



SAINT THERESE *Nursery School*

Parent Handbook

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Dear Family,

Welcome to St. Therese Nursery School! We pray that this handbook will provide you with a thorough background of our school community as well as a reference. Our staff and families have assisted in the growth of our school over the last twenty years. Our mission of Learning is a journey, Not a destination truly encompasses our beliefs as a school community. Nursery school is the first of many stops on your child's learning journey. That journey includes spiritual, emotional, physical, and cognitive growth. We are here as early childhood educators to guide both you and your child on this learning journey! Keep in mind that nursery school is many times a child's first exposure to a group of people outside of their family. Providing a safe and nurturing environment that welcomes children and assists them in this transition is why we are here!

St. Therese Nursery School was established on October 30, 2000. We began with two classrooms, thirty students and four staff members. We now have almost 100 students, three classrooms, all day threes and fours, and a staff of ten! We have evolved over the past twenty years to maintain the balance of socialization as well as academic skills. Over the past twenty years academics have become more of a focus in early childhood as we prepare students for kindergarten where goals and objectives are higher that they were ever before. Finding a balance in how to integrate these academic skills in a developmentally appropriate manner is something our staff successfully achieves through professional development as well as their cohesiveness as a team of professionals. Most importantly, we are hear to develop kind and giving children that are accepting to everyone they encounter. Nursery school is ultimately about socialization and setting the tone for the child's entire educational and life experience.

With our mission as our driving force, we look forward to serving both you and your family on this first stop in your child's learning journey! We pray that together we can provide the unique experience that each child needs to grow into an independent learner. If you have any questions, please feel free to contact me.

In God's Peace,

Michele Adinolfi
Director



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SAINT THERESE
Nursery School

Curriculum



St. Therese Nursery School

Program Curriculum

St. Therese Nursery School utilizes a theme-based curriculum that changes over a four to six week period. Utilizing the State of Connecticut Early Childhood Learning & Developmental Strands, the staff designs developmentally appropriate lesson plans and corresponding assessments. A copy of this framework follows this introduction. The framework is divided into eight key areas of development: cognitive, social and emotional development, physical development and health, language and literacy, creative arts, mathematics, science, and social studies. Many of these areas overlap and concrete examples are given under each standard.

Using this as our framework, the students are also exposed to activities based on a multiple intelligence approach in order to meet the needs of each individual child. The multiple intelligence approach was designed by Dr. Gardner of Harvard in 1983. A synopsis of the background and the intelligences follows the strands.

Our faith is integrated into our program following our liturgical calendar. Utilizing books, songs, and visits to our church to introduce and celebrate our faith. Sharing Jesus' infinite love for others is our premise as a Catholic nursery school. This is easily integrated into the experience of nursery school, learning to get along with others! We also incorporate our faith through monthly service projects. Whether we collect canned goods for Thanksgiving, hats and mittens on our snowman mitten line for a shelter, or design and donate a tree to Ronald McDonald's House annual Trees of Hope, our children are learning the rewards of giving and serving others. Prayerfully, they will continue this and have a life filled with service to others!

Parents are made aware of themes and supportive books and songs through each teacher's monthly newsletter that is sent home as well as posted outside of each classroom.

Children are exposed to the curriculum in a variety of groupings. Whether it is whole group during meeting or story time, small group on a specific tray activity or mathematical skill, individual with the teacher or with a partner, the varied groupings allow the teachers to ensure the acquisition of knowledge across all areas of development.

AaBb

Handwriting without Tears

Our program currently utilizes the “Handwriting without Tears” program. This program was designed by occupational therapists to assist in not only proper pencil grasp but, letter formation and spatial awareness as well. As stated in the Handwriting without tears website, the program does the following:

- Engaging techniques and activities that help improve a child's early self-confidence, pencil grip, and body awareness skills
- Multisensory techniques and consistent habits for letter formation to help all children learn handwriting—from preschool through cursive
- Instructional methods that use fun, entertaining, and educationally sound principles

The program introduces letters in a non-sequential order with a focus on grouping the letters by their formation. A letter regarding proper formation and the order is sent home in the beginning of the school year. For more information on this program, you may visit their website at www.hwtears.com.



Classroom Centers

***Art Center:** Children will create a wide range of art work: drawing, painting, coloring, working with clay, creating collages and structures utilizing recyclable materials.

***Block Center:** A variety of blocks, ramps, supportive thematic props. Building upon architecture and engineering in our designs.

***Dramatic Play:** Each classroom houses child size furniture including a refrigerator, stove, sink, and cupboard. Dress up clothes, dolls, and a puppet theater enhances creative play.

***Science/Sensory Table:** A water/sand table that includes props for both water and sand and other sensory materials. This table also serves as an area for scientific exploration such as the transformation of snow to water in the winter months.

***Manipulative Area:** These pre-mathematical and fine motor activities are placed in trays allowing children an opportunity to classify, build, and problem solve with fine motor materials such as puzzles, pegs, beads, strings, and laces.

***Literacy Center:** An age appropriate book section which includes picture books, story books, and poetry books, including a wide range of topics: families, humor, word and alphabet, cultural diversity, seasonal/holidays, fantasy, and true stories.

***Music and Movement:** A classroom collection of musical instruments, a CD player, and age appropriate music.

Multiple Intelligences Theory and Implementation in the Classroom

I. Introduction

Dr. Howard Gardner, a psychologist and professor from Harvard University, developed Multiple Intelligences Theory (MI) in 1983. His theory is an important contribution to educational practices and reform movements around the world. It challenges the traditional view of “IQ” and enables educators to take a renewed look at our views about learning and development. In the book *Frames of Mind*, Gardner questioned the validity of “IQ” score in deciding human intelligence because IQ tests only measures one's ability to handle academic subjects, and it predicts little of success in later life. He proposed that there are at least seven basic intelligences ((1) Visual/Spatial Intelligence, (2) Musical Intelligence, (3) Verbal/Linguistic Intelligence, (4) Logical/Mathematical Intelligence, (5) Interpersonal Intelligence, (6) Intrapersonal Intelligence, and (7) Bodily/Kinesthetic Intelligence). And recently, in 1996, Gardner added the eighth intelligence--naturalist intelligence to his theory. Gardner pointed out that “it is not if you are smart, but how you are smart.” (Gardner, 1983) The following criteria have been used in MIT to identify intelligence: it “entails the ability to solve problems, it involves a “biological proclivity,” it has “an identifiable neurological core operation or set of operations” and it is susceptible to encoding in a symbol system...which captures and conveys important forms of information” (Gardner 1999: 15-16). These different kinds of intelligences reflect learners’ myriad ways of interacting with the world. Although each person possesses all intelligences to some degree, some intelligences are more strongly exhibited than others. By various stimuli and education, MI can be nurtured and strengthened or ignored and weakened.

II. Multiple Intelligences Theory

a. Description of the Eight Intelligences:

- Linguistic Intelligence involves the capacity to use language effectively and creatively no matter in writing or speaking. Linguistic people like to use language to express their ideas, convey information, and understand other people. They are good at memorizing names, places, or other detailed information.
- Logical-mathematical intelligence is the ability to use numbers effectively and engage in higher order thinking. People with this intelligence like to reason and analyze problems, work with numbers, and explore patterns and relationships. They are able to control visuals and mental pictures from various perspectives.

Description of the Eight Intelligences Continued:

- Spatial intelligence is the ability to manipulate and perceive objects or forms mentally and then to transfer those perceptions either mentally or concretely. They like to learn and think by visual stimuli and tend to organize things spatially. So, they learn best through graphic images.
- Bodily-Kinesthetic intelligence involves using people's whole body or parts of their body to solve problems, to express ideas and emotions. Bodily-Kinesthetic learners like to touch, talk, create things, and move around. They are good at physical activities such as dance, hands-on tasks, constructing models, and any kind of movement.
- Musical intelligence is the capacity to think and express in musical forms. People with this intelligence own the sensitivity to the melody, sound, pitch or tone. They learn best through activities wherein they discriminate, transform, and express sounds.
- Interpersonal intelligence involves the capacity to perceive the feelings, intentions, and motivations. Interpersonal learners can discriminate the cues from facial expressions, gestures, or intonation and respond effectively to those cues. They like to join groups, communicate with others, and make a lot of friends. Such interpersonal learners learn best by interacting with people, cooperating, and leading others.
- Intrapersonal intelligence means learners have the ability to understand themselves. They have a clear picture in who they are, what they can do, and what they want to do. They like to work alone and achieve their goals. They learn best through getting in touch with their inner moods, intentions, and self motivations.
- Naturalist intelligence enables the learners to better relate themselves to the surroundings. They show strong interests in animals or natural phenomena. Being outside, making observation about the subtle changes in the environment, interacting with plants and animals allow such learners to perform with more confidence and ease.

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Early Learning & Development Standards



Cognition

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Learning Progression	Indicators: This is evident, for example, when children:	Indicators: This is evident, for example, when children:	Indicators: This is evident, for example, when children:	Indicators: This is evident, for example, when children:	Indicators: This is evident, for example, when children:	Indicators: This is evident, for example, when children:	Indicators: This is evident, for example, when children:
Strand A: Early learning experiences will support children to develop effective approaches to learning.							
Curiosity and Initiative	C.6.1 Use senses to explore immediate environment	C.12.1 Seek familiar people and/or objects that are not there	C.18.1 Use senses to actively investigate and explore the effects of new actions on objects	C.24.1 Explore objects, activities and environments	C.36.1 Ask questions and seek answers from a variety of sources	C.48.1 Explore and investigate a variety of experiences and topics using different materials	C.60.1 Investigate ways to make something happen
Engagement with Environment, People and Objects	C.6.2 Orient to source of sound or movement and vocalize in response to sights and sounds in the immediate environment	C.12.2 Show interest in a wider variety of sights and sounds with greater purpose, often in shared experiences with adults	C.18.2 Focus attention on interesting sights or sounds, often in shared experiences with adults	C.24.2 Engage in interactions and self-selected activities for increasing lengths of time	C.36.2 Maintain interest in self-selected activities and may seek to engage others or ask questions	C.48.2 Maintain interest in exploring specific topics over time	C.60.2 Express interest in learning about a specific topic over time
	C.6.3 Laugh, babble, increase movement, and engage in repetition of a learning activity	C.12.3 Seek out new materials and experiences	C.18.3 Explore new ways to use objects and observe results	C.24.3 Demonstrate a desire to accomplish a new skill. May look to others for approval and congratulations	C.36.3 Demonstrate enthusiasm for new learning (may be within familiar contexts)	C.48.3 Seek out new challenges and novel experiences	C.60.3 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high interest activities 15 minutes or longer
Eagerness to Learn	C.6.3 Laugh, babble, increase movement, and engage in repetition of a learning activity	C.12.3 Seek out new materials and experiences	C.18.3 Explore new ways to use objects and observe results	C.24.3 Demonstrate a desire to accomplish a new skill. May look to others for approval and congratulations	C.36.3 Demonstrate enthusiasm for new learning (may be within familiar contexts)	C.48.3 Seek out new challenges and novel experiences	C.60.4 Show pride in accomplishment when reaching mastery of a skill and share experiences with others
Cooperation with Peers in Learning Experiences						C.48.4 Engage in and complete learning activities with peers	C.60.5 Plan and complete learning activity with a peer
						C.48.5 Help and cooperate in group	C.60.6 Model or teach peers how to use materials or complete a task

Strand B: Early learning experiences will support children to use logic and reasoning.

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Cause and Effect	C.6.4 Show interest in the results of their actions and "accidental" discoveries	C.12.4 Recognize effect of actions on object - cause and effect (e.g., shake a rattle and it makes a sound)	C.18.4 Learn by observing or listening to others and repeating their actions or verbalizations	C.24.4 Repeat actions over and over and notice results	C.36.4 Vary actions to observe different results (e.g., hit lever harder to see if result changes)	C.48.6 Manipulate materials and communicate about the impact of own actions	C.60.7 Try multiple uses of same materials and observe differing results
Attributes, Sorting and Patterns	C.6.5 Recognize familiar people or objects in the immediate environment (e.g., notice differences between various people and objects)	C.12.5 Respond to new or novel objects with interest, recognizing differences	C.18.5 Match objects that are the same (simple categorizing)	C.24.5 Sort objects by type (e.g., cars and blocks) and put some objects in order (e.g., lines up three objects from smallest to biggest)	C.36.5 Identify differences between objects across multiple characteristics (e.g., texture, color, shape, size)	C.48.7 Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound)	C.60.8 Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less)
						C.48.8 Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language	C.60.9 Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...)
							C.60.10 Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, "But my dad says...")

Strand B: Early learning experiences will support children to use logic and reasoning (continued).

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Problem Solving	C.6.6 Sometimes will show they can solve problems by reaching for desired toys or blanket	C.12.6 Use a variety of actions to obtain desired objects C.12.7 Solve simple manipulative challenges through observation and imitation (e.g., putting something "into a bucket")	C.18.6 Purposefully experiment with the effects of new actions upon objects C.18.7 Utilize shapes and sorting boxes. May use trial and error to fit objects together	C.24.6 Try a successful strategy in a new situation (e.g., tugging or prying on something that is stuck) C.24.7 Take things apart and try to put them back together	C.36.6 Use objects in new and unexpected ways to solve problems through trial and error C.36.7 Use spatial relationships to solve problems (e.g., fit pieces into puzzle)	C.48.9 Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful	C.60.11 Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas)
Symbolic Representation			C.18.8 Use dolls and stuffed animals as if they were real (e.g., rocks doll, pets stuffed dog) C.18.9 Engage in pretend play with realistic objects (e.g., uses a play phone to pretend to make a phone call)	C.24.8 Play with dolls or stuffed animals and realistic props together (e.g., use a play spoon to feed a doll) C.24.9 Act out familiar functions in play (e.g., sweeping floor, pouring milk)	C.36.8 Use a similar object to represent another object in play (e.g., pretend a pencil is a spoon) C.36.9 Act out relational roles in play (e.g., mom or dad with baby)	C.48.10 Use or make a prop to represent an object (e.g., build a telephone) C.48.11 Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter)	C.60.12 Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand) C.60.13 Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality
						C.48.12 Represent people, places or things through simple drawings, movements and three-dimensional construction	C.60.14 Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an "X" that marks the location of the treasure)

Strand C: Early learning experiences will support children to strengthen executive function.

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Choosing and Planning		C.12.8 Indicate preferences nonverbally	C.18.10 Indicate preferences by pointing and using one or two words	C.24.10 Indicate preferences using simple language	C.36.10 Make choices based on preferences	C.48.13 With adult assistance, choose activities and plan what to do	C.60.15 Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals and follow plan
Task Persistence	C.6.7 Repeat actions to obtain similar results	C.12.9 Practice an activity many times until successful	C.18.11 Complete simple activities	C.24.11 Complete simple activities despite frustration	C.36.11 Complete self-selected short-term activities many times to gain mastery	C.48.14 Continue working through moderately difficult activities, despite some frustration	C.60.16 Complete longer term and more complex tasks with a focus on the goal, despite frustration
Cognitive Flexibility		C.18.12 Use objects in new and unexpected ways	C.24.12 Purposefully try multiple ways of using the same objects	C.36.12 Realize when something is not working and with adult assistance can try another approach	C.48.15 With adult assistance, stop and consider alternatives when encountering a problem	C.60.17 Generate or seek out multiple solutions to a problem	
Working Memory			C.24.13 Hold in mind a simple task long enough to complete it (e.g., wiping a table, walking across the room to throw something in the garbage)	C.36.13 Remember where recently used objects were placed	C.48.16 Engage in games that involve remembering (e.g., memory)	LR.60.18 Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, "My mom used a screwdriver to fix our shelf.")	
Regulation of Attention and Impulses			C.24.14 Engage in interactions and self-selected activities for increasing length of time	C.36.14 Maintain focus on high-interest activities in the face of routine distractions	C.48.17 Maintain focus on high-interest activities in the face of minor social or sensory distractions	C.60.19 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer	
				C.36.15 With adult support, resist impulses in structured settings for brief, but increasing periods of time	C.48.18 With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting)	C.60.20 Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool)	

Social and Emotional Development

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Learning Progression	Indicators This is evident, for example, when children:	Indicators This is evident, for example, when children:	Indicators This is evident, for example, when children:	Indicators This is evident, for example, when children:	Indicators This is evident, for example, when children:	Indicators This is evident, for example, when children:	Indicators This is evident, for example, when children:
Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.							
Trusting Relationships	SE.6.1 Attend and respond to familiar adults and are able to be soothed when distressed	SE.12.1 Prefer primary caregiver(s) to others and usually accept guidance from trusted adults	SE.18.1 Look to trusted caregivers for cues about how to respond to their environment for comfort and support	SE.24.1 Use familiar adults as secure base through behaviors such as glancing back at caregiver while playing	SE.36.1 Approach caregivers for support and comfort, particularly during stressful or frustrating situations	SE.48.1 Engage in interactions with less familiar adults	SE.60.1 Seek help and approval from a wider array of adults in trusted roles
Managing Separation	SE.6.2 Show recognition of familiar faces and awareness if someone is a stranger	SE.12.2 Display preference for trusted adults which may include exhibiting fear and protesting at separation	SE.18.2 Display attachment to trusted adults and feelings of security which may include a fear of strangers and new and unfamiliar places	SE.24.2 Manage routine separations from caregivers with little distress and calm quickly after a separation	SE.36.2 Manage most separations without distress and adjust to new settings with support from a trusted adult	SE.48.2 Manage most separations without distress and adjust to new settings in the presence of trusted adult	SE.60.2 Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult
Strand B: Early learning experiences will support children to develop self-regulation.							
Regulation of Emotions and Behavior	SE.6.3 In addition to being comforted by familiar adult, can also get comfort from sucking thumb, fist, or pacifier	SE.12.3 Have ways to comfort self, which may involve items such as a stuffed animal or a special blanket that help them feel safe and secure	SE.18.3 Show increasing regulation through daily routines, activities and familiar adults	SE.24.3 With adult assistance, find comfort in rituals and routines. May use special comfort object to self-soothe (especially at nap time)	SE.36.3 With adult support, use self-soothing techniques to calm	SE.48.3 Use strategies to self-soothe with limited adult support	SE.60.3 Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family SE.60.4 Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state

Strand C: Early learning experiences will support children to develop self-regulation (continued)

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Regulation of Impulses and Behavior	SE.6.4 Respond to having needs met (e.g., is comforted by being picked up or fed)	SE.12.4 Respond to adult interactions, including tone of voice, expression and gestures (e.g., shaking head and frowning)	SE.18.4 Respond to adult guidance to accept an alternative to initial desire or impulse (e.g., a truck from the shelf vs. one another child has, food choices)	SE.24.4 Accept some redirection from adults	SE.36.4 Begin to control behavior by responding to choice and limits provided by an adult	SE.48.4 With adult guidance and support, wait for short period of time to get something wanted (e.g., waiting for turn with a toy or waiting for next step in daily routine)	SE.60.5 Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support
		SE.12.5 Show anticipation and respond to familiar routines in their lives	SE.18.5 Within the context of a responsive adult relationship, will begin to tolerate a brief wait for needs to be met SE.18.6 Show anticipation of next step in daily routine (e.g., reaches or signs for bib when placed in high chair)	SE.24.5 Is aware of typical routine and shows some understanding of rules, but may need adult support	SE.36.5 Make transitions and follow basic routines and rules with adult supervision	SE.48.5 Make transitions and follow basic schedule, routines and rules with occasional reminders	SE.60.6 Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity) SE.60.7 Recall and follow daily routines with little support, including adapting to changes in rules and routines

Strand D: Early learning experiences will support children to develop, express, recognize and respond to emotions.

Emotional Expression	SE.6.5 Display varied responses (e.g., will smile or kick when a caregiver interacts with them. May stiffen when something displeases them, or may turn away from something they dislike)	SE.12.6 Express basic emotions (e.g., sadness, frustration, anger) through facial expressions, movements, crying, smiling, laughing	SE.18.7 Express emotions through physical means such as hugging, throwing. May be cooperative or uncooperative and look to adult for reaction	SE.24.6 Express more complex emotions (e.g., excitement, embarrassment, pride, sadness) and begin to communicate feelings (although this remains an emerging skill which is only partially effective)	SE.36.6 Begin to communicate about feelings, including the cause and reaction to these feelings (e.g., "I miss my mommy. I sad," "He mad you took his toy." "I sad so Papa hug me.")	SE.48.6 Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways	SE.60.8 Describe emotions and feelings to trusted adults and peers
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Strand E: Early learning experiences will support children to develop, express, recognize and respond to emotions (continued).

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Recognition and Response to Emotions in Others	SE.6.6 React to different emotions of familiar adults (e.g., smile and coo at smiling faces, turn away from sad faces)	SE.12.7 Notice feelings of others. (e.g., may frown when another baby is crying or be upset if hears yelling)	SE.18.8 Recognize basic feelings in self and others SE.18.9 Begin to respond to others' feelings and show interest in them. Show awareness of when an adult is pleased or upset with behavior	SE.24.7 Recognize and respond to basic feelings in others (e.g., gives item to peer who is upset)	SE.36.7 Label a variety of emotions in pictures and others' expressions SE.36.8 Show awareness of appropriate responses to the emotional state of others (e.g., may occasionally comfort someone who is upset or may nurture a doll during dramatic play)	SE.48.7 Recognize, label and respond to a wide variety of emotions in others	SE.60.9 Recognize and show acknowledgement of the feelings, needs and rights of others through behavior (e.g., say "thank you," share with others, notice issues of fairness) SE.60.10 Begin to understand that different people may have different emotional reactions

Strand F: Early learning experiences will support children to develop self-awareness, self-concept and competence.

Sense of self	SE.6.7 React when hearing their own name through movement or expressions	SE.12.8 Consistently respond to their name	SE.18.10 Demonstrates self-awareness through response to name and use of "me" and "mine"	SE.24.8 Identify own family members by relationship and/or name	SE.36.9 Identify self, family members, teacher and some peers by name	SE.48.9 Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills	SE.60.11 Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates)
	SE.6.8 Begin to realize their hands and feet belong to them and explore them as well as face, eyes and mouth	SE.12.9 Show awareness of body parts of self and others	SE.18.11 Recognize self in mirror				
Personal Preferences	SE.6.9 Express preferences for familiar people and some objects. (e.g., stop crying more quickly with a familiar person; move their legs, arms and smile at a familiar person)	SE.12.10 Develop preferences for food, objects, textures. May reject non-preferred items (e.g., pushing them away)	SE.18.12 Begin to communicate own likes and dislikes	SE.24.9 Use words and/or gestures to express interests (e.g., points and says, "Look, airplane.")	SE.36.10 May want to keep what belongs to them close by and often will not want to share	SE.48.10 Recognize and describe themselves in terms of basic preferences	SE.60.12 Describe self by referring to preferences, thoughts and feelings

Strand G: Early learning experiences will support children to develop self-awareness, self-concept and competence (continued).						
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years
Self-Concept and Competency		SE.12.11 Demonstrate anticipation of results from own actions (e.g., drops toy so adult will pick it up, repeats action that makes loud noise)	SE.18.13 Show confidence when supported to complete familiar tasks and will attempt new tasks with adult support	SE.24.10 Complete simple familiar tasks with confidence (e.g., puts on article of clothing). Engage in new experiences with support from a familiar adult	SE.36.11 Regularly engage in familiar tasks. Begin to show independence by frequently attempting to do things on their own even when tasks are difficult for them	SE.48.11 Demonstrate confidence in a range of activities, routines and tasks and take initiative in attempting unfamiliar tasks
		SE.12.12 Respond to own actions with pleasure (e.g., coos, laughs)	SE.18.14 React positively (e.g., smiles, claps) to accomplishments		SE.36.12 Express feeling of pleasure over accomplishment and share this with others (e.g., "Look what I made.")	SE.60.13 Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials
						SE.60.14 Show pride in accomplishments and abilities
Strand H: Early learning experiences will support children to develop social relationships.						
Adult Relationships (see note below)	SE.6.10 Respond differently to different people. Respond to familiar people by smiling, cooing and moving their body	SE.12.13 Engage in social interactions not connected to getting physical needs met (e.g., peek-a-boo, performing, copying others and babbling)	SE.18.15 Show affection or shared attention (e.g., pointing out something of interest) to an increasing number of familiar people	SE.24.11 Enjoy games and other social exchanges with familiar adults. May seek out repeated patterns of interaction	SE.36.13 Enjoy sharing new experiences with familiar adults	SE.48.12 Communicate with familiar adults and accept or request guidance
	SE.6.11 Show interest in interacting with others. May gain an adult's attention and wait for a response	SE.12.14 Notice the activity of adults and other children and attend closely				

Note: Caregivers guide children during interactions with them, as well as other adults. Therefore, these markers of social relationships with adults are highly dependent upon child temperament, the adult temperament and the adult's guidance and regulation of the interplay.

Strand H: Early learning experiences will support children to develop social relationships (continued).

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Play/ Friendship	SE.6.12 Notice other children and may touch, smile or coo to them	SE.12.15 Watch actions of other children but does not join the play. May stay in proximity, make eye contact and babble	SE.18.16 Show interest in children who are playing nearby and may interact with them briefly	SE.24.12 Show interest in what other children are doing and play alongside them with similar materials	SE.36.14 Seek out other children and will interact with other children using common materials SE.36.15 Show preference for certain peers over time although these preferences may shift	SE.48.13 Interact with one or more children (including small groups) beginning to work together to build or complete a project SE.48.14 Interact with a variety of children in the program	SE.60.16 Cooperate with peers through sharing and taking turns SE.60.17 Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships SE.60.18 Seek help from peers and offer assistance when it is appropriate
Conflict Resolution						SE.48.15 Seek and accept adult help to solve conflicts with peers	SE.60.19 Engage in developing solutions and work to resolve conflict with peers

Physical Development and Health

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Learning Progression	<p>Indicators This is evident, for example, when children:</p>	<p>Indicators This is evident, for example, when children:</p>	<p>Indicators This is evident, for example, when children:</p>	<p>Indicators This is evident, for example, when children:</p>	<p>Indicators This is evident, for example, when children:</p>	<p>Indicators This is evident, for example, when children:</p>	<p>Indicators This is evident, for example, when children:</p>
Strand A: Early learning experiences will support children to develop gross motor skills.							
Mobility *Children may use adaptive equipment or an assistive device to achieve independence on these indicators	PH.6.1 Show head control when in any position and during transitional movement	PH.12.1 Get into sitting position on own and play while in this position PH.12.2 Move when on the floor by rolling, creeping, crawling with purpose	PH.18.1 Use walking as main means of mobility and pull toy when walking PH.18.2 Stand from a squat position using arms to push off floor	PH.24.1 Walk with legs closer together and able to change directions smoothly and carry objects PH.24.2 Begin to run	PH.36.1 Walk and run on various surfaces and level changes with balance and control of speed PH.36.2 Walk up and down stairs alternating feet on steps with railing held	PH.48.1 Walk up and down stairs alternating feet while carrying an object	PH.60.1 Alternate direction while running and stop easily without losing balance
	PH.6.2 Roll over, usually from both directions PH.6.3 Reach, grasp and bat for objects overhead and eventually reach and play with feet when on back	PH.12.3 Pull to stand, cruise along furniture and stand alone. May take a few steps independently or with help	PH.18.3 Creep up and down stairs	PH.24.3 Walk up and down steps holding onto rail, often leading with the same foot and negotiating one step at a time			
	PH.6.4 Push up and support weight on forearms when on stomach PH.6.5 Sit with support						

Strand A: Early learning experiences will support children to develop gross motor skills (continued).

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Large Muscle Movement and Coordination			PH.18.4 Throw ball in forward direction	PH.24.4 Use more complicated series of movements such as climbing onto and down from furniture without help, propelling self on ride-on toys	PH.36.3 Catch and throw a playground ball with an adult short distance away PH.36.4 Jump with two feet	PH.48.2 Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives PH.48.3 Hop on one foot	PH.60.2 Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle)
				PH.24.5 Catch a large ball tossed from a short distance against their body using both arms	PH.36.5 Kick a ball in forward direction	PH.48.4 Kick ball at target a short distance away with accuracy and speed PH.48.5 Throw small ball overhand at target a short distance away with accuracy	

Strand B: Early learning experiences will support children to develop fine motor skills.

Visual Motor Integration	PH.6.6 Locate an object using vision or sound, reach and grasp the object	PH.12.4 Reach into containers or reach to activate a simple cause and effect toy	PH.18.5 Engage in play that requires using vision and hands such as building a tower or structure, with several blocks balanced on top of each other or placing a large peg in a pegboard base	PH.24.6 Orient pieces to match opening and complete a simple inset form board/puzzle or shape sorter	PH.36.6 Use common tools that require eye-hand coordination with precision and for their intended purpose (e.g., hammer peg, twist handle to open latch, put body parts on Mr. Potato)	PH.48.6 Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.)	PH.60.3 Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors)
	PH.6.7 Follow an object with eyes across body, crossing the middle	PH.12.5 Combine and separate toys (e.g., replace and remove large rings from post in any order)					

Strand B: Early learning experiences will support children to develop fine motor skills (continued).

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Small Muscle Movement and Coordination	PH.6.8 Use voluntary and purposeful movements to bring hands to mouth	PH.12.6 Move objects from one hand to another and combine items at center of body (e.g., banging two blocks together)	PH.18.6 Use both hands at the same time for different purposes (e.g., may stabilize tower with one hand and add an additional block with other hand)	PH.24.7 Use a writing tool to scribe purposefully and imitate vertical and horizontal stroke. May use a fist grasp	PH.36.7 Use writing tools or paint objects with some control and purpose	PH.48.7 Use writing/drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft	PH.60.4 Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar)
	PH.6.9 Bring hands together while lying on back	PH.12.7 Use index finger to poke and grasp small objects between thumb and fingertips					PH.60.5 Use a mature pencil grasp with 3 fingers on writing implement

Strand C: Early learning experiences will support children to acquire adaptive skills.
Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.

Feeding Routines/ Nutrition	PH.6.10 Participate in feeding routines with consistent caregivers by holding onto bottle, and/or leaning forward in anticipation of food offered via bottle, breast or spoon	PH.12.8 Participate in feeding routines by holding cups or bottles, using fingers for self-feeding and/ or using eating utensils	PH.18.7 Demonstrate increased proficiency using eating utensils and cups. May begin to serve self some food, but spills are common	PH.24.8 Begin to serve self food (dishing out helpings and pouring liquids) with adult assistance	PH.36.8 Feed self with minimal spilling	PH.48.8 Pour liquid from a small pitcher	PH.60.6 Use butter knife to spread and cut. Open most containers to remove food
Safety and Responsibility			PH.18.8 Typically respond to adult requests to stop unsafe behavior	PH. 24.9 Show awareness of items that are unsafe and point them out to familiar adults (e.g., point out open gate above stairs, show them a knife that is left on counter)	PH.36.9 Tell several basic safety rules at home and in familiar settings (e.g., school, library and playground). Bring other children's rule-breaking to the attention of adults	PH.48.9 Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults	PH.60.7 Understand the reason for most basic safety rules at home, in familiar settings and in the community

Strand C: Early learning experiences will support children to acquire adaptive skills (continued).						
0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Dressing and Hygiene	PH.12.9 Participate in dressing, undressing and bathing by holding arms out, taking off socks, etc.	PH.18.9 Show interest in doing things for self including dressing. Put arm in sleeve, step out of pants, attempt to put on socks or shoes	PH.24.10 Engage in dressing and hygiene routines with increasing intention: pull pants up and down, take off jacket, dry own hands	PH.36.10 Attempt to complete basic self-care routines (e.g., dressing, undressing, toileting and washing) although may still need caregiver assistance	PH.48.10 Manage most aspects of dressing, toileting, hand washing and tooth brushing independently with minimal caregiver reminders to guide and support	PH.60.8 Typically manage own dressing, toileting and basic hygiene
Strand D: Early learning experiences will support children to maintain physical health status and well-being.						
Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.						
Physical Health Status	Children's physical health status impacts learning and development in all areas. Children who possess good overall health (including oral, visual and auditory) with any appropriate supports (such as glasses, hearing aids, or alternative communication systems) have a solid foundation to help them grow and learn. Maintaining good overall health status involves regular screenings, a lack of illness or preventable diseases, age appropriate amounts of sleep and rest and healthy growth patterns (e.g., height and weight).					
Physical Activity	PH.6.11 Interact with caregivers in daily physical activities that involve varying positions and promote development of movement skills	PH.12.10 Interact with caregivers in daily physical activities that involve exploration and movement	PH.18.10 Interact with caregivers in a variety of physical activity experiences	PH.24.11 Engage in physical activity in both indoor and outdoor environments that require use of large muscles	PH.36.11 Demonstrate increasing strength and endurance sufficient to actively engage in a total of 60 minutes of physical activity spread over the course of a day	PH.48.11 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day
Healthy Behaviors	Children participate in self-care routines, hygiene and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands: • Dressing and Hygiene • Feeding Routines/Nutrition	PH.36.12 Discuss healthy practices including hygiene, nutrition and sleep	PH.48.12 Name examples of healthy practice including hygiene, nutrition and sleep	PH.60.9 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day	PH.60.10 Identify healthy practices including hygiene, nutrition and sleep	PH.60.10 Identify healthy practices including hygiene, nutrition and sleep

The language, communication, and literacy learning progressions included here are intended to represent common development of language skills in a child's primary language or modes of communication. Children who are learning multiple languages or children who are learning to communicate in modes of communication different from that of their primary caregiver may demonstrate individual variation in their progress toward these language and literacy goals. Those supporting children who are learning multiple languages may also want to refer to the supplemental Dual Language Learner Framework to be used in conjunction with considering a child's progress in their primary language or mode of communication through the use of this domain.

Early Language, Communication, and Literacy						Language and Literacy	
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Learning Progression	Indicators: <i>This is evident, for example, when children:</i>	Indicators: <i>This is evident, for example, when children:</i>	Indicators: <i>This is evident, for example, when children:</i>	Indicators: <i>This is evident, for example, when children:</i>	Indicators: <i>This is evident, for example, when children:</i>	Indicators: <i>This is evident, for example, when children:</i>	Indicators: <i>This is evident, for example, when children:</i>
Strand A: Early learning experiences will support children to understand language (receptive language).							
Word Comprehension	L.6.1 Respond to facial expressions or voices by changing own facial expression, crying or altering movements	L.12.1 Understand that words, gestures and/or signs represent objects, people or experiences	L.18.1 Understand that words, gestures or signs stand for people, objects, or experiences that are not present	L.24.1 Demonstrate in a variety of ways understanding of most of what is communicated through gestures, signs or oral language	L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships	L.48.1 Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts	L.60.1 Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts
				L.24.2 Point to familiar objects, people and body parts			L.60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects
Language Comprehension	L.6.2 Orient to the direction of sound or visual cues	L.12.2 Can carry out simple requests (e.g., "wave bye-bye")	L.18.2 Remember language heard repeatedly in stories, poems and interactive language experiences	L.24.3 Respond to questions and follow simple directions	L.36.2 Follow two-step directions	L.48.2 Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box.")	L.60.3 Understand increasingly complex sentences that include 3-4 concepts (e.g., "Plants are living things that will not survive without soil, sunlight and water.")
	L.6.3 React when hearing own name or to positive facial expression						

Strand B: Early learning experiences will support children to use language (expressive language).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	
Vocabulary	L.6.4 Use a variety of facial expressions and sounds (e.g., cooing, babbling and varied cries) to communicate	L.12.3 Begin to use word approximations (e.g., "ma-ma" or "da-da") or conventional gestures (e.g., waving, signing "more")	L.18.3 Begin to use words or conventional gestures to communicate	L.24.4 Name familiar objects and actions; use commands (e.g., "no"), possessives (e.g., "mine") or reactions (e.g., "ow")	L.36.3 Use nouns and verbs to label experiences, actions or events L.36.4 Use some personal pronouns when referring to others (e.g., you, he, she)	L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)	L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts
Expression of Ideas, Feelings and Needs	L.6.5 "Talk" to self and others using various vocalizations	L.12.4 Communicate wants and needs through a combination of crying, babbling and occasional word approximations, and/or gestures	L.18.5 Respond to questions with sounds, sometimes including words and oftentimes gestures	L.24.5 Use new words frequently to talk about familiar things or activities	L.36.5 May occasionally use more sophisticated words than they typically use in conversational speech but that have been learned through books and personal experiences (e.g., large, fast, angry, car, run)	L.48.5 Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog)	L.60.5 Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs)
	L.6.5 "Talk" to self and others using various vocalizations	L.12.4 Communicate wants and needs through a combination of crying, babbling and occasional word approximations, and/or gestures	L.18.5 Respond to questions with sounds, sometimes including words and oftentimes gestures	L.24.6 Use words to request objects, have needs met or gain attention	L.36.6 Use inflection in phrases or sentences to ask a question L.36.7 Comment on a variety of experiences, interactions or observations	L.48.6 Communicate about current or removed events and/or objects L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas	L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as "under" or "beside" and comparative words such as "bigger" or "longer")

Strand B: Early learning experiences will support children to use language (expressive language) (continued).

Language Structure	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
			L.18.6 Increasingly use gestures and sounds in coordination to communicate	L.24.7 Combine words and speak in short, two-word phrases such as "Me up!"	L.36.8 Use basic grammar rules including pronouns, plurals, possessives and regular past tense Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community	L.48.8 Use basic grammar rules including irregular past tense and questions Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community	L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community
					L.36.9 Use speech that is mostly intelligible to familiar adults	L.48.9 Use speech that is mostly intelligible to familiar and unfamiliar adults	L.60.8 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts

Strand C: Early learning experiences will support children to use language for social interaction.

Conventions of Conversation	L.6.6 Show interest in back and forth pretend games	L.12.5 Begin to understand that a conversation is about taking turns	L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker	L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns	L.36.10 Have conversations with adults and peers that include four or more exchanges	L.48.10 Maintain a topic of conversation over the course of several turns	L.60.9 Initiate, maintain and end conversations by repeating what other person says and/or by asking questions
			L.18.8 Repeat or try another mode of communicating desire if initial attempts are unsuccessful				

Strand C: Early learning experiences will support children to use language for social interaction (continued).														
Language for Interaction	0-6 months	L.6.7 Coo, gurgle, smile in response to stimulation and to initiate social contact	6-12 months	L.12.6 Enjoy opportunities to "converse" with adults in a more sustained fashion, including playing simple imitation games	12-18 months	L.18.9 Use gestures and/or sounds to interact (e.g., waves, shakes head no, reaches to be lifted up)	18-24 months	L.24.9 Answer a basic question with a word	24-36 months	L.36.11 Converse with adults and peers about common experiences or events	3 to 4 years	L.48.11 Answer simple who, what, where and why questions	4 to 5 years	L.60.10 Use language to share ideas and gain information
		L.6.8 Express pleasure as adults imitate the faces and sounds they make	L.12.7 Intentionally use gestures and/or vocalizations to regulate the behavior of others and engage in social interaction		L.24.10 Use language to express wants, needs, likes and dislikes to others									
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.														
Interest and Engagement with Books	L.6.9 Respond to music, stories and pictures shared with an adult	L.12.8 Engage with adults, showing shared attention to a book	L.18.10 Point to preferred pictures in books or texts	L.24.11 Point to named pictures; may name or comment on familiar pictures	L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book	L.48.12 Select fiction and non-fiction books to be read and attend with interest	L.60.11 Independently choose to "read" books and select a variety of texts including fiction and nonfiction							
				L.24.12 Chime-in on nursery rhymes or repeat words or phrases from familiar stories	L.36.13 Recite familiar phrases of songs, books and rhymes; may chime in with rhyme in familiar text or song									

Strand D: Early learning experiences will support children to gain book appreciation and knowledge (continued)

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)				L.24.13 Answer simple specific questions about familiar stories (e.g., "What does the cat say?"). Ask basic questions about pictures (e.g., "Who is that?")	L.36.14 Enjoy telling and retelling stories and information	L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text	L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text
						L.48.14 Ask and answer simple who, what, where and why questions related to story or text	L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)
						L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures	L.60.14 Use connections between self and character, experience and emotions to increase comprehension

Strand E: Early learning experiences will support children to gain knowledge of print and its uses.

Book Concepts			L.24.14 Hold book upright	L.36.15 Turn pages of a book	L.48.16 Look at pages of a book from left to right (or according to conventions of home language)	L.60.15 Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language)	
					L.48.17 Recognize that print represents spoken words (e.g., first name in print, environmental labels)	L.60.16 Know that books have titles, authors, illustrators or photographers	L.60.17 Recognize words as a unit of print and that letters are grouped to form words
Print Concepts				L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)	L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment	L.60.18 Identify some familiar printed words out of context	L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text

Strand E: Early learning experiences will support children to gain knowledge of print and its uses (continued).

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Letter Recognition						L.48.19 Recognize some letters especially those in one's own name	L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words
							L.60.21 Make some letter-sound connections

Strand F: Early learning experiences will support children to develop phonological awareness.

Phonological Awareness					L.36.17 Recognize environmental sounds (e.g., animal or vehicle sounds such as "Baa-baa" or "Beep-beep")	L.48.20 Recognize rhyming words in songs, chants or poems	L.60.22 Produce rhyming words or words that have same initial sound
						L.48.21 Identify when initial sounds in words are the same	L.60.23 Recognize which words in a set of words begin with the same sound
						L. 48.212 Distinguish individual words in a sentence	L.60.24 Distinguish syllables in words

Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.

Drawing and Writing			L.18.11 Use writing tools to make scribbles	L.24.15 Use writing tools to make scribbles	L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble	L.48.23 Draw or "write" to convey an idea, event or story. "Writing" involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)	L.60.25 Draw original stories with a beginning, middle and end
						L.48.24 Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms	L.60.26 Use early developmental spelling. May use one letter for the initial or final sound to represent whole word

Creative Arts

	0-6 months	6-12 months	12- 18 Months	18-24 Months	24 to 36 Months	3 to 4 years	4 to 5 years
Learning Progression	Indicators <i>This is evident, for example, when children:</i>	Indicators <i>This is evident, for example, when children:</i>	Indicators <i>This is evident, for example, when children:</i>	Indicators <i>This is evident, for example, when children:</i>	Indicators <i>This is evident, for example, when children:</i>	Indicators <i>This is evident, for example, when children:</i>	Indicators <i>This is evident, for example, when children:</i>
Strand A: Early learning experiences will support children to engage in and enjoy the arts.							
Music	CA.6.1 React to music by turning to a sound source, cooing in response, wiggling or moving, soothing themselves, etc.	CA.12.1 Show interest in singing, moving and dancing, using their body	CA.18.1 Use instruments to explore rhythm and melody	CA.24.1 React to changes in music by joining in with more extended segments of familiar music using voice, physical gestures and/or instruments	CA.36.1 Show response to qualities of different music with variations in physical movement (e.g., children walk, bounce, slide, rock, sway in response to qualities of rhythm)	CA.48.1 Adapt to changes in the basic qualities of music and move in more organized ways to same/ different qualities of music	CA.60.1 Initiate new musical activities with voices/ instruments (e.g., apply new words, add instruments to familiar song)
	CA.12.2 Move body (e.g., nod head, bounce, wiggle, rock) in response to qualities of music whether melody, volume, or rhythm is same or different (fast/ slow; low/high; calm/jazzy)	CA.18.2 Respond to music by joining in on one or two words in a song or moving physically upon hearing a familiar melody or rhythm (e.g., hand gestures)	CA.24.2 Initiate words to songs and song gestures (e.g., naming animals in a song or patting, nodding)	CA.36.2 Respond with voice, body and/ or instruments to longer segments/or patterns of music	CA.48.2 Imitate or spontaneously sing an entire verse of song	CA.60.2 Invent own music (through humming, singing, creating rhythms, etc.)	CA.60.3 Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/ low), rhythm (patterns), and dynamics (loud/soft)
	CA.12.3 Use musical sounds to aid in communication prior to the advent of language (e.g., babbles in a sing-song manner)	CA.18.3 Imitate parts of songs with words and/ or gestures	CA.24.3 Repeat words to songs, song gestures and/or sounds (itches)	CA.36.3 Repeat parts of simple songs	CA.48.4 Spontaneously sing songs and/or participate in songs with gestures	CA.60.4 Create music using their voices and/or a variety of instruments and materials	

Strand A: Early learning experiences will support children to engage in and enjoy the arts (continued)

	0-6 months	6-12 months	12- 18 Months	18-24 Months	24 to 36 Months	3 to 4 years	4 to 5 years
Visual Arts	CA.6.2 React to stimulation in the environment. This can include drawing, sculptures or painting. Response may be slight such as a glance or stopping an activity	CA.12.4 Respond and explore through sensory experiences such as water play, texture-books or toys and jumbo crayons	CA.18.4 Experiment with a variety of media, including painting with a paint brush, finger painting, scribbling, gluing and taping, age appropriate art software	CA.24.4 Use a wide variety of art materials and media (e.g., clay, dough, wet sand) for purposeful sensory exploration CA.24.5 Experiment with strokes and lines using brushes, crayons, markers, etc.	CA.36.4 Create art in a variety of media with some control and own purpose	CA.48.5 Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge	CA.60.5 Use a variety of tools and materials to represent ideas through the visual arts
Drama				CA.24.6 Imitate simple aspects of a role using realistic props and sounds	CA.36.5 Engage in simple pretend play activities	CA.48.6 Act out simple scenarios, taking on a familiar role for brief periods during dramatic play	CA.60.6 Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time) CA.60.7 Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play
Dance	CA.12.5 Respond to music with full body movements	CA.18.5 Show increasing body awareness through gross motor movement (e.g., walking, bouncing, swaying, rocking, climbing) and bilateral movement (patting), show directional awareness in movements, and use non-locomotor movements (simple finger plays)	CA.24.7 Demonstrate developing ability to balance, awareness of body (e.g., name body parts, move distinct body parts) CA.24.8 Move creatively while listening to music (e.g., stamp feet, wave arms, sway).	CA.36.6 Demonstrate directional and spatial awareness involving time (fast/slow), space (high, middle, low), or energy (hard/soft) (e.g., moving like a turtle, jumping like a frog, floating like a feather, etc.)	CA.48.7 Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet)	CA.60.8 Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground)	

Strand B: Early learning experiences will support children to explore and respond to creative works.

	0-6 months	6-12 months	12- 18 Months	18-24 Months	24 to 36 Months	3 to 4 years	4 to 5 years
Appreciation of the Arts					CA.36.7 Describe or ask questions about a work of art	CA.48.8 Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture including several details)	CA.60.9 Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy)
					CA.36.8 Express interest in and show appreciation for the creative work of others (e.g., through body language, facial expression or oral language)	CA.48.9 Demonstrate increased appreciation of the work of others and identify preferences	

Early Mathematical Discovery							Mathematics	
Learning Progression	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
	Indicators This is evident, for example, when children:	Indicators This is evident, for example, when children:	Indicators This is evident, for example, when children:	Indicators This is evident, for example, when children:	Indicators This is evident, for example, when children:	Indicators This is evident, for example, when children:	Indicators This is evident, for example, when children:	
Strand A: Early learning experiences will support children to understand counting and cardinality.								
Number Names			M.18.1 Say or sign a few number names, but may not necessarily recite them in the correct order	M.24.1 Say or sign a few number names, with beginning evidence of correct sequence (e.g., starts with "one")	M.36.1 Say or sign number sequence up to at least five. Use other number names but not necessarily in the correct order	M.48.1 Say or sign the number sequence up to at least 10	M.60.1 Say or sign the number sequence up to at least 20	
Cardinality			M.18.2 Demonstrate one-to-one or one-to-many correspondence (e.g., may fill each compartment in a egg carton with one or several objects)	M.24.2 Put objects in one-to-one correspondence (e.g., puts one item in each compartment)	M.36.2 Count two to three objects using one-to-one correspondence	M.48.2 Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set	M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set	
Written Numerals						M.48.3 Count out a set of objects up to four	M.60.3 Count out a set of objects up to five	
						M.48.4 Recognize written numerals up to at least five	M.60.4 Recognize written numerals up to at least 10	

Strand A: Early learning experiences will support children to understand counting and cardinality (continued).					
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months
Recognition of Quantity				M.24.3 Name groups of one to two objects	M.36.3 Name and match a small collection of up to three objects
Comparison				M.24.4 Compare collections that are quite different in size	M.36.4 Compare collections of 1 to 4 similar items verbally or nonverbally
					M.48.5 Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects
					M.48.6 Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same
					M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items
					M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same
Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).					
Number Operations					M.36.5 Use some vocabulary related to relative quantity (e.g., "more," "less")
					M.48.7 Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group
					M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five
					M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).					
See Attribute, Sorting and Patterns learning progression in Cognition					
Measurement				M.24.5 Use some vocabulary related to size and quantity (e.g., use say something is "big" or request "more")	M.36.6 Have an increasing vocabulary related to number, size and quantity (e.g., use words such as "tall," "long")
					M.48.8 Recognize measurable attribute of an object such as length, weight or capacity
					M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)
					M.60.10 Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools

Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (continued).

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Data						M.48.9 Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more)	M.60.11 Represent data using a concrete object or picture graph according to one attribute
Sorting and Classifying			M.18.3 Match objects that are the same	M.24.6 Sort objects using inconsistent strategies (e.g., favorite items, colors)	M.36.7 Sort on the basis of one attribute with adult support	M.48.10 Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape)	M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute

Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).

Spatial Relationships			M.18.4 Adjust their reach and grasp based upon distance, size and weight of an object	M.24.7 Show beginning understanding of positional vocabulary (e.g., up/down, in/out, on/off, under)	M.36.8 Find objects or locations based upon landmarks and position words (e.g., "Your blanket is on the couch.")	M.48.11 Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object	M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object
Identification of Shapes				M.24.8 Match familiar shapes (e.g., circle, square and typical triangle) with same size and orientation	M.36.9 Match familiar shapes with different size and orientation	M.48.12 Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes	M.60.14 Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size
Composition of Shapes						M.48.13 Combine two or more shapes to create a new shape or to represent an object in the environment	M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose

Early Scientific Inquiry						Science	
	0-6 months	6-12 months	12-18 months	18-24 months	24 to 36 months	3 to 4 years	4 to 5 years
Learning Progression	Indicators This is evident, for example, when children:	Indicators This is evident, for example, when children:	Indicators This is evident, for example, when children:	Indicators This is evident, for example, when children:	Indicators This is evident, for example, when children:	Indicators This is evident, for example, when children:	Indicators This is evident, for example, when children:
Strand A: Early learning experiences will support children to apply scientific practices.							
Questioning and Defining Problems	See Curiosity and Initiative learning progression in Cognition		S.24.1 Observe and make comments on things observed through the senses	S.36.1 Ask simple questions related to things observed through the senses ("what" and "why")	S.48.1 Ask more detailed questions including the relationship between two things or cause and effect relationships	S.60.1 Define a problem to be solved, including details and limitations to be considered (e.g., "We need to figure out how to reach that shelf, but we aren't allowed to stand on the chairs.")	
Investigating	See Cause and Affect learning progression in Cognition		S.36.2 Manipulate materials and comment on the impact of own actions	S.48.2 Intentionally vary actions in order to observe the effect of these actions on materials	S.60.2 Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships	S.60.3 Gather data by drawing, counting or otherwise documenting observations	
Using Evidence	See Personal Preferences learning progression in Social and Emotional Development		S.36.3 Provide personal reasons or evidence for decisions or opinions (e.g., "I made this picture green because my mom likes green.")	S.48.3 Cite examples to support their ideas (e.g., "I think the plant will die because when I forgot to water my plant it died.")	S.60.4 Give evidence from observations or investigations	S.60.5 Begin to distinguish evidence from opinion	
Strand B: Early learning experiences will support children to engage in the process of engineering.							
Design Cycle			S.36.4 Gather information to help determine if something has been designed by humans	S.48.4 Identify a problem and, with adult assistance design a solution (e.g., device or process) to address that problem	S.60.6 Identify a problem and, with adult assistance, design a solution, test and refine design elements		

Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.						
	0-6 months	6-12 months	12-18 months	18-24 months	24 to 36 months	3 to 4 years
Unity and Diversity of Life				S.24.2 Explore characteristics of different plants and animals	S.36.5 Observe features of plants and animals and explore function of features	S.48.5 Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups S.48.6 Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults
				S.24.3 Observe living things	S.36.6 Observe how a variety of living things obtain food as a source of energy for surviving	S.48.7 Explore how animals depend upon the environment for food, water and shelter
Living Things and Their Interactions with the Environment and Each Other						S.60.7 Group and classify living things based upon features, providing evidence to support groupings S.60.8 Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death)
						S.60.9 Provide examples of how animals depend on plants and other animals for food
Strand D: Early learning experiences will support children to understand physical sciences.						
Energy, Force and Motion				S.24.4 Use trial and error to explore the way different objects move	S.36.7 Observe different ways objects move (e.g., roll, bounce, spin, slide) and what happens when they interact (collide)	S.48.8 Investigate how objects' speed and direction can be varied
						S.60.10 Make predictions and conduct simple experiments to change direction, speed and distance objects move S.60.11 Determine cause and effect of push/pull/collision that make objects, start, stop and change direction

Strand D: Early learning experiences will support children to understand physical sciences (continued)					
	0-6 months	6-12 months	12-18 months	18-24 months	24 to 36 months
Matter and its Properties				S.24.5 Observe simple attributes of materials (e.g., hard, soft)	S.36.8 Observe and describe attributes of materials that are related to their function (e.g., flexibility, transparency, strength)
					S.48.9 Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength)
					4 to 5 years
					S.60.12 Evaluate the appropriateness of a material for a given purpose based upon its properties
					S.60.13 Observe how heating and cooling cause changes to properties of materials (e.g., ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.)
Strand E: Early learning experiences will support children to understand features of earth.					
Earth's Features and the Effects of Weather and Water				S.24.6 Observe natural features of the earth (e.g., land, rain)	S.36.9 Describe common features of the earth (e.g., sky, land and water) and what is found there (e.g., birds, fish, stars)
					S.48.10 Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.)
					S.48.11 Investigate how water interacts with other earth materials (e.g., sand, dirt, pebbles)
					S.60.14 Give examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth's features (e.g., The stream has greater water flow after snow melts.)
Earth and Human Activity				S.24.7 Talk about different foods humans eat	S.24.10 Give examples of natural resources that humans use to survive (e.g., food, water)
					S.48.12 Investigate how humans use design solutions to adapt natural resources to meet basic needs (e.g., cut trees to build houses, make applesauce out of apples)
					S.60.15 Explore how humans' use of natural resources impacts the environment (e.g., if we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.)

Social Studies

Note: Precursors to the skills reflected in social studies can be found in the domain of Social and Emotional and Cognition.

		3 to 4 years	4 to 5 years
Learning Progression	Indicators <i>This is evident, for example, when children:</i>		Indicators <i>This is evident, for example, when children:</i>
Strand A: Early Learning experiences will support children to understand self, family and a diverse community.			
Individual Development and Identity	SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.) SS.48.2 Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers)		SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families
Culture	SS.48.3 Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.)		SS.60.2 Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation and shelter)
Strand B: Early Learning experiences will support children to learn about people and the environment.			
Power, Authority and Governance	SS.48.4 Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom		SS.60.3 Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom
People, Places and Environments	SS.48.5 Demonstrate awareness that people share the environment with other people, animals and plants and have the responsibility to care for them SS.48.6 Describe, draw or construct aspects of the geography of the classroom and/or home SS.48.7 Participate in jobs and responsibilities at home, classroom or community		SS.60.4 Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling SS.60.5 Describe, draw or construct aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.) SS.60.6 Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets)
Civic Ideals and Practices			
Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.			
Individuals, Groups and Institutions	SS.48.8 Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play		SS.60.7 Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers
Production, Distribution and Consumption	SS.48.9 Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play		SS.60.8 Demonstrate understanding of the basic relationship of money for the purchase of food, shelter, goods and services, moving toward an understanding of the difference between wants and needs
Science, Technology and Society	SS.48.10 Understand the use of tools, including technology, for a variety of purposes		SS.60.9 Begin to be aware of technology and how it affects life

Strand D: Early Learning experiences will support children to understand change over time.		
Time, Continuity and Change	3 to 4 years	4 to 5 years
	<p>SS.48.11 Demonstrate a basic understanding of sequence of events and time periods (e.g., using terms such as time of day, yesterday, today and tomorrow)</p> <p>SS.48.12 Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed</p>	<p>SS.60.10 Demonstrate a beginning understanding of past, present and future as it relates to one's self, family and community</p> <p>SS.60.11 Demonstrate a beginning understanding of change over time through discussing, representing or playing, about expanding topics such as their own growth and family history</p>