M2.1(4)** Names 2D shapes no matter the size or orientation; describes and compares attributes of 2D and 3D shapes of different sizes and orientations noting similarities and differences; uses 2D and 3D shapes to create real-world representations of objects; begins to understand symmetry; composes and decomposes shapes; copies/draws simple shapes independently.
P-Math 10.b Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as "Move to the front of the line."	**M2.2(4)** Uses positional and relational words (above/below, front/behind, near/far, beside, next to, between, etc.) to describe location across learning domains; uses increasingly complex directions to move from place to place; begins to distinguish between right and left.
P-Math 10.c Understands and uses language related to directionality, order, and the position of objects, including up/down, and in front/behind.	**M2.2(4)** Uses positional and relational words (above/below, front/behind, near/far, beside, next to, between, etc.) to describe location across learning domains; uses increasingly complex directions to move from place to place; begins to distinguish between right and left.
P-Math 10.d Correctly follows directions involving their own position in space, such as "Stand up" and "Move forward."	**M2.2(4)** Uses positional and relational words (above/below, front/behind, near/far, beside, next to, between, etc.) to describe location across learning domains; uses increasingly complex directions to move from place to place; begins to distinguish between right and left.

PMPD Perceptual, Motor, and Physical Development 36 to 47 Months	**7: Physical Development and Health, 8: Creative Arts**
Gross Motor	**CA3 Movement and Dance, PD2 Gross Motor Development**
P-PMP 1.a Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills,	**PD2.3(3)** Shows increasing flexibility, balance, and bilateral control (begins to stand on one foot for up to 3

such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.

seconds, performs stretching exercises); coordinates body movements and refines proprioception and the vestibular sense (crosses midlines by bending, twisting to participate in activities, jumps on two feet, climbs, bounces on top of a large ball, begins to hop on one foot, uses more complex ride-on toys, seeks out swinging and spinning activities, rolls down a hill, attempts somersaults, etc.)

P-PMP 2.a Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.

PD2.2(3) Coordinates body movements in place with increasing skill (begins to kick ball with purpose, throws overhand with some accuracy, dribbles balls with increased coordination, throws and attempts to catch balls, begins using bat/racket to make contact with objects)

Fine Motor	CA1 Visual Arts, PD3 Fine Motor Development

P-PMP 3.a Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.

PD3.3(3) Uses tools requiring small muscle dexterity (crayons, markers, scissors to cut straight lines, eating utensils)

Health, Safety, and Nutrition	PD1 Physical Health, Growth, PD4 Safety Awareness and Self-Care

P-PMP 4.a Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.

PD4.2(3) Develops independence in daily routines (dresses and undresses with assistance with fasteners, uses tissues for nose and napkins for face with reminders, washes hands and face and brushes teeth with assistance, cares for toileting needs with assistance)

P-PMP 5.a Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.

PD1.2(3) Begins to identify healthy and unhealthy foods; tries new foods, expressing preferences for some foods over others; explains that some foods help our bodies grow and remain healthy; begins to help with food preparation (mixing, etc.)

P-PMP 6.a Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.

PD4.1(3) Recognizes and avoids potentially harmful items and situations with guidance; begins to follow basic safety and health rules

48 to 60 Months

Gross Motor	CA3 Movement and Dance, PD2 Gross Motor Development

P-PMP 2.e When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children.

M2.2(4) Uses positional and relational words (above/below, front/behind, near/far, beside, next to, between, etc.) to describe location across learning

domains; uses increasingly complex directions to move from place to place; begins to distinguish between right and left.

P-PMP 2.f Changes directions when moving with little difficulty.	**PD2.1(4)** Refines mobility and moves with a purpose (walks backward in games/activities, runs smoothly, gallops, skips, walks heel-to-toe, hops on one foot)
P-PMP 1.b Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.	**PD2.3(4)** Demonstrates flexibility, balance, and bilateral control in purposeful movements while refining proprioception and the vestibular sense (stretches limbs during exercise, crosses midlines by bending, twisting to achieve a goal such as playing a game, balances on each foot for up to 6 seconds, manipulates riding toys, rides tricycles/bicycles, climbs up a slide, hangs from bars or the side of a bed, crab walks, rolls/balances on tummy on large yoga ball, enjoys spinning/rolling, jumping on couch/bed, etc.)
P-PMP 1.c Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.	**PD2.3(4)** Demonstrates flexibility, balance, and bilateral control in purposeful movements while refining proprioception and the vestibular sense (stretches limbs during exercise, crosses midlines by bending, twisting to achieve a goal such as playing a game, balances on each foot for up to 6 seconds, manipulates riding toys, rides tricycles/bicycles, climbs up a slide, hangs from bars or the side of a bed, crab walks, rolls/balances on tummy on large yoga ball, enjoys spinning/rolling, jumping on couch/bed, etc.)
P-PMP 1.d Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.	**PD2.3(4)** Demonstrates flexibility, balance, and bilateral control in purposeful movements while refining proprioception and the vestibular sense (stretches limbs during exercise, crosses midlines by bending, twisting to achieve a goal such as playing a game, balances on each foot for up to 6 seconds, manipulates riding toys, rides tricycles/bicycles, climbs up a slide, hangs from bars or the side of a bed, crab walks, rolls/balances on tummy on large yoga ball, enjoys spinning/rolling, jumping on couch/bed, etc.)
P-PMP 1.e Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.	**PD2.3(4)** Demonstrates flexibility, balance, and bilateral control in purposeful movements while refining proprioception and the vestibular sense (stretches limbs during exercise, crosses midlines by bending, twisting to achieve a goal such as playing a game, balances on each foot for up to 6 seconds, manipulates riding toys, rides tricycles/bicycles, climbs up a slide, hangs from bars or

the side of a bed, crab walks, rolls/balances on tummy on large yoga ball, enjoys spinning/rolling, jumping on couch/bed, etc.)

P-PMP 2.b Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.	**PD2.2(4)** Coordinates body movements in place to accomplish a goal (kicks ball accurately in game, throws overhand, dribbles, and catches balls with increasing accuracy, swings bat/racket and makes contact with stationary objects, bounces and passes ball)
P-PMP 2.c Demonstrates awareness of own body and other people's space during interactions.	**PD2.2(4)** Coordinates body movements in place to accomplish a goal (kicks ball accurately in game, throws overhand, dribbles, and catches balls with increasing accuracy, swings bat/racket and makes contact with stationary objects, bounces and passes ball)
P-PMP 2.d Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.	**PD2.2(4)** Coordinates body movements in place to accomplish a goal (kicks ball accurately in game, throws overhand, dribbles, and catches balls with increasing accuracy, swings bat/racket and makes contact with stationary objects, bounces and passes ball)
Fine Motor	**CA1 Visual Arts, PD3 Fine Motor Development**
P-PMP 3.b Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.	**PD3.3(4)** Uses tools that require strength and dexterity of small muscles with moderate control (holds scissors correctly to cut shapes and curved lines; controls use of writing, drawing, art tools, and art/craft media; uses spray bottles, paper punch)
P-PMP 3.c Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.	**PD3.2(4)** Demonstrates more precise hand-eye coordination (uses connecting blocks, small pop beads, Lego bricks, forms playdough into more recognizable shapes, builds more intricate block structures, weaves)
P-PMP 3.d Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.	**PD3.3(4)** Uses tools that require strength and dexterity of small muscles with moderate control (holds scissors correctly to cut shapes and curved lines; controls use of writing, drawing, art tools, and art/craft media; uses spray bottles, paper punch)
P-PMP 3.e Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.	**PD3.3(4)** Uses tools that require strength and dexterity of small muscles with moderate control (holds scissors correctly to cut shapes and curved lines; controls use of writing, drawing, art tools, and art/craft media; uses spray bottles, paper punch)

Health, Safety, and Nutrition	PD1 Physical Health, Growth, PD4 Safety Awareness and Self-Care
P-PMP 4.b Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.	**PD4.2(4)** Exhibits independent self-care in daily routines (dresses and undresses except some difficult fasteners, uses tissues for nose and napkins for face appropriately, washes hands and face, brushes teeth, cares for toileting needs, etc.)
P-PMP 4.c Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.	**PD4.2(4)** Exhibits independent self-care in daily routines (dresses and undresses except some difficult fasteners, uses tissues for nose and napkins for face appropriately, washes hands and face, brushes teeth, cares for toileting needs, etc.)
P-PMP 4.d Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.	**PD4.2(4)** Exhibits independent self-care in daily routines (dresses and undresses except some difficult fasteners, uses tissues for nose and napkins for face appropriately, washes hands and face, brushes teeth, cares for toileting needs, etc.)
P-PMP 5.b Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.	**PD1.2(4)** Exhibits knowledge about healthy eating and good nutrition; expresses some benefits of a healthy diet; tries new foods; shows willingness to eat a well-balanced diet; interested in various tastes, colors, and textures of food; helps with food preparation (mixing, measuring, etc.)
P-PMP 5.c Identifies a variety of healthy and unhealthy foods.	**PD1.2(4)** Exhibits knowledge about healthy eating and good nutrition; expresses some benefits of a healthy diet; tries new foods; shows willingness to eat a well-balanced diet; interested in various tastes, colors, and textures of food; helps with food preparation (mixing, measuring, etc.)
P-PMP 5.d Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	**PD1.2(4)** Exhibits knowledge about healthy eating and good nutrition; expresses some benefits of a healthy diet; tries new foods; shows willingness to eat a well-balanced diet; interested in various tastes, colors, and textures of food; helps with food preparation (mixing, measuring, etc.)
P-PMP 5.e Moderates food consumption based on awareness of own hunger and fullness.	**PD1.2(4)** Exhibits knowledge about healthy eating and good nutrition; expresses some benefits of a healthy diet; tries new foods; shows willingness to eat a well-balanced diet; interested in various tastes, colors, and textures of food; helps with food preparation (mixing, measuring, etc.)

P-PMP 6.b Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.	**PD4.1(4)** Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules
P-PMP 6.c Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.	**PD4.1(4)** Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules
P-PMP 6.d Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.	**PD4.1(4)** Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

LIT Literacy	**1: Language/Literacy**
36 to 47 Months	
Phonological Awareness	**L3 Foundational Reading**
P-LIT 1.a Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.	**L3.3(3)** Begins to exhibit phonological awareness (recognizes and produces rhyming words with support, pronounces and segments syllables with support using actions [clapping], repeats alliteration [series of words beginning with same letter sound in a text] during word play and recognizes words with common beginning sound).
P-LIT 2.a Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult "What does this say?" or "Read this."	**L3.4(3)** Begins to develop alphabetic knowledge (sings the alphabet song, may identify some letters, especially those in own name, recognizes and names some letters) and identifies some environmental print when prompted.

Comprehension and Text Structure	**L3 Foundational Reading**
P-LIT 4.a With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	**L3.1(3)** Shows interest/motivation in reading fiction/nonfiction; follows along as a book is read; attempts to retell a story by looking at illustrations; handles books appropriately; chooses books; identifies cover of a book; begins to understand story structure (beginning, middle, end).
P-LIT 5.a Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.	**L3.2(3)** With adult support and picture cues, shows understanding of texts read aloud by answering simple questions, acting out parts, and identifying characters from literature or important facts from nonfiction texts.

Print and Alphabet Knowledge	**L3 Foundational Reading, L4 Writing**

P-LIT 3.a Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.	**L3.4(3)** Begins to develop alphabetic knowledge (sings the alphabet song, may identify some letters, especially those in own name, recognizes and names some letters) and identifies some environmental print when prompted.
Writing	**L3 Foundational Reading, L4 Writing**
P-LIT 6.a Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	**L4.1(3)** Shows interest in written expression: scribbling and letter-like forms, drawing shapes or people, retelling recent events; shows awareness that a word is made up of letters; demonstrates age-appropriate writing (tracing, copying letters in own name and numbers, copying shapes and symbols).

48 to 60 Months

Phonological Awareness	**L3 Foundational Reading**
P-LIT 1.b Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm." Is able to count syllables and understand sounds in spoken words.	**L3.3(4)** Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).
P-LIT 1.c Provides one or more words that rhyme with a single given target, such as "What rhymes with log?"	**L3.3(4)** Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).
P-LIT 1.d Produces the beginning sound in a spoken word, such as "Dog begins with /d/."	**L3.3(4)** Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).
P-LIT 1.e Provides a word that fits with a group of words sharing an initial sound, with adult support, such as "Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?"	**L3.3(4)** Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).
P-LIT 2.b Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.	**L3.4(4)** Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.
P-LIT 2.c Understands that print is organized differently for different purposes, such as a note, list, or storybook.	**L3.4(4)** Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and

sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

P-LIT 2.d Understands that written words are made up of a group of individual letters.	**L3.4(4)** Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.
P-LIT 2.e Begins to point to single-syllable words while reading simple, memorized texts.	**L3.1(4)** Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).
P-LIT 2.f Identifies book parts and features, such as the front, back, title, and author.	**L3.2(4)** Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).

Comprehension and Text Structure	**L3 Foundational Reading**
P-LIT 4.b Retells 2-3 key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first â ¦ and then.	**L3.1(4)** Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).
P-LIT 4.c Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.	**L3.1(4)** Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).
P-LIT 4.d Tells fictional or personal stories using a sequence of at least 2-3 connected events.	**AL2.1(4)** Participates creatively in play situations; creates and acts out imaginative stories/scenarios; changes words in sentences to employ humor; may use

humor to amuse others to build friendships; tells/repeats simple jokes that make sense

P-LIT 4.e Identifies characters and main events in books and stories.	**L3.2(4)** Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).
P-LIT 5.b With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.	**L3.2(4)** Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).
P-LIT 5.c Answers questions about details of a story with increasingly specific information, such as when asked "Who was Mary?" responds "She was the girl who was riding the horse and then got hurt."	**L3.2(4)** Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).
P-LIT 5.d Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters' feelings or intentions; or providing evaluations of judgments that are grounded in the text.	**L3.2(4)** Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).
P-LIT 5.e Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.	**L3.2(4)** Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).
Print and Alphabet Knowledge	**L3 Foundational Reading, L4 Writing**
P-LIT 3.b Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.	**L3.4(4)** Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

	L3.4(4) Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.
P-LIT 3.c Names 18 upper- and 15 lower-case letters.	
P-LIT 3.d Knows the sounds associated with several letters.	L3.4(4) Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.
Writing	**L3 Foundational Reading, L4 Writing**
P-LIT 6.b Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.	L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.
P-LIT 6.c Creates a variety of written products that may or may not phonetically relate to intended messages.	L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.
P-LIT 6.d Shows an interest in copying simple words posted in the classroom.	L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.
P-LIT 6.e Attempts to independently write some words using invented spelling, such as K for kite.	L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.
P-LIT 6.f Writes first name correctly or close to correctly.	L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.
P-LIT 6.g Writes (draws, illustrates) for a variety of	L4.1(4) Engages in written expression; draws people,

purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.

responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

SCI Scientific Reasoning	3: Science, 6: Approaches to Learning
36 to 47 Months	

Scientific Inquiry	**AL2 Creative Thinking, Problem-Solving, Reasoning, SC1 Observation and Inquiry, SC2 Physical Science, SC3 Life Science, SC4 Earth Science and Environment**
P-SCI 1.a Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	**SC1.1(3)** Uses senses to make increasingly complex observations in the environment; makes simple predictions and plans to carry out investigations; describes observations.
P-SCI 2.a Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults.	**L2.2(3)** Converses with a rapidly expanding vocabulary; understands words and meanings from growing number of topics and learning domains; demonstrates understanding of some opposite concepts.
P-SCI 3.a Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and with adult assistance, determines which container holds more scoops.	**SC1.2(3)** Uses tools to investigate and gather information (magnifying glass, scale, bug catcher, tablet, computer, smartphone); groups materials according to observed features.

Reasoning and Problem-Solving	**AL2 Creative Thinking, Problem-Solving, Reasoning, SC1 Observation and Inquiry, SC2 Physical Science, SC3 Life Science, SC4 Earth Science and Environment**
P-SCI 4.a Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as "I think that the golf ball will be heavier than the ping pong ball."	**SC1.1(3)** Uses senses to make increasingly complex observations in the environment; makes simple predictions and plans to carry out investigations; describes observations.
P-SCI 5.a With adult support, engages in simple investigations and experiments, such as building a "bridge" out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.	**SC1.2(3)** Uses tools to investigate and gather information (magnifying glass, scale, bug catcher, tablet, computer, smartphone); groups materials according to observed features.

P-SCI 6.a With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, "One, two, three dolls. What happened when we put on the next doll?" A child says, "The bridge broke!"	**SC1.1(3)** Uses senses to make increasingly complex observations in the environment; makes simple predictions and plans to carry out investigations; describes observations.

48 to 60 Months

Scientific Inquiry	**AL2 Creative Thinking, Problem-Solving, Reasoning, SC1 Observation and Inquiry, SC2 Physical Science, SC3 Life Science, SC4 Earth Science and Environment**
P-SCI 1.b Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.	**SC1.1(4)** Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.
P-SCI 1.c Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.	**SC1.1(4)** Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.
P-SCI 1.d Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.	**SC1.2(4)** Uses equipment and tools to gather information and explains findings to aid in investigation (scale, map, binoculars, tablet, computer, smartphone).
P-SCI 1.e Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.	**SC1.1(4)** Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.
P-SCI 1.f Represents observable phenomena with pictures, diagrams, and 3-D models.	**SC1.1(4)** Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies

objects by function.

P-SCI 2.b Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words	**L2.2(4)** Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.
P-SCI 2.c Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure.	**L2.2(4)** Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.
P-SCI 2.d Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.	**L2.2(4)** Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.
P-SCI 3.b With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.	**SC1.2(4)** Uses equipment and tools to gather information and explains findings to aid in investigation (scale, map, binoculars, tablet, computer, smartphone).
P-SCI 3.c Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound.	**M4.2(4)** Matches/sorts/classifies by color, size, shape, texture; describes sorting rules; classifies by more than one attribute into two or more groups across learning domains. **SC1.1(4)** Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.
P-SCI 3.d Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena.	**SC1.2(4)** Uses equipment and tools to gather information and explains findings to aid in investigation (scale, map, binoculars, tablet, computer, smartphone).
Reasoning and Problem-Solving	**AL2 Creative Thinking, Problem-Solving, Reasoning, SC1 Observation and Inquiry, SC2 Physical Science, SC3 Life Science, SC4 Earth Science and Environment**
P-SCI 4.b Asks more complex questions. Uses other sources besides adults to gather information, such as	**SC1.1(4)** Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks

books, or other experts. Uses background knowledge and experiences to make predictions.

questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

P-SCI 4.c Asks questions that can be answered through an investigation, such as "What do plants need to grow?" or "What countries do the children in our class come from?".	**SC1.1(4)** Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.
P-SCI 4.d Gathers information about a question by looking at books or discussing prior knowledge and observations.	**SC1.1(4)** Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.
P-SCI 4.e Makes predictions and brainstorms solutions based on background knowledge and experiences, such as "I think that plants need water to grow." or "I think adding yellow paint to purple will make brown."	**SC1.1(4)** Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.
P-SCI 5.b With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children's favorite snacks.	**AL2.3(4)** Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through **SC1.2(4)** Uses equipment and tools to gather information and explains findings to aid in investigation (scale, map, binoculars, tablet, computer, smartphone).
P-SCI 5.c Articulates steps to be taken and lists materials needed for an investigation or experiment.	**AL2.3(4)** Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through
P-SCI 5.d Implements steps and uses materials to explore testable questions, such as "Do plants need water to grow?" by planting seeds and giving water to some but not to others.	**AL2.3(3)** Begins to think problems through, considering possibilities with adult assistance; makes a simple plan and follows through with adult reminders **SC3.1(4)** Groups and classifies living things by features; investigates and compares living vs. non-living things;

shows understanding and describes life cycles; knows and explains basic needs of living things (food chains, energy from sun, habitats).

P-SCI 5.e Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children's families are from and creating a graph that shows the number of children from different countries.	**SC1.1(4)** Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function. **SC1.2(4)** Uses equipment and tools to gather information and explains findings to aid in investigation (scale, map, binoculars, tablet, computer, smartphone).
P-SCI 6.b With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.	**SC1.1(4)** Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.
P-SCI 6.c Analyzes and interprets data and summarizes results of investigation.	**SC1.1(4)** Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.
P-SCI 6.d Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.	**SC1.1(4)** Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.
P-SCI 6.e With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.	**SC1.1(4)** Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

P-SCI 6.f Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.

SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

Source:

Head Start Early Learning
Outcomes Framework: Ages Birth to Five, Washington, D.C., 2015.