

Alignment of



---

# The Creative Curriculum® *for* Preschool

---



WITH

**Alignment of *The Creative Curriculum*® for Preschool  
With  
*Michigan Early Childhood Standards of Quality for Prekindergarten***

This document aligns the content in the *Michigan Early Childhood Standards of Quality for Prekindergarten* with the goals and ideals of *The Creative Curriculum*® for Preschool. *The Creative Curriculum*® for Preschool is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

**References**

Michigan State Board of Education. (2013). *Michigan early childhood standards of quality for prekindergarten*. East Lansing, MI: Author. Retrieved from [http://www.michigan.gov/documents/mde/ECSQ\\_OK\\_Approved\\_422339\\_7.pdf](http://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf)

Teaching Strategies, LLC. (2010). *The Creative Curriculum*® for preschool. Washington, DC: Author.

<b>Michigan Early Childhood Standards of Quality for Prekindergarten</b>	<b>How <i>The Creative Curriculum</i>® for Preschool meets Michigan Early Childhood Standards of Quality for Prekindergarten</b>
<b>Approaches to Learning</b>	
<b>Habits of Mind</b>	
<b>1. Demonstrate a growing ability to use originality or vision when approaching learning; use imagination, show ability to visualize a solution or new concept.</b>	
1.1. Can be playful with peers and adults.	<p>Establishes and sustains positive relationships  Forms relationships with adults  Manages separations without distress and engages with trusted adults</p> <p>Establishes and sustains positive relationships  Interacts with peers  4Uses successful strategies for entering groups</p> <p>Demonstrates positive approaches to learning  Shows flexibility and inventiveness in thinking  Uses creativity and imagination during play and routine tasks</p>
1.2. Make connections with situations or events, people or stories.	<p>Remembers and connects experiences  Makes connections  Draws on everyday experiences and applies this knowledge to a similar situation</p>
1.3. Create new images or express ideas.	<p>Uses symbols and images to represent something not present  Thinks symbolically  Draws or constructs, and then identifies what it is</p>
1.4. Propose or explore possibilities to suggest what an object or idea might be 'otherwise.'	<p>Demonstrates positive approaches to learning  Shows flexibility and inventiveness in thinking  Uses creativity and imagination during play and routine tasks</p>
1.5. Expand current knowledge onto a new solution, new thinking or new concept.	<p>Remembers and connects experiences  Makes connections  Draws on everyday experiences and applies this knowledge to a similar situation</p>

1.6. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.	<p>Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen</p> <p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed</p>
1.7. Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.	<p>Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas</p>
<b>2. Demonstrate the quality of showing interest in learning; pursue learning independently.</b>	
2.1. Initiate ‘shared thinking’ with peers and adults.	<p>Uses appropriate conversational and other communication skills Engages in conversations Initiates and attends to brief conversations</p>
2.2. Grow in abilities to persist in and complete a variety of tasks, activities, projects and experiences.	<p>Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks</p>
2.3. Demonstrate increasing ability to set goals and to develop and follow through on plans.	<p>Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks</p>
2.4. Show growing capacity to maintain concentration in spite of distractions and interruptions.	<p>Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
2.5. Explore, experiment and ask questions freely.	<p>Uses scientific inquiry skills</p>

<b>3. Demonstrate an interest and eagerness in seeking information (e.g., be able to see things from a different perspective, fiddling with something to figure it out or attempting a reasonable solution).</b>	
3.1. Express a 'sense of wonder.'	Uses scientific inquiry skills
3.2. Choose to take opportunities to explore, investigate or question in any domain.	Uses scientific inquiry skills
3.3. Re-conceptualize or re-design (block structures, shapes, art materials, digital images, simple graphs).	Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
<b>4. Demonstrate the capacity to cope with change, persist, move ahead with spirit, vitality and a growing belief in one's ability to realize a goal.</b>	
4.1. Manage reasonable frustration.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
4.2. Meet new and varied tasks with energy, creativity, and interest.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
4.3. Explore and ask questions.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to complex statements, questions, vocabulary, and stories
4.4. Begin to organize projects or play; make and carryout plans.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed
4.5. Use stories and literature to pretend, play, act or take on characters to help establish their situation or reality.	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else

4.6. Begin to set aside fear of failure when self-initiating new tasks.	<p>Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks</p> <p>Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas</p>
<b>5. Demonstrate a growing capacity to make meaning, using one's habits of mind to find a solution or figure something out.</b>	
5.1. Begin to hypothesize or make inferences.	Uses scientific inquiry skills
5.2. Show an increasing ability to ask questions appropriate to the circumstance.	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p>
5.3. Show an increasing ability to predict outcomes by checking out and evaluating their predictions.	Uses scientific inquiry skills
5.4. Attempt a variety of ways of solving problems.	<p>Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility</p>
5.5. Demonstrate enjoyment in solving problems.	<p>Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility</p>
5.6. Gather information and learn new concepts through experimentation and discovery, making connections to what they already know.	<p>Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation</p>
5.7. Share through words or actions the acquisition of increasingly complex concepts.	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations</p>
5.8. Show an increasing ability to observe detail and attributes of objects, activities, and processes.	Uses scientific inquiry skills

Social Dispositions	
<b>6. Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all; join a community of learners in person and digitally as appropriate.</b>	
6.1. Learn from and through relationships and interactions.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
6.2. Show an increasing ability to initiate and sustain age-appropriate play and interactions with peers and adults.	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children
6.3. Begin to develop and practice the use of problem-solving and conflict resolution skills.	Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems
6.4. Recognize respectfully the similarities and differences in people (gender, family, race, culture, language).	Shows basic understanding of people and how they live
6.5. Show an increasing capacity to consider or take into account another's perspective.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
6.6. Can join a community of learners in person and digitally as appropriate; enjoy mutual engagement.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors  Uses tools and other technology to perform tasks
6.7. Contribute individual strengths, imagination or interests to a group.	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children  Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed

6.8. Successfully develop and keep friendships.	Establishes and sustains positive relationships Makes friends Establishes a special friendship with one other child, but the friendship might only last a short while
6.9. Participate successfully as group members.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
6.10. Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms, and communities.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
<b>7. Exhibit a growing regard for one's mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy.</b>	
7.1. Show increasing respect for the rights of others.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
7.2. Extend offers (gestures, words) of help to peers or adults, to help them feel that they belong to the group.	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
7.3. Cope with stress in a reasonable and age appropriate way. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
7.4. Use positive communication and behaviors (do not mock, belittle, or exclude others).	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately  Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items

7.5. Resolve (or attempt to resolve) conflicts respectfully.	Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems
7.6. Increasingly develop greater self-awareness; identify their own interests and strengths. Can be comfortable choosing to be alone.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
7.7. Demonstrate the ability to care. Can respond with sensitivity or sincerity, later empathy.	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
7.8. Can resist and effectively respond to inappropriate peer pressure (as age appropriate).	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification  Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
7.9. Demonstrate positive feelings about their own gender, family, race, culture and language.	Demonstrates knowledge about self
7.10. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
7.11. Demonstrate a reasonable self-perception of confidence, can make choices and explain discoveries.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
<b>8. Are becoming accountable or reliable for their actions to self and others.</b>	
8.1. Contribute to the community (classroom, school, neighborhood) as age appropriate.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
8.2. Grow in understanding of the need for rules and boundaries in their learning and social environments.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders

8.3. Show an increasing ability to follow simple, clear, and consistent directions and rules.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
8.4. Begin to take action to fix their mistakes, solve problems with materials and resolve conflicts with others; do not blame others inappropriately.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being  Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems  Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
8.5. Take initiative to do something positive to contribute to their community (family, classroom, school, neighborhood) as age appropriate.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
8.6. Increase understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.	Demonstrates knowledge of Earth's environment
8.7. Use materials purposefully, safely and respectfully more of the time.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
8.8. Respect the property of others and that of the community.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors

<b>Creative Arts</b>	
<b>1. Children show how they feel, what they think, and what they are learning through experiences in the visual arts.</b>	
1.1. Use their own ideas to draw, paint, mold, and build with a variety of art materials (e.g., paint, clay, wood, materials from nature such as leaves).	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is  Explores the visual arts
1.2. Begin to plan and carry out projects and activities with increasing persistence.	Demonstrates positive approaches to learning Persists Practices an activity many times until successful
1.3. Begin to show growing awareness and use of artistic elements (e.g., line, shape, color, texture, form).	Explores the visual arts
1.4. Create representations that contain increasing detail.	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is  Explores the visual arts
<b>2. Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.</b>	
2.1. Participate in musical activities (e.g., listening, singing, finger plays, singing games, and simple performances) with others.	Explores musical concepts and expression
2.2. Begin to understand that music comes in a variety of musical styles.	Explores musical concepts and expression
2.3. Begin to understand and demonstrate the components of music (e.g., tone, pitch, beat, rhythm, melody).	Explores musical concepts and expression
2.4. Become more familiar with and experiment with a variety of musical instruments.	Explores musical concepts and expression

<b>3. Children show how they feel, what they think, and what they are learning through movement and dance experiences.</b>	
3.1. Can respond to selected varieties of music, literature, or vocal tones to express their feelings and ideas through creative movement.	Explores dance and movement concepts
3.2. Begin to show awareness of contrast through use of dance elements (e.g., time: fast/slow; space: high/middle/low; energy: hard/soft).	Explores dance and movement concepts
3.3. Begin to identify and create movement in place and through space.	Explores dance and movement concepts
<b>4. Children show how they feel, what they think, and what they are learning through dramatic play.</b>	
4.1. Grow in the ability to pretend and to use objects as symbols for other things.	Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
4.2. Use dramatic play to represent concepts, understand adult roles, characters, and feelings.	Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
4.3. Begin to understand components of dramatic play (e.g., setting, prop, costume, voice).	Explores drama through actions and language
4.4. Contribute ideas and offer suggestions to build the dramatic play theme.	Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
4.5. Begin to differentiate between fantasy and reality.	Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

5. Children develop rich and rewarding aesthetic lives.	
5.1. Develop healthy self-concepts through creative arts experiences.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
5.2. Show eagerness and pleasure when approaching learning through the creative arts.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
5.3. Show growing satisfaction with their own creative work and growing respect for the creative work of others.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being  Explores the visual arts
5.4. Can use alternative forms of art to express themselves depending on the avenues available to them (e.g., through the visual arts, if hearing impaired; through listening to music, if physically impaired).	Explores the visual arts
5.5. Are comfortable sharing their ideas and work with others.	Explores the visual arts
5.6. Use the creative arts to express their view of the world.	Explores the visual arts
5.7. Begin to develop their own preferences for stories, poems, illustrations, forms of music, and other works of art.	Demonstrates knowledge about self
5.8. Begin to appreciate their artistic heritage and that of other cultures.	Demonstrates knowledge about self
5.9. Can talk about their creations with peers and adults.	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is
5.10. Begin to develop creative arts vocabulary.	Explores the visual arts  Explores musical concepts and expression  Explores dance and movement concepts  Explores drama through actions and language

<b>Language and Early Literacy Development</b>	
<b>1. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.</b>	
<b>A. In comprehension strategies:</b>	
1.A.1 Retell a few important events and ideas they have heard from written materials (e.g., in stories and in books about things and events).	Comprehends and responds to books and other texts Retells stories Retells some events from a familiar story with close adult prompting
1.A.2. Enlarge their vocabularies both with words from conversation and instructional materials and activities.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
1.A.3. Use different strategies for understanding written materials (e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions).	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
1.A.4. Demonstrate reading-like behaviors with familiar written materials [i.e., moving from labeling pictures to creating connected stories using book language (e.g., “Once upon a time...”); using patterns and vocabulary that occur in printed material to making use of printed text (e.g., trying out what one is learning about words and sounds)].	Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
1.A.5. Talk about preferences for favorite authors, kinds of books, and topics and question the content and author’s choices (critical literacy).	Demonstrates knowledge of print and its uses Uses and appreciates books Knows some features of a book (title, author, illustrator); connects specific books to authors
<b>B. In print and alphabetic knowledge:</b>	
1.B.1. Show progress in identifying and associating letters with their names and sounds.	Demonstrates knowledge of the alphabet Uses letter–sound knowledge Produces the correct sounds for 10–20 letters
1.B.2. Recognize a few personally meaningful words including their own name, “mom,” “dad,” signs, and other print in their environment.	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

1.B.3. Participate in play activities with sounds (e.g., rhyming games, finger plays).	Demonstrates phonological awareness Notifies and discriminates alliteration Sings songs and recites rhymes and refrains with repeating initial sounds
<b>C. In concepts about reading:</b>	
1.C.1. Understand that ideas can be written and then read by others.	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
1.C.2. Understand print and book handling concepts including directionality, title, etc.	Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
1.C.3. Understand that people read for many purposes (e.g., enjoyment, information, to understand directions).	Demonstrates knowledge of print and its uses Uses and appreciates books Uses various types of books for their intended purposes
1.C.4. Understand that printed materials have various forms and functions (e.g., signs, labels, notes, letters, types).	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
1.C.5. Develop an understanding of the roles of authors and illustrators.	Demonstrates knowledge of print and its uses Uses and appreciates books Knows some features of a book (title, author, illustrator); connects specific books to authors
<b>2. Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.</b>	
2.1. Begin to understand that their ideas can be written and then read by themselves or others.	Demonstrates emergent writing skills Writes to convey meaning Controlled linear scribbles
2.2. Use a variety of forms of early writing (e.g., scribbling, drawing, use of letter strings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling.	Demonstrates emergent writing skills Writes to convey meaning Letter strings
2.3. Begin to develop an understanding of purposes for writing (e.g., lists, directions, stories, invitations, labels).	Demonstrates emergent writing skills Writes to convey meaning Controlled linear scribbles

2.4. Represent their own or imaginary experiences through writing (with/without illustrations).	Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms
2.5. Begin to write familiar words such as their own name.	Demonstrates emergent writing skills Writes name Partially accurate name
2.6. Attempt to read or pretend to read what they have written to friends, family members, and others.	Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult  Demonstrates emergent writing skills Writes to convey meaning Late invented spelling
2.7. Show beginnings of a sense of the need to look over and modify their writings and drawings (e.g., adding to picture or writing).	Demonstrates emergent writing skills Writes to convey meaning Late invented spelling
2.8. Develop greater control over the physical skills needed to write letters and numbers.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
<b>3. Children develop abilities to express themselves clearly and communicate ideas to others.</b>	
3.1. Use spoken language for a variety of purposes (e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
3.2. Show increasing comfort and confidence when speaking.	Uses language to express thoughts and needs Speaks clearly Is understood by most people; may mispronounce new, long, or unusual words

3.3. Experiment and play with sounds (e.g., rhyming, alliteration, playing with sounds, and other aspects of phonological awareness).	Demonstrates phonological awareness Notices and discriminates rhyme Fills in the missing rhyming word; generates rhyming words spontaneously
3.4. Continue to develop vocabulary by using words learned from stories and other sources in conversations.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
3.5. Speak in increasingly more complex combinations of words and in sentences.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations
3.6. Understand the roles of the participants in conversation (e.g., taking turns in conversation and relating their own comments to what is being talked about; asking relevant questions).	Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules while communicating with others; may need reminders
3.7. Take part in different kinds of roles as a speaker (e.g., part of a group discussion, role playing, fantasy play, storytelling and retelling).	Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules while communicating with others; may need reminders
3.8. Use nonverbal expressions and gestures to match and reinforce spoken expression.	Uses appropriate conversational and other communication skills Uses social rules of language Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
3.9. Show progress in speaking both their home language and English (if non-English-speaking children).	Uses language to express thoughts and needs Speaks clearly Is understood by most people; may mispronounce new, long, or unusual words
3.10. If appropriate, show progress in learning alternative communication strategies such as sign language.	Uses language to express thoughts and needs Speaks clearly Is understood by most people; may mispronounce new, long, or unusual words

4. Children grow in their capacity to use effective listening skills and understand what is said to them.	
4.1. Gain information from listening (e.g., to conversations, stories, songs, poems).	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories
4.2. Show progress in listening to and following spoken directions.	Listens to and understands increasingly complex language Follows directions Follows directions of two or more steps that relate to familiar objects and experiences
4.3. Show progress in listening attentively, avoiding interrupting others, learning to be respectful.	Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules while communicating with others; may need reminders
4.4. Respond with understanding to speech directed at them.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories
4.5. Understand the concept and role of an audience (e.g., being part of an audience, being quiet, being considerate, looking at the speaker).	Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules while communicating with others; may need reminders
4.6. Understand and respond appropriately to non-verbal expressions and gestures.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to complex statements, questions, vocabulary, and stories
4.7. Show progress in listening to and understanding both their home language and English (if non-English-speaking children).	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories

<b>5. Children begin to develop strategies that assist them in viewing a variety of images and multimedia materials effectively and critically.</b>	
5.1. View images and other media materials for a variety of purposes (e.g., to gain information, for pleasure, to add to their understanding of written materials, for visual cues or creative purposes).	Uses tools and other technology to perform tasks
5.2. Use different strategies for understanding various media (e.g., making predictions using what they already know, using the structure of the image or media, linking themselves and their experiences to the content, asking relevant questions).	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
5.3. Begin to compare information across sources and discriminate between fantasy and reality.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
<b>6. Children develop positive attitudes about themselves as literate beings--as readers, writers, speakers, viewers, and listeners.</b>	
6.1. Choose to read, write, listen, speak, and view for enjoyment and information, and to expand their curiosity.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time
6.2. Demonstrate emotion from literacy experiences (e.g. laughter, concern, curiosity).	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
6.3. Make connections with situations or events, people or stories.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
6.4. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
6.5. Show growth in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas

<b>7. Children begin to understand that communication is diverse and that people communicate in a variety of ways.</b>	
7.1. Understand that some people communicate in different languages and other forms of English.	Demonstrates knowledge about self
7.2. Become aware of the value of the language used in their homes.	Demonstrates knowledge about self
7.3. Become aware of alternate and various forms of communication (e.g., Braille, sign language, lip reading, digital communication tablets).	Demonstrates knowledge about self
7.4. Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication.	Demonstrates knowledge about self

<b>Dual Language Learning</b>	
<b>1. Demonstrate an increasing ability to comprehend or understand the English language at an appropriate developmental level.</b>	
1.1. Observe peers and adults with increasing attention to understand language and intent.	Demonstrates progress in listening to and understanding English Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral use of English
1.2. Respond with non-verbal actions and basic English words or phrases to communicate.	Demonstrates progress in listening to and understanding English Responds to common English words and phrases when they are accompanied by gestures or other visual aids
1.3. Demonstrate increased understanding of simple words and phrases used in daily routines or content studies.	Demonstrates progress in listening to and understanding English Responds to common English words and phrases when they are accompanied by gestures or other visual aids
1.4. Increase understanding of multiple meanings of words.	Demonstrates progress in listening to and understanding English Responds to words and phrases in English when they are not accompanied by gestures or other visual aids
1.5. Exhibit a growing vocabulary of basic and high-frequency words.	Demonstrates progress in listening to and understanding English Responds to words and phrases in English when they are not accompanied by gestures or other visual aids
1.6. Demonstrate a beginning of phonological awareness and phonics.	Demonstrates progress in listening to and understanding English Responds to words and phrases in English when they are not accompanied by gestures or other visual aids
<b>2. Demonstrate an increasing ability to speak or use English at an appropriate developmental level.</b>	
2.1. Express basic needs using common words or phrases in English.	Demonstrates progress in speaking English Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
2.2. Participate with peers and adults in simple exchanges in English.	Demonstrates progress in speaking English Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
2.3. As age appropriate, attempt to use longer sentences or phrases in English.	Demonstrates progress in speaking English Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase

2.4. Continue to use and build home language as needed to build understanding of words and concepts in second language.	Demonstrates progress in speaking English Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
<b>3. Demonstrate increased understanding and response to books, storytelling, and songs presented in English and increased participation in English literacy activities.</b>	
3.1. Demonstrate increasing attention to stories and book reading.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories
3.2. Name or recall characters in stories.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
3.3. Use both verbal and nonverbal methods to demonstrate understanding as early literacy skills also increase.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
3.4. Begin to talk about books, stories, make predictions or take a guess about the book.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
<b>4. Demonstrate in increasing ability to write words or engage in early stages of writing in English.</b>	
<b>Alphabet</b>	
4.1. Engage in early drawing or emergent writing attempts.	Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms
4.2. Copy letters of the English alphabet as age appropriate.	Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms

<b>Words</b>	
4.3. Write or copying important words (name, friends, and family).	Demonstrates emergent writing skills Writes to convey meaning Early invented spelling
4.4. Write name and using a capital letter at the beginning.	Demonstrates emergent writing skills Writes name Partially accurate name
4.5. Copy words or labels from integrated learning (math, science, arts) experiences.	Demonstrates emergent writing skills Writes to convey meaning Letter strings
4.6. Use drawing and emergent writing together.	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is  Demonstrates emergent writing skills Writes to convey meaning Letter strings
<b>5. Interact with peers in play, classroom and social situations using English with increasing ability and comfort; use first language when appropriate and share home culture.</b>	
5.1. Demonstrate and also accept positive verbal and non-verbal interactions from peers.	Uses appropriate conversational and other communication skills Engages in conversations Initiates and attends to brief conversations
<b>In English:</b>	
5.2. Engage with the teacher and others in a positive manner.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
5.3. Communicate emotions appropriately and beginning to label feelings.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items

5.4. Show both verbal and non-verbal attempts to participate with peers.	Demonstrates progress in speaking English Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
<b>In the First Language:</b>	
5.5. Write, draw and talk about family and cultural traditions (songs, food, celebrations, etc.).	Demonstrates knowledge about self  Shows basic understanding of people and how they live
5.6. Demonstrate pride and recognition of first language.	Demonstrates knowledge about self
5.7. Build skills in first language.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs  Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas  Demonstrates knowledge about self

<b>Technology Literacy - Early Learning and Technology</b>	
<b>1. Use a variety of developmentally appropriate digital tools to learn and create.</b>	
1.1. Can describe and creatively use a variety of technological tools independently or with peer or adult help.	Uses tools and other technology to perform tasks
1.2. Understand that technology tools can be used throughout the day.	Uses tools and other technology to perform tasks
1.3. Understand that different technology tools have different uses, including communicating feelings and ideas.	Uses tools and other technology to perform tasks
<b>2. Work together when using developmentally appropriate digital tools.</b>	
2.1. Respond to other children's technology products vocally or within the technology tool.	Uses tools and other technology to perform tasks
2.2. Work with one or more other children to plan and create a product with a technology tool.	Uses tools and other technology to perform tasks
<b>3. With adult support and supervision, interact with developmentally appropriate Internet based resources. With adult support, use developmentally appropriate digital resources to locate and use information relating to a topic under study.</b>	
3.1. Begin to be able to navigate developmentally appropriate websites.	Uses tools and other technology to perform tasks
3.2. Understand that the internet can be used to locate information as well as for entertainment.	Uses tools and other technology to perform tasks
3.3. Respond to information found on the internet in developmentally appropriate ways (e.g., tell what they learned, draw a picture, use the information to accomplish a task).	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
<b>4. Explain some ways that technology can be used to solve problems.</b>	
4.1. Talk, ask questions, solve problems and share ideas with peers and adults, when using computers and other technology tools.	Uses tools and other technology to perform tasks
4.2. When faced with a problem, suggest the use of technology tool to solve the problem (e.g., take a picture of a block creation to show parents, find out the size of a dinosaur).	Uses tools and other technology to perform tasks

<b>5. Begin to understand how technology can be used appropriately or inappropriately.</b>	
5.1. Begin to state and follow rules for safe use of the computer and other technology tools.	Uses tools and other technology to perform tasks
5.2. Begin to understand how technology can be used inappropriately (e.g., using another's cell phone without permission, using the Internet without supervision).	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders  Uses tools and other technology to perform tasks
5.3. Identify the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling).	Uses tools and other technology to perform tasks
5.4. Identify personal information that should not be shared on the Internet or the phone (e.g., name, address, phone).	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
5.5. Know to use the computer only when an adult is supervising and to inform a trusted adult if anything on the Internet creates discomfort.	Uses tools and other technology to perform tasks
<b>6. Begin to learn to use and talk about technology tools appropriately.</b>	
6.1. Can follow simple directions to use common technology tools.	Uses tools and other technology to perform tasks
6.2. Recognize and name the major parts of a computer and other devices.	Uses tools and other technology to perform tasks
6.3. Understand the need for and demonstrate basic care for technology equipment.	Uses tools and other technology to perform tasks
6.4. Use adaptive devices to operate a software program as necessary.	Uses tools and other technology to perform tasks

<b>Social, Emotional and Physical Health and Development</b>	
<b>Social and Emotional Development and Health</b>	
<b>1. Children develop and exhibit a healthy sense of self.</b>	
1.1. Show an emerging sense of self-awareness.	Demonstrates knowledge about self
1.2. Continue to develop personal preferences.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
1.3. Demonstrate growing confidence in expressing their feelings, needs and opinions.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
1.4. Become increasingly more independent.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
1.5. Recognize and have positive feelings about their own gender, family, race, culture and language.	Demonstrates knowledge about self
1.6. Identify a variety of feelings and moods (in themselves and others).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
<b>2. Children show increasing ability to regulate how they express their emotions.</b>	
2.1. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
2.2. Grow in their ability to follow simple, clear, and consistent directions and rules.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
2.3. Use materials purposefully, safely, and respectfully more and more of the time.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors

2.4. Begin to know when and how to seek help from an adult or peer.	<p>Establishes and sustains positive relationships Forms relationships with adults Engages with trusted adults as resources and to share mutual interests</p> <p>Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it</p>
2.5. Manage transitions and follow routines most of the time.	<p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</p>
2.6. Can adapt to different environments.	<p>Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification</p>
<b>3. Children develop healthy relationships with other children and adults.</b>	
3.1. Increase their ability to initiate and sustain age-appropriate interactions with peers and adults.	<p>Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
3.2. Begin to develop and practice the use of problem-solving and conflict resolution skills.	<p>Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems</p>
3.3. Recognize similarities and differences in people (gender, family, race, culture, language).	Shows basic understanding of people and how they live
3.4. Increase their capacity to take another's perspective.	<p>Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification</p>
3.5. Show increasing respect for the rights of others.	<p>Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors</p>

3.6. Show progress in developing and keeping friendships.	Establishes and sustains positive relationships Makes friends Plays with one or two preferred playmates
3.7. Participate successfully as a group member.	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children
3.8. Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community.	Demonstrates knowledge about self
<b>Physical Development</b>	
<b>4. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.</b>	
4.1. Begin to recognize and learn the names of body parts.	Demonstrates knowledge about self
4.2. Begin to understand spatial awareness for themselves, others, and their environment.	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance  Demonstrates knowledge about self
4.3. Participate actively and on a regular basis, in games, outdoor play, and other forms of vigorous exercise that enhance physical fitness.	Demonstrates traveling skills Moves purposefully from place to place with control
4.4. Increasingly develops greater self-awareness; identifies his or her own interest and strengths.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being  Demonstrates knowledge about self

<b>5. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and planned and spontaneous settings.</b>	
5.1. Begin or continue to develop traveling movements such as walking, climbing, running, jumping, hopping, skipping, marching, and galloping.	Demonstrates traveling skills Moves purposefully from place to place with control
5.2. Show their ability to use different body parts in a rhythmic pattern.	Demonstrates traveling skills Moves purposefully from place to place with control
5.3. Show increasing abilities to coordinate movements (e.g., throwing, catching, kicking, bouncing balls, using the slide and swing) in order to build strength, flexibility, balance, and stamina.	Demonstrates traveling skills Moves purposefully from place to place with control
5.4. Exhibit a growing capacity to self-regulate, demonstrate self- efficacy and know acceptable boundaries (e.g., riding a tricycle or bike, using their bodies in helpful vs. hurtful ways, being a 'leader' in a game).	Demonstrates traveling skills Moves purposefully from place to place with control
<b>6. Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.</b>	
6.1. Develop and refine motor control and coordination, eye-hand coordination, finger/thumb and whole-hand strength coordination and endurance using a variety of age-appropriate tools (e.g., scissors, pencils, markers, crayons, blocks, putting together puzzles, using a variety of technology).	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements  Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
6.2. Use fine motor skills they are learning in daily activities (e.g., dressing themselves).	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements

<b>7. Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.</b>	
7.1. Learn to cooperate with others through games and other activities and actions that show a growing knowledge of the rights of others.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
7.2. Take pride in their own abilities and increase self-motivation.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
7.3. Begin to develop an appreciation and respect for the varying physical abilities and capabilities of others.	Shows basic understanding of people and how they live
7.4. Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
<b>Health, Safety and Nutrition</b>	
<b>8. Children become aware of and begin to develop nutritional habits that contribute to good health.</b>	
8.1. Grow in their understanding of the importance of eating nutritious meals and snacks at regular intervals, and how this relates to good health.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
8.2. Begin to listen to body signals of hunger and fullness, learn to choose how much to eat at meals and snacks, and are able to convey their needs for food to adults.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
8.3. Use age/developmentally-appropriate eating utensils safely and correctly.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements
8.4. Become aware of foods that cause allergic reactions for some children and/or other dietary needs or restrictions.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being

9. Children begin to have knowledge about and make age-appropriate healthy choices in daily life.	
9.1. Show growing independence in keeping themselves clean, personal care when eating, dressing, washing hands, brushing teeth, use of tissues for nose-blowing (and their disposal), and toileting.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
9.2. Grow in understanding of the importance of good health and its relationship to physical activity.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
9.3. Talk about ways to prevent spreading germs and diseases to other people.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
9.4. Develop an understanding of basic oral hygiene.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
9.5. Begin to be able to recognize activities that contribute to the spread of communicable diseases (e.g., sharing of cups, eating utensils, hats, clothing, foods).	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
9.6. Can begin to recognize some symptoms of disease or health issues (e.g., a sore throat is not a “sore neck”) and common instruments used in diagnosing disease (e.g., thermometer, x-ray machines).	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
9.7. Begin to become aware of activities, substances, and situations that may pose potential hazards to health [e.g., smoking, poisonous materials, edible, non-edible items (e.g., plants/berries), medications (appropriate use of)].	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being

10. Children recognize that they have a role in preventing accidents or potential emergencies.	
10.1. Begin to learn appropriate safety procedures (e.g., in the home, at school, as a pedestrian, outdoors, on the playground, with vehicles, with bicycles, around bodies of water).	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
10.2. Identify persons to whom they can turn for help in an emergency situation.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being  Shows basic understanding of people and how they live
10.3. Begin to know important facts about themselves (e.g., address, phone number, parent's name).	Demonstrates knowledge about self
10.4. Become aware of issues relative to personal safety (e.g., inappropriate touching, good and bad secrets, learning how to say 'No' to inappropriate touching by any other person, recognizing when to tell an adult about an uncomfortable situation).	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being  Shows basic understanding of people and how they live
10.5. Begin to learn the correct procedure for self-protection in emergency situations (e.g., tornados, fire, storms, gun fire, chemical spills, avoidance of other's blood and vomit).	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
10.6. Begin to try new activities with 'just manageable' risk (e.g., riding a tricycle, climbing safely, jumping, exploring).	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
10.7. Exhibit a growing capacity to self-regulate, demonstrate self- efficacy and know acceptable boundaries.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders

Early Learning in Mathematics	
1. Children begin to develop processes and strategies for solving mathematical problems.	
1.1. Try to solve problems in their daily lives using mathematics (e.g., how many napkins are needed).	<p>Uses number concepts and operations</p> <p>Quantifies</p> <p>Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
1.2. Generate new problems from every day mathematical situations and use current knowledge and experience to solve them (e.g., distribute crackers).	<p>Uses number concepts and operations</p> <p>Quantifies</p> <p>Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
1.3. Begin to develop and use various approaches to problem solving based upon their trial and error experiences.	<p>Demonstrates positive approaches to learning</p> <p>Solves problems</p> <p>Solves problems without having to try every possibility</p>
1.4. Begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations.	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Describes and tells the use of many familiar items</p> <p>Demonstrates positive approaches to learning</p> <p>Solves problems</p> <p>Solves problems without having to try every possibility</p>
1.5. Begin to generate problems that involve predicting, collecting, and analyzing information and using simple estimation.	<p>Demonstrates positive approaches to learning</p> <p>Persists</p> <p>Plans and pursues a variety of appropriately challenging tasks</p> <p>Demonstrates positive approaches to learning</p> <p>Solves problems</p> <p>Solves problems without having to try every possibility</p>

<b>2. Children begin to use the language of mathematics by applying emerging skills in representing, discussing, reading, writing, and listening (e.g., by translating a problem or activity into a new form; a picture, diagram, model, symbol, or words).</b>	
2.1. Participate regularly in informal conversations about mathematical concepts and number relationships.	<p>Uses language to express thoughts and needs  Uses an expanding expressive vocabulary  Describes and tells the use of many familiar items</p> <p>Uses number concepts and operations  Quantifies  Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
2.2. Begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number and other mathematical symbols.	<p>Uses number concepts and operations  Connects numerals with their quantities  Identifies numerals to 10 by name and connects each to counted objects</p>
2.3. Begin to use symbols to represent real objects and quantities.	<p>Uses symbols and images to represent something not present  Thinks symbolically  Draws or constructs, and then identifies what it is</p>
2.4. Make progress from matching and recognizing number symbols to reading and writing numerals.	<p>Uses number concepts and operations  Connects numerals with their quantities  Identifies numerals to 10 by name and connects each to counted objects</p>
2.5. Talk about their own mathematical explorations and discoveries using simple mathematical language and quantity-related words.	<p>Uses language to express thoughts and needs  Uses an expanding expressive vocabulary  Describes and tells the use of many familiar items</p>
2.6. Begin to recognize that information comes in many forms and can be organized and displayed in different ways.	<p>Uses symbols and images to represent something not present  Thinks symbolically  Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
2.7. Begin to describe comparative relationships (e.g., more/less/same number of objects or quantities).	<p>Compares and measures  Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>

<b>3. Children begin to develop skills of recognizing, comparing and classifying objects, relationships, events and patterns in their environment and in everyday life.</b>	
3.1. Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures.	Demonstrates knowledge of patterns Extends and creates simple repeating patterns
3.2. Identify patterns in their environment.	Demonstrates knowledge of patterns Extends and creates simple repeating patterns
3.3. Investigate patterns and describe relationships.	Demonstrates knowledge of patterns Extends and creates simple repeating patterns
3.4. Recognize patterns in various formats (e.g., things that can be seen, heard, felt).	Demonstrates knowledge of patterns Copies simple repeating patterns
<b>4. Children extend their understanding of numbers and their relationship to one another and things in the environment.</b>	
4.1. Develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems.	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility  Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
4.2. Match, build, compare, and label amounts of objects and events (e.g., birthdays in the week) in their daily lives.	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
4.3. Make progress in moving beyond rote counting to an understanding of conceptual counting (e.g., one-to-one correspondence).	Uses number concepts and operations Counts Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
4.4. Recognize and match number symbols for small amounts with the appropriate amounts (e.g., subitizing).	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 10 by name and connects each to counted objects

4.5. Show progress in linking number concepts, vocabulary, quantities and written numerals in meaningful ways.	<p>Uses number concepts and operations</p> <p>Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p> <p>Uses number concepts and operations</p> <p>Connects numerals with their quantities Identifies numerals to 10 by name and connects each to counted objects</p>
4.6. Show growth in understanding that number words and numerals represent quantities.	<p>Uses number concepts and operations</p> <p>Connects numerals with their quantities Identifies numerals to 10 by name and connects each to counted objects</p>
4.7. Use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life.	<p>Uses number concepts and operations</p> <p>Counts Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p> <p>Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
4.8. Understand how numbers can be used to label various aspects of their lives (e.g., house number, phone number, ages of classmates).	<p>Uses number concepts and operations</p> <p>Connects numerals with their quantities Identifies numerals to 10 by name and connects each to counted objects</p>
4.9. Develop an increasing ability to count in sequence up to ten and beyond, typically referred to as “counting on.”	<p>Uses number concepts and operations</p> <p>Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>

<b>5. Children begin to develop skills of sorting and organizing information, seeing patterns, and using information to make predictions and solve new problems.</b>	
5.1. Begin to develop the ability to solve problems involving joining, separating, combining, and comparing amounts when using small quantities of concrete materials.	<p>Uses number concepts and operations</p> <p>Quantifies</p> <p>Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
5.2. Can generate problems that involve predicting, collecting, and analyzing information.	<p>Uses number concepts and operations</p> <p>Quantifies</p> <p>Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
5.3. Use simple estimation to make better guesses.	<p>Uses number concepts and operations</p> <p>Quantifies</p> <p>Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
5.4. Identify likenesses and differences.	<p>Compares and measures</p> <p>Makes simple comparisons between two objects</p>
5.5. Can place objects or events in order, according to a given criterion (e.g., color, shape, size, time).	<p>Compares and measures</p> <p>Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>
5.6. Recognize that the same group can be sorted and classified in more than one way and describe why they would group or sequence in a particular way.	<p>Uses classification skills</p> <p>Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p> <p>Compares and measures</p> <p>Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>

5.7. Begin to understand that simple concrete and representational graphs are ways of collecting, organizing, recording, and describing information.	Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
<b>6. Children explore and discover simple ways to measure.</b>	
6.1. Show awareness that things in their environment can be measured.	Compares and measures Makes simple comparisons between two objects
6.2. Begin to understand concepts of weight.	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
6.3. Show an awareness of the concept of time, beginning with the recognition of time as a sequence of events and how time plays a role in their daily life (e.g., breakfast, snack, lunch, dinner).	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
6.4. Show an awareness of temperature as it affects their daily lives.	Demonstrates knowledge of Earth's environment
6.5. Use beginning skills of estimation in solving everyday measurement problems (e.g., about how many cookies are needed for a small group of children).	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many  Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
6.6. Begin to use non-standard measures (e.g., length of hand) for length and area of objects.	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
6.7. Begin to understand that tools (e.g., rulers, scales, counters) can be used to measure properties of objects and amounts.	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

<b>7. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.</b>	
7.1. Can make models, draw, name, and/or classify common shapes and verbally describe them in simple terms.	<p>Uses symbols and images to represent something not present</p> <p>Thinks symbolically</p> <p>Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
7.2. Investigate and begin to predict the results of combining, subdividing, and changing shapes.	<p>Explores and describes spatial relationships and shapes</p> <p>Understands shapes</p> <p>Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
7.3. Begin to recognize and appreciate geometric shapes in their environment.	<p>Explores and describes spatial relationships and shapes</p> <p>Understands shapes</p> <p>Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
7.4. Begin to build an understanding of directionality, order, and positions of objects through the use of words (e.g., up, down, over, under, top, bottom, inside, outside, in front of, behind). Identify patterns in their environment.	<p>Explores and describes spatial relationships and shapes</p> <p>Understands spatial relationships</p> <p>4Follows simple directions related to proximity (beside, between, next to)</p>
7.5. Recognize, describe, copy, extend and create simple patterns with real objects and through pictures.	<p>Demonstrates knowledge of patterns</p> <p>Recognizes, creates, and explains more complex repeating and simple growing patterns</p>
7.6. Investigate patterns and describe relationships.	<p>Demonstrates knowledge of patterns</p> <p>Extends and creates simple repeating patterns</p>
7.7. Recognize patterns in various formats (e.g., things that can be seen, heard, felt).	<p>Demonstrates knowledge of patterns</p> <p>Copies simple repeating patterns</p>

<b>Early Learning in Science</b>	
<b>1. Children develop positive attitudes and gain knowledge about science through observation and active play.</b>	
1.1. Demonstrate curiosity about and interest in their natural environment that leads them to confidently engage in activities related to science.	Uses scientific inquiry skills  Demonstrates knowledge of Earth's environment
1.2. Ask questions related to their own interest and observations.	Uses scientific inquiry skills
1.3. Talk about their own predictions, explanations and generalizations based on past and current experiences.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation  Uses scientific inquiry skills
1.4. Expand their observational skills (e.g., extending the time they observe, being able to describe and confirm their observations by using a variety of resources).	Uses scientific inquiry skills
1.5. Begin to participate in simple investigations (e.g., asking questions manipulating materials; anticipating what might happen next; testing their observations to determine why things happen).	Uses scientific inquiry skills
<b>2. Children show a beginning awareness of scientific knowledge related to living and non-living things.</b>	
2.1. Demonstrate a growing ability to collect, talk about, and record information about living and non-living things (e.g., through discussions, drawings).	Demonstrates knowledge of the characteristics of living things
2.2. Begin to categorize living and non-living things in their environment based on characteristics they can observe (e.g., texture, color, size, shape, temperature, usefulness, weight).	Demonstrates knowledge of the characteristics of living things
2.3. Use observation skills to build awareness of plants and animals, their life cycles (e.g., birth, aging, death) and basic needs (e.g., air, food, light, rest).	Demonstrates knowledge of the characteristics of living things

2.4. Begin to describe relationships among familiar plants and animals (e.g., caterpillars eat leaves).	Demonstrates knowledge of the characteristics of living things
2.5. Begin to describe the places in which familiar plants and animals in their neighborhood live (e.g., city, drainage ponds, parks, fields, forests).	Demonstrates knowledge of the characteristics of living things
2.6. Demonstrate greater knowledge and respect for their bodies (e.g., describe visible parts of the human body and their functions).	Demonstrates knowledge about self
2.7. Observe, describe, and compare the motions of common objects in terms of speed and direction (e.g., faster, slowest, up, down).	Demonstrates knowledge of the physical properties of objects and materials
<b>3. Children show a beginning awareness of scientific knowledge related to the earth.</b>	
3.1. Can talk about observable characteristics of different seasons.	Demonstrates knowledge of Earth's environment
3.2. Can talk about the observable properties of earth materials (sand, rocks, soil, water) and living organisms.	Demonstrates knowledge of Earth's environment
3.3. Can talk about major features of the earth's surface (streams, hills, beaches) when found in the children's neighborhood and neighborhoods that they visit.	Demonstrates simple geographic knowledge
3.4. Begin to describe weather and its changing conditions (e.g., wind, rain, snow, clouds).	Demonstrates knowledge of Earth's environment
3.5. Talk about ways to be safe during bad weather and in outdoor explorations.	Demonstrates knowledge of Earth's environment

<b>Early Learning in Social Studies</b>	
<b>1. Children begin to understand and interpret their relationship and place within their own environment.</b>	
1.1. Explore the environment, experiment and play with natural materials, explore the texture, sound and smells of nature.	Uses scientific inquiry skills
1.2. Extend information gained from books and stories or projects to learning in the outdoor setting in which they live and play.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
1.3. Develop a sense of connectedness through the exploration of the natural environment and materials, caring for animals or plants.	Demonstrates knowledge of Earth's environment
1.4. Engage in conversations that reflect experiences in and observations of the environment.	Uses scientific inquiry skills
1.5. Demonstrate a developing sense of respect for nature and its components.	Demonstrates knowledge of Earth's environment
1.6. Use and understand words for location and direction.	Explores and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to proximity (beside, between, next to)
<b>2. Children begin to recognize that many different influences shape people's thinking and behavior.</b>	
2.1. Can talk about personal information (e.g., name; family members; and, by four, knowledge of personal traits, address, telephone number).	Demonstrates knowledge about self
2.2. Begin to recognize themselves as unique individuals and become aware of the uniqueness of others.	Demonstrates knowledge about self
2.3. Show an understanding of family and how families are alike and different.	Demonstrates knowledge about self Shows basic understanding of people and how they live
2.4. Talk about ways members of a family can work together to help one another.	Shows basic understanding of people and how they live
2.5. Begin to recognize that people celebrate events in a variety of ways.	Shows basic understanding of people and how they live
2.6. Grow in understanding of and respect for differences among cultural groups, as well as their contributions to society.	Shows basic understanding of people and how they live

2.7. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
2.8. Participate in creating their own classroom celebrations.	Shows basic understanding of people and how they live
<b>3. Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.</b>	
3.1. Use words to describe time (e.g., yesterday, today, tomorrow).	Explores change related to familiar people or places
3.2. Can talk about recent and past events.	Explores change related to familiar people or places
3.3. Show interest in nature and asks questions about what is seen and what has changed (e.g., temperature, trees, sunlight) over time.	Demonstrates knowledge of Earth's environment
3.4. Gather information and learns new concepts through experimentation and discovery, making connections what they already know.	Uses scientific inquiry skills
3.5. Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms, and communities.	Demonstrates knowledge about self  Shows basic understanding of people and how they live
3.6. Contribute to their community (classroom, school, neighborhood) as age appropriate.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
<b>4. Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.</b>	
4.1. Grow in their understanding of the need for rules and boundaries in their learning and social environment.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
4.2. Begin to understand consequences of following and breaking (disobeying) rules.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders

4.3. Can identify people (e.g., parents, teachers, bus drivers, lunchroom helpers) who have authority in their home and early learning programs (e.g., who helps them make rules, who tell them when they are breaking a rule, who helps enforce rules).	Shows basic understanding of people and how they live
4.4. Show increasing respect for the rights of others.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
<b>5. Children increase their understanding about how basic economic concepts relate to their lives.</b>	
5.1. Can talk about some of the workers and services in their community.	Shows basic understanding of people and how they live
5.2. Can talk about some of the ways people earn a living.	Shows basic understanding of people and how they live
5.3. Begin to understand that people pay for things with a representation of money (e.g., currency, checks, debit cards, credit cards).	Shows basic understanding of people and how they live
5.4. Make simple choices about how to spend money.	Shows basic understanding of people and how they live
<b>6. Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.</b>	
6.1. Begin to identify what families need to thrive (e.g., food, shelter, clothing, love).	Shows basic understanding of people and how they live
6.2. Can participate in improving their environment (e.g., pick up litter, recycle, plant trees and flowers, conserve lights, water and paper).	Demonstrates knowledge of Earth's environment
6.3. Engages in activities that promote a sense of contribution.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
6.4. Responds and recognizes naturally occurring events that reinforce the ideas of change and the connections to care giving of living things.	Demonstrates knowledge of Earth's environment