

Kentucky's Early Childhood Standards
Revised 2021

Introduction

Kentucky *Early Childhood Standards* Introduction

Purpose of the Standards

Have you ever heard someone ask, “what are children supposed to learn before they go to kindergarten?” Maybe you have wondered that yourself. These *Kentucky Early Childhood Standards* help answer the question of what young children should learn—they describe the knowledge, skills, and dispositions that Kentucky hopes children will gain during the years before kindergarten. Put another way, the *Early Childhood Standards* help educators provide experiences for children that prepare them to meet Kentucky’s definition of school readiness:

School readiness means each child enters school ready to engage in and benefit from early learning experiences that best promote the child’s success.

The purpose of the *Early Childhood Standards* is, therefore, to provide educators with a guide to preparing children for success in school, starting in infancy through four-year-olds. They outline a range of developmental abilities typical for young children—expectations for the skills and knowledge children typically demonstrate at each age. The *Early Childhood Standards* do NOT, however, describe everything that is important for children to learn or that children may demonstrate. They are a guide for what educators should focus on for all children, with room for individualizing based on a child’s unique skills and abilities.

Who should use the *Early Childhood Standards*? The *Early Childhood Standards* describe goals for all children’s development and learning, no matter what program they may be served in. The document is a resource for educators in child care, family child care homes, Head Start, pre-kindergarten programs, part-day informal programs, and any other setting where children

A note about terminology used in this document: Adults in the field of early care and education play a variety of roles in children’s lives, including caregiver, teacher, family support specialist, and interventionist. All of these roles are critical to the growth and development of young children. For purposes of this document, the term “**educator**” is used in this introduction and encompasses anyone working with young children, no matter what program, title or role they have. Within the standards and indicators, a variety of titles are used for adults who work with children.

spend time. They are also a useful resource for specialists who work with children in a variety of roles, such as home visitors, early interventionists, speech/language pathologists, and other professionals. The *Early Childhood Standards* are shared goals for children’s learning, no matter where they are served or who is supporting their development.

How should the Early Childhood Standards be used? The *Early Childhood Standards* are a guide for planning learning experiences and for monitoring children’s progress as they develop and learn. They can be used to:

- Learn about age-appropriate expectations for skills children typically demonstrate at different ages.
- See typical “next steps” for how children make progress in the skills and set learning goals and plan learning experiences for children.
- Gauge whether children are “on track” in terms of what is typical for their age and if they are making progress toward their learning goals.
- Guide decisions about selecting a curriculum and/or assessments, as the curricula and assessments used in early childhood settings should address the areas of development and learning that are included in the *Early Childhood Standards*.

As important as these uses of the *Early Childhood Standards* are, it’s also important to keep in mind there are some ways the *Early Childhood Standards* should **NOT** be used. For instance, the *Early Childhood Standards* should not be used as a checklist or assessment to make decisions about children’s program placement or entry into kindergarten. They are a guide for planning, but not an assessment tool. To fully understand a child’s development and make decisions about their placements, educators should use an assessment process designed for that purpose.

Using the Early Childhood Standards to Promote Equity for All Children

The *Early Childhood Standards* are a guide to use with all children, no matter what language they speak, what disabilities they may have, or what family circumstances they are growing up in. All children should have opportunities to learn the skills described in the *Early Childhood Standards*. There can, however, be differences in how children demonstrate the skills described in the *Early Childhood Standards*. A child’s individual temperament, socio-economic status, relationships with family members, and the community/culture in which they live shape their growth and learning. Therefore, educators should expect to see differences in how children make progress on the skills described in the *Early Childhood Standards*.

Because educators typically work with children from different backgrounds and with different abilities, they must intentionally take steps to make sure they are using the *Early Childhood Standards* to promote equity for all children—that they are using the *Early Childhood Standards* as a guide for learning experiences and to promote progress for each child in a way that best suits each individual child. Educators must check themselves for biases that may get in the way of using the *Early Childhood Standards* equitably. A bias is an attitude or a view that can lead an educator to consciously or unconsciously favor certain children or have different expectations for one child compared with other children. These biases might lead an educator to have lower or higher expectations for the progress a child might make on the *Early Childhood Standards* just based on their characteristics rather than their developmental level, or to inadvertently over- or under-emphasize one domain of learning. Educators must intentionally check themselves to look for their biases and make sure they are not letting stereotypes about

children shape how they are using the *Early Childhood Standards* rather than their own experiences with individual children.

A bias is an attitude or a view that can lead an educator to consciously or unconsciously favor certain children or have different expectations for one child compared with other children. Educators must consistently check their attitudes, judgements, and interactions to make sure that they are using the *Early Childhood Standards* equitably with all children.

Considering biases and working to individualize when using the *Early Childhood Standards* is important for all children, but the process is particularly important when working with children with disabilities and children from cultural and language backgrounds that are different from an educator's own background. The following guidance provides advice for working with these specific groups of children.

How can the Early Childhood Standards be used with Children with Disabilities?

Although the *Early Childhood Standards* are the same for all children, it is important to remember that children with disabilities may demonstrate their skills and learning in different ways from typically developing children. Educators may need to make accommodations that help children with disabilities demonstrate what they know and are able to do. For example, children with limited verbal skills may demonstrate their knowledge and skills using gestures, pictures, or sign language. Modifications to materials may be needed as well. Children who have delays in motor development may need tabs added to the pages of book or grips added to markers or spoons to demonstrate their capabilities.

Children with disabilities may also make progress at different rates from other children. They may be slower to demonstrate progress in some domains rather than others and may have very strong skills in one domain but need additional support to make progress in another domain. It may be helpful to look at the Standards, Benchmarks and Developmental Continuum for a younger age level when working with a child with disabilities, as it may be better suited to the child's developmental level. Educators may also need to observe children with disabilities more closely to notice their progress and may need to use different strategies to help them demonstrate their capabilities.

How can the Early Childhood Standards be used with Children from Diverse Language and Cultural Backgrounds? Kentucky is home to an increasingly ethnically diverse group of children and the number of children and families who speak a language other than English has also increased. Therefore, educators may have increasing opportunities to work with children and families who have a different cultural background and speak a language that is different from their own. This document refers to these children as "Dual Language Learners" because they are learning their native language and also learning to understand and speak English. Educators should use the *Early Childhood Standards* as a guide for what Dual Language Learners should

know and be able to do, just like children whose home language is English. However, the educator may need to be more intentional when planning learning experiences to address the standards and benchmarks. It may also be necessary to be more observant when gauging if a child has mastered a skill or benchmark described in the *Early Childhood Standards*, in order to make sure the child understands the concept addressed and has the maximum opportunity to demonstrate the skills. For instance, when supporting a Dual Language Learner to make progress on the Health/Mental Wellness Benchmark that addresses children's ability to participate successfully in groups, the educator may want to intentionally group children who speak the same home language together to observe the extent to which the children are able to play together and to make friends. Grouping children who speak the same language together gives more opportunity for the children to demonstrate the skills described in the *Early Childhood Standards*.

In addition, educators should keep in mind that Dual Language Learners demonstrate their learning in a variety of ways, remembering that children can demonstrate their capabilities on many of the Developmental Continuum items in their home language or in English, and through other means such as gestures, pictures and/or using objects to show what they have learned.

Finally, families and communities have different expectations for what children are expected to learn and how they demonstrate their knowledge. For example, children from some communities are most comfortable watching what the teacher and other children are doing, while other children jump into activities and are eager to show adults what they have learned. These differences can be based on the child's experiences in their home and community, and do not necessarily mean that one child has learned more than another. Cultural differences such as these are important to keep in mind when considering how individual children are making progress on the *Early Childhood Standards* because children demonstrate what they have learned in different ways. Observing carefully and talking with family members can help educators understand children's unique characteristics and plan appropriate learning experiences, as well as monitor progress on the *Early Childhood Standards* Developmental Continuum, while respecting and building on the children's cultural and individual differences.

The DLL Appendix provides more in-depth information about the process of learning multiple languages and how educators can use the *Early Childhood Standards* with Dual Language Learners.

Using the Standards with Curricula and Assessments

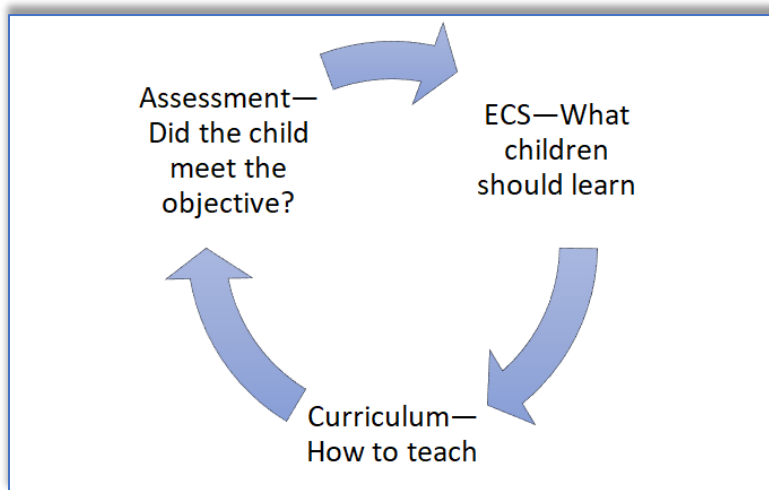
Educators may wonder whether they need to use the *Early Childhood Standards* if they are already using early childhood curricula and assessments. The answer is, "yes!" the *Early Childhood Standards* are a useful resource in addition to curricula and assessments. In fact, all three of these resources—*Early Childhood Standards*, curricula, and assessments—are needed to effectively prepare children for success in school. Here's how they are related and how they are used together:

- *Early Childhood Standards* define **what** we expect children to learn at each of the age levels;

- A curriculum provides educators with guidance on **how** to teach the skills and concepts that are included in the *Early Childhood Standards*;
- The assessment process helps educators gauge **if children have learned what is expected**.

So, all three are necessary components of the teaching process. Educators should begin by looking at the *Early Childhood Standards* to see what children should be learning at a particular age, and then use the curriculum for guidance on how to teach the concepts. After implementing learning experiences based on the curriculum, an educator uses an assessment process to help them understand what children know and if they have learned what is expected. Comparing assessment results with the Developmental Continuum in the *Early Childhood Standards* can be helpful to see if the child has demonstrated the intended skills and knowledge. If so, the *Early Childhood Standards* can provide insights into what skills to target next. If the child has not demonstrated the target Developmental Continuum item(s), the curriculum can help with planning additional learning experiences to address the same skill. The *Early Childhood Standards*, a curriculum and assessments are used in a cycle that is shown in the graphic below.

Planning/Instruction Cycle



Educators use all three components in this cycle to support children in learning the skills and knowledge needed for success in kindergarten. For the cycle to work well, however, all three components must be aligned, or address children’s learning and development consistently. This means that educators need to use curricula and assessments that are aligned with the *Early Childhood Standards*. The *Early Childhood Standards* do not, however, tell you which curriculum, activities, or materials to select; they do help with decisions about curricula and assessments. Once you have a good understanding of the skills and knowledge from the *Early Childhood Standards* that are important for the age you teach, you can look for a curriculum and assessments that will help you help children develop the skills described in the Developmental Continuum.

Using the *Early Childhood Standards* with Families

Families are children’s first and most important teachers, and it is very important that they are included in supporting their child’s development and learning. Although the *Early Childhood Standards* are designed for educators, it may be helpful to share portions of the *Early Childhood Standards* with families, or to provide them with resources that are consistent with the *Early Childhood Standards*. Educators can use the document to help families understand how children develop and what skills and knowledge they are working on with a specific child. The *Early Childhood Standards* can also be used generally to give parents an idea of age-appropriate expectations for children’s learning and development as they seek to also support their child’s readiness for success in school.

Organization of Document

Kentucky’s *Early Childhood Standards* is organized into several sections, each of which is described here. The standards cover developmental domains for children birth to three-years of age and three-and four-year olds. The domains for each age group are listed in the text box below. Each of the domains is an important area of children’s development and contributes to children’s readiness for success in school. Although important aspects of children’s learning are described separately in the domains, they are really integrated together in a child’s development. A child’s progress in one domain will be closely related to their progress in another domain. For instance, a child’s development of communication skills impacts what they learn and how they demonstrate their skills in all of the other domains. Therefore, it’s important to keep in mind that learning experiences and assessments of children’s development should address multiple areas of learning together, not as separate, discrete skills.



Domains for Birth to Three Years

- Approaches to Learning
- Creative Expression
- Communication
- Motor Development
- Social Emotional Development
- Cognitive

Domains for Three- and Four-Year-Olds

- Approaches to Learning
 - Creative Arts
 - Language and Early Literacy
 - Physical Education
 - Health/Mental Wellness
 - Mathematics
 - Science
 - Social Studies
 - Technology
-

Each domain is then organized into Standards, Benchmarks, and a Developmental Continuum, with Example Behaviors to illustrate each Developmental Continuum item. Each of these components of the *Early Childhood Standards* is described below.

Standard: A general statement that represents the information, skills, and/or characteristics that a child should demonstrate at the end of the age span covered.

Benchmark: A concept or skill that is a subset of what is addressed within the standard. Put another way, Benchmarks collectively describe the specific skills, knowledge or characteristics included within a standard. Benchmarks are not listed in any specific order, either in importance or in a developmental order.

Developmental Continuum: A predictable but not rigid sequence of accomplishments which describe the progressive levels of performance in the order in which they emerge in most children, based on current research. Developmental Continuum items describe how skills related to a Benchmark typically emerge or progress.

Example Behaviors: Observable “samples” of what children might do as they demonstrate accomplishments at each level of the Developmental Continuum, but not a definitive list of how a child might demonstrate a specific accomplishment or an exhaustive inventory.

The Developmental Continuum and Example Behaviors help educators identify skills most likely to occur next in the continuum and provide examples of what skills or knowledge a child might demonstrate at specific ages. These illustrations are useful to adults as they seek to understand and plan learning experiences to facilitate children’s development.

The following graphic illustrates what is included and where the different components of the *Early Childhood Standards* are located within the Standards sections.



The diagrams below show the alignment of the *Early Childhood Standards* to the domains of the *Head Start Early Learning Outcomes Framework* and the *Kentucky Academic Standards for Kindergarten*. These alignment charts can also be found in the Appendix of the *Early Childhood Standards*.



Conclusion

Kentucky's *Early Childhood Standards* are designed to be a resource for educators in many different settings and roles. They outline the skills and knowledge Kentucky feels are important for children to learn prior to kindergarten and, when used in conjunction with curricula and assessments, can guide educators on how to support children's readiness for success in school. What follows are the Standards, Benchmarks, Developmental Continua, and Examples for the Birth to Three-Year Olds. After this section, the Standards, Benchmarks, Developmental Continua and Examples for Three- and Four-Year-Olds are provided.

References

National Association for the Education of Young Children. (2019). *Advancing equity in early childhood education*. NAEYC. Available at <https://bit.ly/3AsR8Ji>

Reid, J., Scott-Little, C., & Kagan, L. (2019). Diverse children, uniform standards: Using Early Learning and Development Standards in multicultural classrooms. *Young Children*, 74(5).

Reid, J.L., Kagan, S.L., & Scott-Little, C. (2017). New understandings of cultural diversity and the implications for early childhood policy, pedagogy, and practice. *Early Child Development and Care*. DOI: 10.1080/03004430.2017.1359582

KY ECS Independent Content Reviewers

Joseph Appleton

Independent Early Childhood Consultant

Retired Consultant, NC Department of Public Instruction's Office of Early Learning

Susie Clark

Independent Early Childhood Consultant

Former ECE Specialist, ICF International

Mimi Howard

Policy and Systems Advisor, School Readiness Consulting

Jennie Hyde, PhD

Adjunct Instructor, North Carolina State University

School Psychologist, Wake County Schools

Katina Kearney-Edwards, PhD

Principal Associate, School Readiness Consulting

Stephanie Little, PhD

Associate Professor, Department of Nutrition, Health, and Human Performance, Meredith College

Danielle Madrazo, EdD

Chair, Director of Teacher Education, and Associate Professor, School of Social Sciences and Education, North Carolina Wesleyan College

Greta Morris

CLASS Reviewer, Danya International Inc

Patsy Pierce, PhD

Instructor, Child Development Program, Meredith College

Kathy Reschke, PhD

Senior Content Specialist, Professional Development and Workforce Innovations, ZERO TO THREE

Helen Watkins

Independent Early Childhood Consultant

Former ECE/Infant-Toddler Specialist, ICF International

Content Review Coordinators and Technical Revisions Consultant

Cindy Bagwell, EdD

Independent Early Childhood Consultant

Retired Assistant Director, NC Department of Public Instruction's Office of School Readiness

Amy Scrinzi, EdD

Associate Professor and BK Program Coordinator, Human Environmental Sciences, Meredith College

Content Review Advisor and Technical Revisions Consultant

Catherine Scott-Little, PhD

Professor and Director of BK Graduate Program, Department of Human Development and Family Studies, University of North Carolina at Greensboro

Members of the 2021 Kentucky Professional Development Committee and Standards Task Forces

Susan Allen, Jefferson Community and Technical College

Lynn Baker, Governor's Office of Early Childhood and Head Start Collaboration Office

Brittany Barber, Department for Behavioral Health

Bill Buchanan, KDE Program Consultant

Jessica Cain, Division of Child Care

Angela Casey, First Steps Program Director

Angela Fultz, ECE-TRIS Project Manager

Dr. Jaesook Gilbert, Northern Kentucky University

Brooke Gill, Prichard Committee for Academic Excellence

Paula Goff, Department of Public Health, Cabinet for Health and Family Services

Dr. Caroline Gooden, Human Development Institute-University of Kentucky

Dawn Griffin, Child Care Aware

Dr. Jennifer Grisham, University of Kentucky

Brenda Hagan, Governor's Office of Early Childhood

Andrea Heil, EC Learn

Dr. Sarah Heinemeier, Compass Evaluation and Research

Dr. Amy Hood, Infant/Toddler & Early Childhood Specialist-Western Kentucky University

Mary Howard, Human Development Institute

Michelle Johnson, Child Care Aware

Krystal Layne, HANDS

Nicole Lesniewski, Governor's Office of Early Childhood

Kristy Lewis, Paducah Head Start Preschool

Dr. Nancy Lovett, Murray State University

Jennifer Martin, Madison

Kindergarten Academy

Dr. Sonia Michael, Berea Regional

Training Center

Beth Morton, Baptist Health

Lexington Child Development Center

John Mountjoy, Kentucky Head Start Association

Kathy Mullen, Visually Impaired Preschool Services

Dr. Bridgett Murray, Henderson Community College

Jennifer Newman, ECE-TRIS

Calvonía Radford, Division of Child Care

Martina Roe, Gateway Community Action Agency

Nikki Patton Rowe, Early Childhood Consultant

Allyson Shelton, Division of Child Care

Ann Smith, ECE-TRIS

Jamie Spugnardi, Green River

Regional Educational Cooperative

Donna Taylor, Ohio Valley

Educational Cooperative

Karen Thompson, Appalachian Early Childhood Network

Dr. Sarah Vanover, Division of Child Care

Dr. Jill Jacobi-Vessels, University of Louisville

Jennifer Walrod, Scott County Preschool

Juanita Webb, Child Care Council of KY

Alysia Wedding, Anderson Regional Training Center

Sandra Woodall, EC Learn

Amanda Wright, KET

Ellen Zimmer, Kenton County Preschool

Contents

BIRTH TO THREE

Approaches to Learning	3
Cognitive	11
Communication	15
Creative Expression	23
Motor	27
Social and Emotional Development	32

THREE TO FOUR

Approaches to Learning	39
Creative Arts	48
Health/Mental Wellness	52
Language and Early Literacy	58
Mathematics	69
Physical Education	75
Science	78
Social Studies	82
Technology	88

APPENDICES

References	90
Alignments	99
Dual Language Learners Appendix	101

**BIRTH TO
THREE**

Approaches to Learning

BIRTH TO THREE YEARS OF AGE

Approaches to Learning Standard 1: Maintains focus and persists at challenging tasks.

Benchmark 1.1: Maintains focus and sustains attention.

Focuses on people, sights, and sounds of interest in the environment.

- Sophia makes and maintains eye contact with her caregiver.
- Jamal turns his head toward Quinn who is banging a spoon on a metal pot.
- After being dropped off at childcare, Luis watches his mother as she leaves the classroom.
- Logan sits in his caregiver's lap and feels the textured pictures in a board book.
- Diego watches children who are playing nearby.

Repeats familiar and novel actions multiple times.

- Remi puts her fingers in her mouth and sucks on them multiple times throughout the day.
- Brianna drops her cup to the floor over and over, laughing as her caregiver says, "Oh oh," and bends over to pick it up.
- Carlos repeatedly presses the button on his switch toy and smiles when it plays music.
- After Mia's therapist helps her press the button on the spinner and Mia sees the balls spin around, she signs "More," smiling as she presses the button again and again.
- When Daniel discovers that pushing a knob on the pop-up toy causes an object to appear, he continues working knobs.

Focuses attention on activities of interest for short periods of time.

- Hailey listens and looks at the pictures as her caregiver reads a short story called Besos for Babies.
- Elijah pushes two of the four beads on the activity center from one end of the wire to the other, then walks away.
- Todd hammers the pegs in the wooden bench until all eight are pushed down into the bench, then sets the hammer down and picks up a ball.
- Maya plays with a truck for a short period of time, filling it with blocks and then dumping them out twice before she starts playing with a nearby car.

Focuses on an activity of interest despite distractions.

- Cho selects his favorite book, My First Chinese New Year, from the bookshelf and flips through the pages while his caregiver sings to other children nearby.
- Mason stacks blocks to make a tower, ignoring others in the block center who are playing with vehicles.
- Addison uses an easy grip paint brush to spread paint on the front of the card she is making for her mother while two classmates sitting beside her talk about their cards.

- Naomi concentrates on attempting to write each letter of her name, ignoring Ethan and Morgan, who are also in the Writing Center and are talking about how to use the stamp pad.

Concentrates on completing a short and simple activity of choice.

- Latrice works slowly and carefully to paint a picture, then asks her teacher to help her hang it up to dry.
- Gabriela concentrates on the knob puzzle she's selected, working the pieces until each of the four shapes fits in the matching space.
- One by one, Christopher shakes each of the three sound shakers vigorously, draws a picture of what he thinks is inside each one, and then shows his drawing to his teacher.
- Nolan sorts the large pom poms, dropping each one into the matching-colored cup, before moving to another center.

Benchmark 1.2: Persists at challenging tasks that are of interest.

Intentionally tries to make things happen.

- Amal cries loudly when she is hungry and wants to be fed.
- Tyler reaches for the rattle and shakes it vigorously to make noise.
- Misty swats at a ball on her activity center, making it spin and light up.
- When he wants to be picked up, Wyatt stretches his arms out to his caregiver.
- Cora turns the handle of the Jack-in-the-Box toy until the bear pops up.

Repeats actions with the goal of achieving a result.

- Whenever Makayla sees an object of interest on a table, she uses chairs, shelves, or other furniture to pull up so she can reach the object of interest.
- Sophia works each of the knobs and levers on the pop-up toy until she has made all of the animals appear.
- Matthew routinely pushes a stool up to the sink when he wants to wash his hands.
- Santiago chooses to play with the Learn to Dress board every day until he is able to successfully pull the zipper up and down.

Remains engaged in experiences of interest and protests if interrupted.

- When his caregiver calls the class together for circle time, Isaac continues working to fit shapes into the shape sorter.
- Addison looks at a book and says, "No," in his home language when a classmate reaches for the book.
- Lydia spends all of the outdoor time playing at the water table and says, "Not yet," when her teacher tells her it is time to go back inside the classroom.
- Axel works diligently at building a holding pen for his farm animals and begins to cry when his teacher tells him it is time to put the materials away.

Continues to work on self-selected tasks despite challenges.

- Clark concentrates on pushing peas onto his spoon and into his mouth, picking up those that fall off, placing them back on his spoon, and trying again.
- Jaxon tries again to build a tower with blocks after it falls down on his first attempt.
- Lucia pushes the fish net through the water in the water table, attempting to catch the plastic fish that keep floating away.
- Heather tosses bean bags at the bucket, picking up those that miss, and trying again.

Completes an activity or task of choice from start to finish with adult support.

- Isabella and her caregiver take turns placing rings on the post of the rock-a-stack until all the rings are in place.
- With encouragement from his interventionist, Javon works on a peg puzzle until all of the pieces fit into place.
- Bryson sits in his caregiver's lap looking at a book and lifting the flaps until he finds Spot hiding under the rug on the last page.
- Rose's early interventionist helps her hold the mallet and strike each of the metal keys on the xylophone.

Approaches to Learning Standard 2: Demonstrates creativity and imagination in learning about the world.

Benchmark 2.1: Uses creative approaches to make discoveries about self, others and the environment.

Observes and interacts with familiar people, objects, and events in the environment.

- Ivy looks at her caregiver intently while he feeds her from a bottle.
- Sara smiles and gurgles when her caregiver sits down beside her.
- Logan reaches for the wobbler toy and watches it roll around after touching it.
- Kevin turns his head and looks in the direction of his caregiver as she calls his name.
- After watching her caregiver stick her tongue out, Hailey mimics her by sticking her tongue out.

Actively explores new objects in the environment.

- When Stella notices her feet, she pulls on them and brings them to her mouth.
- Owen picks up the textured cloth book he's discovered, squeezes the cover, and looks at it as it makes crinkly sounds.
- Jamison scoots across the floor to reach an activity center that's been placed on the floor nearby and begins pushing its buttons.
- Missy pulls up on a bench and cruises to the end where a stuffed animal sits, then pulls the animal into her arms.

- After her caregiver secures the new magnetic drawing board on the tray of Maren's wheelchair, Maren looks at each of the stamps, then grips the adapted handles to pick each one up and press it onto the board.

Uses objects and materials as intended.

- Quinn shakes the rattle vigorously.
- Lillian rolls the toy car on the floor.
- Carlos presses the switch to activate the drumstick, so it bangs on the drum.
- Aubrey stacks the stacking cups, one on top of the other.
- Simeon pushes the bubble lawn mower around the playground.

Invents new ways to use familiar objects.

- Michael lies on his side, sliding a block along the floor, making the sound of a car motor.
- Kirsten holds the small red ball up to the baby doll's mouth and says, "Baby eat apple."
- Kiara fills the pot with shapes from the shape sorter and puts it on the stove to cook.
- Kyle places blocks end to end and then drives a car on the road he's created.

Benchmark 2.2: Pretends and uses imagination in play.

Participates in playful exchanges with peers and adults.

- After his caregiver wiggles his toes and plays "This Little Piggy", Lance pushes his foot toward his caregiver so she will do it again.
- Jana and her caregiver take turns playing peek-a-boo.
- Leona and Joseph roll a ball back and forth between each other.
- Benjamin and his early interventionist take turns pressing the switch on the adapted bubble machine and try to reach and pop the bubbles with their fingers.
- Jada's caregiver shakes a tambourine, then Jada bangs on the drum to make music.

Engages in pretend play using familiar objects and experiences.

- Taylor places a bowl and spoon on the table and pretends she is eating paella.
- Harper puts the teddy bear in the stroller and pushes it around the room.
- After Liza's caregiver places a baby doll on the tray of her wheelchair, Liza pretends to feed it with a bottle.
- Alexander puts on the fireman's hat and uses a paper towel tube as a fire hose.

Uses objects to represent other objects in imaginative play.

- Amira wraps a baby blanket around her head and wears it as a hijab.
- Liam holds a block up to his ear like a phone and talks into it.
- Wade spreads a scarf over the stuffed animal like a blanket.
- Justin uses a bowl and spoon to feed his baby doll.

Approaches to Learning Standard 3: Demonstrates interest and eagerness in learning about the world.

Benchmark 3.1: Seeks out and engages in a variety of experiences.

Uses senses to explore surroundings.

- Leo holds his hands in front of his face, slowly turning and inspecting them.
- Renata picks up the textured ball, rubs her hands over its surface, then brings it to her mouth and touches it with her tongue.
- Regina picks up a handful of peas off her plate and mashes them on the tray of her highchair.
- Jude crawls through the tunnel and rolls into the ball pit.

Discovers new ways to use familiar objects.

- Marla bangs the rattle on the tray of her highchair.
- James holds the block to his ear like a phone and chatters into it.
- Adam uses the hammer from the pound-a-peg toy to play the xylophone.
- Liza gets the broom from dramatic play and swipes it under the bookshelf to get the ball that has rolled under it.

Uses gestures to seek information.

- One by one, Crystal points to pictures in her picture book and her caregiver names the items she points out.
- Booker takes a new switch toy to his caregiver, pushes it onto her lap, and signs “Help” so she will show him how to make it work.
- When Carson points to the empty spot on the shelf where the toy dump truck was sitting and looks at his caregiver, she responds, “Oh, you want to know where the truck is. Go look in the sand table.”
- Abigail pulls on her caregiver’s hand to get her attention, then blows through her lips to indicate she wants to blow bubbles.

Shows interest in trying new experiences to learn how things work.

- Angel picks up the raisin with her fingers, examining it closely, puts it in her mouth and then spits it out.
- Emily pushes the musical pear and watches it wobble, then picks it up, turning it over and over in her hands and shaking it to make music.
- Clayton plays with the busy box, turning the knobs and pressing the switches back and forth.
- Ari plays with the Duplo blocks, working to see how various pieces fit together.

Benchmark 3.2: Initiates interactions, explorations, and activities.

Uses expressions or actions to initiate interactions.

- Tiana looks at her caregiver and coos softly to get her attention.

- Luca reaches out and grabs the soft book.
- Dylan whimpers and points to his bottle on the counter.
- Alice reaches her arms up to her caregiver so he will pick her up.

Explores and manipulates objects in the environment.

- Kai reaches toward his image in the baby-safe mirror propped up in front of him.
- Maeve rubs her hands across the various sensory gloves her early interventionist wears, feeling the different textures of each.
- Jamison crawls into one end of the tunnel, out the other, and back again.
- Noelle plays with the pop beads, snapping them together, then pulling them apart.
- Cooper holds the cardboard tube up, drops cars into it, and watches them come out the other end.

Makes choices and expresses preferences for activities.

- When asked where she wants to play, Alyssa touches the picture of the water table on her picture schedule.
- Every day, Lily selects her favorite book from the bookshelf and brings it to her caregiver to read.
- Alec selects the tub of jumbo nuts and bolts, refusing help from his caregiver and insisting on carrying them to the table by himself.
- When asked if he is ready for naptime, Juan responds, “No!” in his home language and selects another book from the shelf.

Engages others in shared activities.

- Lucia rolls a ball to Iris and motions for her to roll it back.
- Charlie gives Marissa a shovel and together, they dig in the sand.
- Maya moves over and hands David a paintbrush when she notices him watching her paint at the easel.
- Logan asks Joshua, “Want to play in Blocks?”

Asks questions to learn new information.

- Greyson studies a bug and asks, “What dat?”
- Reese gets her caregiver’s attention and signs, “Milk?” He responds, “Oh, you want to know what’s in my cup. I’m drinking water.”
- Marcus looks out the door and uses his home language to ask where his Daddy went.
- Claire notices a new classmate and asks, “Who is she?”

Approaches to Learning Standard 4: Uses a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to problems.

Benchmark 4.1: Takes risks and attempts new experiences.

Explores the environment with support of a caregiver.

- Charlotte gazes at herself when her caregiver taps on the mirror he has placed on the floor in front of her.
- Mason swats at the musical roller his therapist holds out to him.
- Brock's caregiver hands him large plastic coins, one at a time, and Brock works to fit each of them in the slot on the back of the piggy bank.
- Mavis and her caregiver sit beside each other, pressing cookie cutters into the playdoh and talking about the shapes they make.

Tries out new experiences while frequently checking in with a caregiver.

- While sitting in his caregiver's lap, Samson turns his head toward the sound of a crying baby, then turns back to look at his caregiver.
- When Hannah notices the shape sorter that has been added to the Table Toys area, she sits on the floor and plays with it while repeatedly glancing toward her caregiver.
- Owen rubs his fingers over the textured objects in the touch and feel book he finds in the book center, then shows the book to his caregiver.
- Camilla sees a new bin with mega blocks, and after looking around to locate her caregiver, dumps the blocks out on the floor and plays with them.
- After Mark's caregiver shows him how to use the new dot markers, he makes a few dots, looks to her for approval, then fills his paper with dots.

Explores in a familiar environment without a caregiver nearby.

- Zeke tries walking up the ramp by himself, then resorts to crawling after he falls down.
- Maggie plays in the Art Center, experimenting with a variety of brushes to spread paint across her paper before deciding which she prefers.
- Riley tries out different scoopers to see which one makes the water wheel spin fastest.
- Marcia climbs on the scooter by herself and uses her feet to push herself up and down the sidewalk.

Attempts challenging experiences.

- Kendrick lets go of his caregiver's hand and takes four steps before falling down.
- Xavier says, "Me do it" when his caregiver attempts to hold his hand as they climb the steps to the classroom.
- Hailey declines her caregiver's offer of assistance and carries the cup full of juice from the counter to the table, spilling a small amount on the way.
- After watching her friend play on the slide several days in a row, Serena decides to try, following her up the ladder and down the slide.

Benchmark 4.2: Makes purposeful attempts to solve problems and achieve goals.

Uses simple actions to achieve goals.

- Harper moves her arms and legs excitedly to get her caregiver's attention as he sits down nearby.
- Avery lifts the corner of the blanket to reach the stuffed animal hidden under it.
- Bea uses her home language to ask her teacher for help when she is unable to get the top off the paint cup.
- Bo moves the book so that he can reach the truck sitting on the shelf behind it.

Attempts to use tools to achieve goals.

- Carlos uses a mallet to bang on the drum and make music.
- Malik uses his toddler spoon to scoop the food from his plate and bring it to his mouth.
- Ella pulls the blanket to her so she can reach the stacking toy sitting on top of it.
- Cameron pulls on the string attached to the toy train, removes the farm animals from the train cars and plays with them.

Uses trial and error to solve new problems or unfamiliar tasks.

- Luka looks at the toy up on the shelf, reaches up in an attempt to grab it, and when unsuccessful, signs, "Help" to his caregiver and points to the toy.
- Muriel attempts to place the rings on the stacker, and when unsuccessful in fitting all of them on the post, seeks help from her caregiver.
- Evelyn picks up a square puzzle piece, twisting and turning it in an attempt to make it fit various spaces before fitting it in the correct space.
- When the ball Wilson is playing with rolls under the table, he reaches through the rungs of a chair in an attempt to get it, then, pulls the chair out, crawls under the table, and retrieves the ball.

Imitates actions of others to complete a task and/or achieve a goal.

- When she sees Alicia banging on the drum, Karla picks up a drumstick and joins in striking the drum to make music.
- After watching her caregiver move the beads on the bead maze, Zoe moves beads from one end of the maze to the other.
- After watching his caregiver do it, Miles pulls stickers off a page and places them on a piece of construction paper.
- Parker watches Ethan use his feet to push himself around on the scooter, and after Ethan gets off, Parker climbs on and attempts to do the same.

Cognitive

BIRTH TO THREE YEARS OF AGE

Cognitive Standard 1: Explores the environment to gain information.

Benchmark 1.1: Demonstrates curiosity in the environment.

Uses senses to explore the environment.

- Gabrielle looks at her hands as she lies on the floor.
- Damion plays with his feet, touching them and bringing them up to his mouth.
- After her caregiver hands her a rattle, Dani puts it in her mouth and chews on it.
- Kioko presses the buttons on the activity center and listens to the music that plays after each button is pressed.
- Emmett strokes the objects in the Animals touch and feel book that his caregiver reads to him.
- Nell splashes water with a toy boat and watches the way water moves.
- With the help of his early interventionist, Luis places both hands in finger paint, which has sand added in, then lifts his hands up to rub them together before putting them back in the finger paint.

Uses play to explore objects in the environment.

- Willa continues to hit and kick at her toy to keep it in motion.
- Dayo presses a switch on the tray of her wheelchair and makes the musical toy on her tray light up and play a song.
- Martin carefully adds another block to a tower he is building after his teacher asks him, “Do you think it will fall down if you build it higher?” He smiles when the tower doesn’t fall after the new block is added.
- Kirsten goes to the art center, picks up a red crayon, and makes marks on a large piece of paper.
- Lucas laughs as he watches Samuel bang a spoon on different surfaces to see how each sounds.
- While playing in the kitchen area, Kelsie tries to put a plastic banana in pots that are different sizes, testing to see which pot will hold the banana.

Demonstrates awareness of cause-and-effect relationships.

- John shakes a rattle, stops, and then shakes it again to hear the sound it makes.
- Jillian looks intently at the top of the “jack-in-the-box” as the handle is turned, awaiting the “pop” she knows will happen towards the end of the song.
- Alberto drops his plate from his highchair and looks down to the floor where it lands.
- Quanda says the room is “gonna be dark” before an adult flips the light switch.

- Sam looks at the caregiver to see if she is watching before he pushes another child.

Explores mathematical concepts such as spatial relationships, shapes, and quantity.

- When Omar sees a toy under the chair, he tries to crawl under the chair to reach it but discovers he doesn't fit.
- Bailey tries to put a large ball into a small bucket and laughs when it doesn't fit.
- Caitlyn fits some shapes into a foam board.
- Lincoln walks around the room saying "1,2,3".
- Josh completes a three-piece puzzle.

Benchmark 1.2: Responds to the environment.

Imitates behaviors that are observed.

- Lila opens her mouth when seeing her caregiver open her mouth to make sounds.
- Kelso imitates waving bye-bye and playing peek-a-boo.
- Tadashi claps his hands after each time his caregiver claps while she sits with him on the floor.
- Barnabus picks up the telephone, places it next to his ear and starts to "talk" after seeing another child do this.
- After Liam sees his teacher turn the faucet on and off, he tries it several times himself.

Listens to and repeats sounds that other people or objects make.

- Beatrix turns toward familiar voices.
- Lucille laughs when she hears another child make puppy dog sounds.
- Justin says "ba-ba-ba" in response to the teacher's babbling.
- Jane says, "Meow" as she places the kitty cat puzzle piece in the puzzle frame.
- Akoi listens to music and bounces to the beat.

Demonstrates persistence to reach a goal.

- Jalen continues to use his fists and fingers to reach for bites of crackers on his highchair.
- Jeb toddles toward a favorite toy, then starts to crawl to get there faster.
- Olive signs the word "drink" repeatedly until her teacher gives her a cup of milk.
- Belinda hands the music box to an adult to have them wind it up again.
- Amelie continues putting pegs in the peg board until all the holes are filled.

Benchmark 1.3: Recalls information about the environment.

Recognizes and shows preference for familiar people and things.

- Bella turns towards her mother and reaches for her when her mother enters the classroom and talks to her.
- Carson jabbars with his teacher but turns his head away when a stranger speaks to him.
- Ben cries and runs toward his father when he comes to pick him up at the childcare center.

Locates an object that has been hidden from view.

- Kindra finds a toy that is hidden under a blanket when part of it is showing.
- Susie grabs for the bottle and shrieks after watching her teacher hide it under her blanket.
- Kimberly retrieves a ball that has rolled behind the couch.
- Zaylen searches under two boxes to find his block.

Demonstrates memory of objects and people not in the immediate environment.

- Cindy asks for her favorite toy when it has been left at home.
- Lucas asks for “Mama” while at childcare.
- Darius looks for a toy truck in the same place it was found yesterday.

Demonstrates memory of routines.

- When Gus’s caregiver tells him it’s time to change his diaper, he toddles toward the changing table and lifts his arms up to be picked up.
- Tabitha climbs into a small chair while her teacher sets bowls on the table.
- Marcus takes a book to his teacher to read before nap time.
- In anticipation of outside play, Jada runs to her cubby to get her jacket.
- Jacob starts to pull down his jeans as he walks toward the bathroom.

Benchmark 1.4: Demonstrates knowledge of the characteristics of people and objects.

Investigates and identifies the physical characteristics of living and non-living things.

- Katie uses her fingers to touch each of the different objects in the texture book.
- Sylvie signs “cup” even when her sippy cup is turned upside down.
- Jules says “big dog” when he sees a picture of a boy walking a large dog in the book his caregiver is reading to him.
- Sophia plays with the sponges in the water table, squeezing the water out of them, and saying, “Look” as she holds them down, releases them, and watches them pop up to the top.

Recognizes functional uses of items in the environment.

- Simon uses his cup to get a drink when he is thirsty.
- Quint picks up the napkin to wipe his mouth.
- Ivy uses the easy-squeeze scissors to snip paper in the art center.
- Rosey and Leroy play with a ball that has bells inside, rolling it back and forth between each other.

Uses objects in a realistic way during play, imitating observations of how objects are used/work.

- In the dramatic play area, Olive puts a spoon in the bowl and pretends to eat by putting the spoon in her mouth.
- Sharon picks up the brush to make the doll’s hair “pretty”.
- Rachel pushes a toy car and makes a motor noise.

- On the playground Kelly and Kia are pretending to buy groceries at the store. Kelly says, “I go to the store”, gets on a tricycle and rides it over to the area the children have been pretending is a store.

Uses objects to represent other objects during play.

- Gavin pushes a block around on the floor, pretending it is a car.
- Frank points a Lego block at the CD player and pretends to push buttons and “turn it on”.
- Camille takes a piece of newsprint from the art center to dramatic play and uses it to cover up her sleeping baby.
- Sonia climbs into a cardboard box and pretends she is driving to her grandma’s house.

Categorizes objects based on physical or functional similarity.

- Kevin calls both dogs and cats “puppies”.
- When looking together at a picture book that includes pictures of many different types of objects, the teacher asks, “Which ones do you ride in?” Kayden points to the pictures of cars and trucks.
- Kimmy places all of the blue blocks together.
- Vickie sorts the dramatic play toys into groups: dress-up clothes, hats, and plastic foods.
- Justin and Shayla sort the foam blocks, wood blocks, and bristle blocks into different boxes in the block area.

Communication

BIRTH TO THREE YEARS OF AGE

Communication Standard 1: Observes, listens, and responds to the communication of others.

Benchmark 1.1: Attends and responds to the nonverbal and verbal communication of others, and to sounds in the environment.

Attends and responds to familiar voices, sounds, and faces.

- Christie turns her head in the direction of her mother's voice.
- Natalie's father visits her in her childcare classroom, and she watches his face intently while he gives her a bottle.
- Scottie turns away from the toy he is playing with and listens to his dad's voice as he enters the classroom.
- When he hears the bell, his teacher uses to signal clean up time, Jimmy stops what he's doing and starts to clean up.
- Maria signs "Mother" when she sees her mother's face through the window in the classroom.

Establishes joint attention.

- Clarissa looks at the mobile as her caregiver points to it.
- Juan looks at the big book as his mother reads from the page.
- Gracie feels the textures of the bumpy ball as her early interventionist holds it in front of her and looks at it with her.
- When Tyree's caregiver points to a butterfly, Tyree turns to look and reaches out to try to touch it.

Comprehends and responds to familiar words that are spoken and/or communicated using alternative communication methods.

- When asked, "Do you want to go bye-bye?" Tian kicks his legs with excitement.
- When asked, "Where is your blanket?" Mimi reaches for it.
- Justus stops walking after his teacher signs "Wait" when they reach the door.
- When asked which is his favorite center, Goshen points to the picture of the blocks on his communication board.
- Cody goes to the art center to help clean when the teacher sings the Clean Up song.

Responds to emotions expressed by other people.

- Josie returns her mommy's smile.
- Benjamin repeats his silly dance when the other children laugh.
- When Emmy begins to cry Josie gently pats her arm.

Recognizes and responds appropriately to non-verbal communication and gestures.

- Nan waves “bye-bye” after her sister waves to her.
- Mickey crawls over to his caregiver after she gestures to him to come to her.
- When her teacher holds out her arms, Kiyon extends her arms to be picked up.

Participates in turn-taking.

- Carly imitates the smacking sound her caregiver makes and then waits for him to repeat it again.
- As Charlotte’s mother gets ready to leave for work, she blows a kiss to Charlotte and Charlotte blows a kiss back.
- After his caregiver reminds him that we take turns talking, Ryan listens briefly while Kiley speaks, then starts talking again.

Responds to simple questions, requests, or directions.

- Dajun hands her empty cup to her caregiver when asked to do so.
- Deidre points to her eyes, nose, and mouth when asked to do so.
- Olivia signs, “no” when asked if she wants a nap.
- Joanie’s developmental interventionist signs the words: cow, house, tree and car. Joanie points to each picture appropriately on the picture board.
- When Daddy asks, “How did you hurt your knee?” Marissa shows her knee and says, “I falled down.”
- Mallory follows through with completing her caregiver’s two-step directions to take the book to the circle area and sit down.

Demonstrates understanding of a growing number and variety of vocabulary words.

- Carrie names members of her family upon requests.
- As Sierra’s caregiver reads Baby: First Words to her, Sierra points out the objects her caregiver names.
- Matthew responds appropriately to common words and phrases, such as eat, juice, more milk, go bye-bye.
- Sivonne names common objects in the environment: chair, table, flower, tree, dog, cat, toys.
- Jonathon pushes the wagon when Daddy says, “Push it hard.”
- During outside play time, the teacher signs “run fast” and Bailey runs as hard and fast as she can.
- Gary puts the toy car under the table when his friend tells him to hide it there.
- Tracy shouts, “my doll” when she sees Sharon touch it.

Demonstrates understanding of longer and/or more complex sentences that refer to objects and activities the child has experienced firsthand.

- Jenny smiles and responds excitedly when her caregiver says, “When it’s snack time, we’ll have some orange juice.”
- Wade quickly drinks the last of his milk after his teacher says, “When you finish eating, it will be center time.”

- Ryan starts putting the blocks on the shelf after Ms. Sheila reminds the class, “It’s time to clean up so we can go outside.”

Demonstrates understanding of words and ideas from stories, rhymes, and songs being read/sung aloud.

- Kim and her friend, Nhu, go outside to look for butterflies after listening to a story about them. Kim excitedly points out a blue and black butterfly to Nhu.
- Ethan identifies his head, shoulders, knees, and toes after his caregiver sings the song with the class.
- Imni tells her early interventionist that Old MacDonald has lots of animals after singing the Old MacDonald song with her class.

Communication Standard 2: Demonstrates communication skills in order to express self.

Benchmark 2.1: Engages in nonverbal communication for a variety of purposes.

Solicits attention and initiates communication nonverbally.

- As Tovia looks intently at her caregiver, he starts to sing to her softly.
- When Patty sees her caregiver near her crib, she moves her arms and legs excitedly.
- Royce begins to cry when his caregiver sets him down and starts to walk away.
- Haleigh walks up beside her teacher, grabs her arm, and pulls her toward the block center.

Responds nonverbally to communication from others.

- Dennis turns and looks at Daddy when his caregiver asks, “Where’s Daddy?”
- When her teacher asks, “Are you finished with your juice?” Crystal nods her head.
- Gayle points to her nose when asked, “Where’s your nose?”
- Artura walks toward the door after his teacher says, “Time to go home.”

Uses eye contact, gestures, and/or movements to express self and indicate wants and needs.

- Lela looks at her caregiver and then at the bottle of juice.
- Kayla puts her arms out to be picked up.
- Melee signs “All done” when she finishes her breakfast.
- Andy shakes his head “no” when he’s asked to finish eating his beans.
- Luke points to the toy car that he wants.
- Jack stomps his feet and scowls when he hears the cleanup song.
- Nena pulls her friend to the window to watch the bulldozer outside.

Uses gestures for greetings and conversational rituals.

- Morris waves as his dad leaves for work.
- Angelica runs to the door and hugs her teacher when she arrives.
- Marti indicates that she wants her friend Maria to come with her by grabbing her hand.

Benchmark 2.2: Uses vocalization and /or words (verbal, signed, symbolic) for a variety of purposes.

Varies pitch, length, and volume of vocalizations.

- Jay vocalizes to get his caregiver's attention.
- Emma jabbbers softly and then more loudly as her caregiver talks with her during diaper change time.
- Camille's cries become louder as she waits while her caregiver warms her bottle.

Makes an increasing number and types of sounds, including both vowels and consonants.

- Kai coos "aah" and "eeh"
- Elizabeth says "babababa" in play.
- Nancy says "dada" when she sees her daddy.

Expresses happiness or delight through squeals, laughter, and other sounds.

- Joey squeals in delight as his caregiver lifts him up high above his head.
- Camryn laughs as her caregiver makes funny faces at her.
- Fayre signs, Yay!" and claps when his friend returns to class after being away for several days.

Imitates sounds and words and engages in vocal turn-taking.

- Susie babbles "dadada and bababa" to herself.
- Nate vocalizes "mama" after his caregiver does. They continue to repeat the game for several turns.
- When his teacher labels a cow in the picture book he is reading, William repeats "cow."
- Leila copies the sound of a fire engine as she runs around the playground.

Uses specific vocalizations that have meaning to primary caregivers.

- Margarita calls "ma" when her mother walks out of the room.
- Noah says "ba" ball and "coo" for cookie.
- Lee looks at one of the children in the group and says, "Ninya". The caregiver responds, "You want me to see your friend Virginia."

Uses sounds, vocalizations, and words with inflection in a conversational manner.

- Pepito jabbbers and changes pitch as he "talks" to his caregiver.
- Kami uses a combination of jabbering and several recognizable words as she lowers her voice and speaks softly to her doll.
- When Jason's teacher tells him it's time for snack, he jumps up and down and says in a high-pitched voice, "Oh good! I'm hungry!"

Uses an increasing number of single words from his/her home language for a variety of purposes.

- Max signs the word, "sleep" as he looks at a picture of the three bears in their beds.
- Kendall names a spoon, cup, and ball when her early interventionist points to each and asks, "What's this?"
- Olivia signs "open" as she hands a box to her caregiver.

- When Ana's teacher asks her if she has a pet, Ana answers, "Doggie."
- Benjamin asks for toys and food items by name.

Uses own name to refer to self.

- When asked her name, Susan replies "Susan".
- When Dad asks, "Who's that in the mirror?" Elijah names "I-jah".

Uses phrases and/or simple sentences in his/her home language.

- Sammy asks, "What that?"
- Kendall says, "Give me cookie."
- Abby tells her friend, "I go to McDonalds."
- When his dad comes to pick him up, Brant tells him, "I do swinging."

Uses a larger variety of words, such as plurals and pronouns.

- When daddy asks, "Is that my shoe?" and points to the child's shoe, Celeste says, "Mine."
- Christopher says, "I go get it."
- Jonnie tells his friend, "I have lots of trucks."
- "That's her book," Micah tells his friend.

Asks questions in his/her home language.

- When his Daddy leaves him at childcare, Toby asks his caregiver, "Daddy work?"
- As the boys and girls get ready to leave childcare, Izzy asks, "Where's mommy?"

Talks about familiar people, activities and/or story characters, but may make grammatical errors or use words incorrectly.

- As they are cleaning up the housekeeping center, Alex tells his caregiver, "We play house."
- Adam tells his friend, "I like Bow Pish (Rainbow Fish)."
- During group time, Lynley shares, "We went to the park, and we saw a doggie."

Repeats rhymes and repetitive words and sounds.

- Malcolm's teacher starts the rhyme, "One, two buckle my shoe." Malcolm repeats, "One, two, buckle shoe."
- Emmya joins in as her friend sings Old MacDonald Had a Farm," by singing "Eeeeeoh, eeeeeoh, eeeeeoh."
- Chad likes to repeat "swallowed a fly" from his favorite story.
- Dontrell likes to sing the words "Hush-a-bye, don't you cry" from his favorite lullaby.

Carries on a conversation.

- When sitting together at the table rolling play dough, Louie says to Manny, "I make a big snake!" Manny responds, "Mine bigger!" as he rolls his playdough.
- When returning to class after the weekend, Renee tells her teacher, "I go granny's." Her teacher responds by asking Renee, "Did you have a good time?" Renee responds, "We make cookies." When her teacher says, "I bet they were good," Renee jumps up and down saying, "Yes, good!"

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

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

Looks at and explores age-appropriate books that represent the child's culture or interests.

- Darla scrunches up the cloth book in her fists and brings it to her mouth.
- Kirsten waves her arms and reaches for the cloth book that her caregiver holds out to her.
- With encouragement from the early interventionist, Sierra feels the different textures in the Pat the Bunny book.
- Hosea opens and closes the board book repeatedly.
- Seth sits comfortably in his teacher's lap as she reads to him. He helps turn the pages and feels the bumps as she guides his fingers over the Braille print.

Looks at pictures and photos briefly.

- Dan looks briefly at a picture in the book as his caregiver turns the pages.
- Beth looks at the picture on the wall of her classroom as her Mommy brings her near it and talks about the horses in the picture.
- Katie looks at the photo album while her caregiver holds her.

Shows interest as age-appropriate books reflecting the child's culture or interests are read aloud.

- Shawn gestures and babbles as his caregiver repeats the rhymes from the Mother Goose book.
- Madison sits close to her Aunt Jenny as she reads to her in the classroom's book corner and shows Madison the pictures in the book.
- Juan hands his teacher the Down by the Bay book to read again.
- Ryan sits near the teacher, quietly rolling toy trucks on the floor near him as his teacher reads a short book aloud.

Shows increasing skills in handling books and understanding their features, such as the front of the book.

- Josephine turns the pages of the book 2 or 3 at a time while she is looking at it.
- Leonard turns the pages of Brown Bear, Brown Bear while holding the book upside down.
- Rudy rotates the book after looking at a picture and seeing the clown in the picture is upside down.
- Isabel picks up the board book and turns it right side up before showing the pictures to her baby doll.
- Samuel looks at the pictures in a favorite board book, starting at the beginning and turning the pages one at a time.

Shows preferences for specific books and stories that are her/his favorite.

- Domingo chooses between the two books that his caregiver offers before naptime.
- Luli bounces up and down when her teacher holds up the book, she is preparing to read at story time. It is Luli's favorite book.
- Kaylee selects her favorite book about construction for her teacher to read again.
- As his caregiver reads the last line of the story and closes the book, Mark turns the book to the front cover and opens it, indicating he would like to read it again.
- When asked what book she wants to hear, Chloe says, "Mouse story again".

Anticipates/recalls text of a known story that someone has read to him/her.

- Janine supplies the missing word when her caregiver pauses in the story.
- Lucas repeats with the teacher Hats for Sale as the children listen to the story.
- Frankie laughs when the early interventionist reads the text of a familiar book incorrectly.

Shows the ability to listen to books for longer periods of time.

- Martha listens to several short books that are read at one sitting.
- Zachary listens to Goodnight Moon two times before naptime.

Grasps thick crayons, markers, and other writing tools and scribbles randomly.

- Hannah holds the crayons in her fist and "jabs" at the paper making dots of color.
- Sara holds a marker in her fist and scribbles all over her paper.
- Quinn uses a paintbrush to make random marks on paper hanging at the easel.

Recalls specific characters, story lines, and/or information in a book that is read aloud.

- William claps his hands like the character Cuddles does while his caregiver reads the book.
- Sophie remembers what a character does in a familiar story and tells her teacher, "Spot put the baby in".
- Alison asks, "Where bear?" as she opens the flap in the book.

Notifies that there are both print and pictures on a page.

- Ray glances between the picture and the print as his Nana points to the print while reading aloud.
- Ginny points to the pictures and the print while looking at the books by herself.

Uses a variety of writing tools to make more orderly marks, such as lines and circular shapes, and talks about drawings.

- Ian uses a jumbo marker to make circles and lines on his paper.
- Cornett makes a circular shape with a red crayon and then signs the word "apple."
- Miriam makes lines and squiggles with a pencil as she tells a story.
- Keenan makes several oval shapes with the paintbrush and exclaims, "There's Mama!"

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

Attends and responds to stories, rhymes, songs, word games and fingerplays.

- When her caregiver sings a familiar song, Jordan stops her play to listen.
- Francesca claps when her caregiver recites a favorite nursery rhyme.
- Mateo rocks back and forth as he watches his teacher make hand motions while singing Wheels on the Bus.

Participates in stories, rhymes, songs, word games and fingerplays.

- Jacob joins in with hand motions when he hears the Itsy, Bitsy, Spider book.
- During the Open, Shut Them fingerplay, Adrian wiggles his fingers, touches his chin, and claps his hands.
- Addie signs the words to the good morning greeting rhyme during large group time.
- Bryce dances in circles with the other toddlers as they sing, Ring Around the Rosie.

Asks to hear a specific story, rhyme, or song.

- Maya asks her teacher to repeat a story, saying, "Tell us the story about how you went to school when you were little."
- Hannah signs "more" after playing "Head, Shoulders, Knees and Toes" with her classmates.
- Sandy asks her caregiver to repeat Mary Had a Little Lamb.

Repeats predictable, repetitive phrases.

- When Callie's teacher sings, If You're Happy and You Know It, Callie joins in with "Clap your hands".
- Suni runs around the playground repeating her favorite line from the Baby Shark Song, "Run-away doo, doo, doo, doo, doo, doo."
- Henry repeats the phrase, "Going on a bear hunt" as he marches around the classroom.

Creative Expression

BIRTH TO THREE YEARS OF AGE

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

Benchmark 1.1: Engages in various sensory aspects (e.g., sight, touch) of visual arts.

Attends to bright and/or contrasting colors.

- Zaylen looks intently at the red and white toy that is held in front of her.
- John watches his black and white mobile.
- Benjy stares at the large yellow sun hung from the ceiling.

Gazes at pictures, photographs, and mirror images.

- Using a magnifier, Celia looks at the animals in her picture book.
- Casey touches the image of himself in the mirror.
- Jack looks at his family's picture on the classroom wall.

Shows preference for particular colors.

- Katie always picks the blue fingerpaint when given a choice of colors.
- Andre chooses and colors with the purple crayon on a regular basis.
- In the dramatic play center, Jordan wears the red dress-up shoes every day.

Uses a variety of materials in exploring and creating visual art.

- Kara finger-paints with water on colored paper.
- Manny uses his finger to make a hole in a lump of scented dough placed in his classroom by his early interventionist.
- Cindi places pieces of colored paper on a paper plate the caregiver has covered with glue to make a collage.

Observes and answers simple questions about visual art.

- Carlos looks at a painting and points to trees and flowers when asked to by his caregiver.
- Milly scribbles in big circles on her paper and replies, "Balls" when her teacher asks her about her picture.
- Tyler feels the sandpaper he glued on his picture and says, "It rough."

Benchmark 1.2 Demonstrates interest and engages in movement and dance.

Responds to touch and motion.

- Angela stops crying when her early interventionist holds her upright against her shoulder and gently sways with her.

- Ben coos as his caregiver bounces him gently on his lap.
- Tatianna is upset, but she calms down as her teacher takes her hands and they play patty cake together.

Explores the movement of self and/or objects.

- Melinda brings her hands together in front of her and stares intently as she opens and closes her fingers.
- Carlos uses his feet to bat at the mobile hanging over his crib.
- Jace reaches for a ball and smiles as his physical therapist gently bounces it.

Demonstrates interest and participates in activities that involve rhythmic patterns.

- Rosa observes the children as they clap their hands to music.
- Sam bounces up and down in time to the song being played on the CD player.
- Javier feels vibrations as he holds the drum his teacher is playing and moves his body with the beat.
- Holly claps her hands on her lap to the rhythm of the music during music time.

Moves and dances to music.

- John dances in his caregiver's arms when the music starts playing.
- Brayden continues to "dance" even after his teacher turns off the music.
- Alicia rocks side to side in his wheelchair as his teacher sings the song, Wheels on the Bus.

Exhibits a variety of movements to express self.

- Takisha stomps her feet when the music plays loudly and tiptoes when it plays soft.
- Tommy picks up a scarf and shakes it in the air as the children move to the music.
- Cami imitates the teacher pretending to be a leaf blowing in the wind as Falling Leaves plays on the CD player.

Benchmark 1.3: Demonstrates interest and engages in musical activities.

Responds to sounds, tones, and voices.

- Sydney quiets as her caregiver speaks to her in a calm, soothing voice.
- Jarrard moves his arms and legs vigorously when he hears his grandpa's voice as he arrives for afternoon pickup.
- Ricki turns his head toward the classroom door when someone knocks on it.

Responds to music.

- Max stomps his feet when he hears music from the CD player.
- Sophie "sings" when she hears the song, Itsy Bitsy Spider.
- Jackson and Sam stop playing with the blocks when they hear their teacher start to sing, "It's clean-up time."

Participates in activities that involve rhythm and song.

- Eddie and Jacob bang loudly on the drums when their teacher plays Miss Mary Mack, from the Ella Jenkins CD.
- Mary makes up a dance to the music while holding her friend's hand.
- Alvaro and Luisa join in clapping to "Cinco elefantitos" during circle time.

Exhibits familiarity with repetitive songs and rhythmic patterns.

- Alexis sings some of the words to "Over in the Meadow" with the other children.
- Gracie and Luke jump up and down and ask to play I'm a Little Teapot again.
- Katie asks the physical therapist to play the Wiggles CD every time he visits her classroom.

Expresses emotions in response to music.

- Gracie smiles as she uses her voice to make musical sounds.
- LaShonda laughs as she dances to the music played during circle time.
- Kylie, Mykala and Elan shake maracas and bells excitedly as Saveem joins in on the xylophone.

Benchmark 1.4: Demonstrates interest and engages in pretend play and other behaviors associated with drama.

Imitates sounds, facial expressions, and gestures of another person.

- After her speech therapist says "dada" to her, Carly repeats "dadadada".
- Paige sticks out her tongue after seeing a classmate stick out his tongue.

Imitates the actions modeled by other persons.

- Guadalupe gives her stuffed bear a hug after her teacher hugs it and hands it to her.
- Susie holds a book and "reads" after watching her caregiver read to a small group of children in the literacy center.
- Arnie picks up a dishcloth in the dramatic play center and wipes the table after watching his teacher clean classroom tables before lunch.

Imitates sounds or actions of an animal or object.

- Caroline says, "Rrr, Rrr" while pushing the cement truck.
- Alicia gets down on her hands and knees to creep like a cat after watching her teacher read a picture book about cats.

With guidance, uses voice and body as a means of artistic expression.

- After seeing his teacher act out the "big bad wolf", Craig uses a gruff voice as he repeats the words "I'll huff and I'll puff" from the Three Little Pigs story.
- After his caregiver shows how, TaShaun forms his body into a ball when he is the "seed" and stands up taller as the teacher asks him to make the "plant" grow.

Uses one object to represent another.

- Billy squeezes a toy bottle over the hotdog and says, "Mustard."
- Tyra places three round blocks in a pan and says, "I'm cooking eggs."
- Anna picks up a stick and waves it around as a magic wand when she is playing magician.

Engages in pretend play.

- Clarissa picks up a bag in the dramatic play area, which has been set up like a store, and asks to buy some of the fruit that the teacher is "selling".
- Jason holds a teddy bear and pretends to read a book to the bear.
- Aidan signs "quiet" as he rocks the cradle with his dolls.

Motor Development

BIRTH TO THREE YEARS OF AGE

Motor Development Standard 1: Demonstrates motor skills in daily activities.

Benchmark 1.1: Moves with purpose and coordination.

Reaches for objects.

- Jaylen reaches for the stars hanging from the mobile over his crib.
- Sarah reaches for her bottle as her caregiver holds her in his lap for feeding.
- Talya reaches for the book her teacher is showing her.

Brings objects to mouth.

- Tommy brings his rattle to his mouth.
- Sam grabs the paper and tries to mouth it.

Transfers objects from one hand to another.

- Pete moves his pacifier from one hand to the other.
- DaNesha moves the rattle to her left hand so she can pick up the toy car with her right hand.
- Kathryn begins to eat with the spoon in her left hand, then transfers it to her right to finish her pudding.

Rolls over.

- When placed on her stomach, Amber rolls over to her back.
- When her physical therapist puts a toy on the floor just out of her reach, Lucy rolls from her back to her stomach to reach for the toy.
- Pedro rolls over and over to get to the toy butterfly his teacher is holding.

Crawls.

- Deshaun creeps on his belly to reach his caregiver.
- Kelly uses a crawling motion, alternating arms and legs, to get to another child playing on the floor.
- Logan crawls on hands and knees to obtain a toy rabbit.
- Frank uses hands and legs to crawl up steps.

Uses furniture to raise or lower self to floor.

- DaJun reaches for the edge of a table to pull herself up to stand.
- Lawrence holds onto the chair while lowering to sitting from standing.

Walks.

- Maya holds on to her physical therapist's hands and walks across the room.
- Carson walks from one piece of furniture to the next.
- Lois walks to her teacher to be held. She begins to "run" as she gets closer.

Climbs on low objects.

- Carter climbs into the chair and turns around to sit.
- Haley crawls up three steps. She sits on a step, then turns and backs down on hands.
- and knees.
- Miquel climbs into the toy car and uses his feet to push it a few feet.

Pushes and pulls toys while walking.

- Tony pushes the toy lawnmower on the sidewalk.
- Carla pulls a small wagon.
- Willem pulls the string on the toy airplane as he walks quickly to make it “fly”.

Kicks ball forward.

- As Manuel walks by a ball on the playground, he stops to kick it.
- Spencer kicks the ball towards the other children.

Walks up and down stairs placing both feet on each step.

- Jessie walks up the steps, holding on to the rail tightly and placing each foot on the step before moving onto the next step.
- Molly holds her interventionist’s hand as she walks down the stairs, placing her feet together on each step.

Benchmark 1.2: Demonstrates increasing balance and coordination.**Sits with support and holds head steady.**

- Isabella sits up when propped by pillows.
- Jessica sits in a corner chair for support when eating.
- Juan sits using both arms and hands to hold himself up.

Sits independently with balance.

- Jose maintains a sitting position after being placed on the floor.
- Laura sits on the floor while pushing a toy car in between her legs.

Stands without support.

- Kiley lets go of the table and remains upright. When he wobbles, he moves his feet to a wide stance to prevent falling.
- Pedro remains standing after his teacher lets go of his hand.
- Lincoln can raise one foot to kick a large ball without falling.

Moves from sitting to standing using hands.

- Nakyra rolls onto her side and uses hands for balance as she puts her legs into standing position.
- Carl pushes on the floor with his hands to help himself get up.

Squats without falling.

- Lucy squats to look at other children inside a tunnel.
- While listening to a song about jumping frogs, Marcy squats down and jumps up without falling.

Runs.

- Lynley walks across the room and begins to run when she sees her brother.
- Stephen runs smoothly across the playground.

Throws objects while standing.

- Sukie throws a large playground ball to the floor in front of her.
- Pam throws a bean bag into the basket on the floor.
- Stephanie climbs three steps and turns around to throw her dolly to her teacher.

Uses riding toys with balance and coordination.

- De Shea sits on a ride-on toy without pedals and pushes it with both feet.
- Miguel sits on a tricycle with his feet on the pedals while his caregiver pushes him.
- Cameron sits on the tricycle and pedals it a few feet.

Benchmark 1.3: Exhibits eye-hand coordination.**Reaches for objects.**

- Synrah looks at a rattle on the mat in front of her and moves her arm toward it.
- Eric sees a toy hanging above him from his activity gym and bats at it.
- Joaquin uses both hands to reach for a block he sees on the table and then brings it to his mouth.
- Colin reaches for a spoon with one hand, then picks it up and puts it in his bowl.

Makes random marks on paper.

- Ben looks at the paper his caregiver has taped to the table and pounds a jumbo marker on it.
- Laura looks at her paper as she randomly moves a large crayon and across it.

Stacks and places objects.

- Aubrey puts one soft block on top of another.
- Andrea puts shapes into the sorting toy.
- Paulo looks at the opening in the milk carton as he drops small blocks into it.
- Sarah looks at each hole as she places the red and blue pegs in the pegboard.

Makes controlled scribbles.

- With hand-over-hand assistance from his teacher, Shane pushes the marker up and down on his paper in the art center.
- Henry looks at his paper and uses a marker with a writing grip to cover it with lines and zigzags.
- Olivia uses a marker to draw circles over and over on her paper at the art table.

Catches and throws.

- Curtis watches a gently rolled ball and catches it with both hands as it rolls between his legs.
- Shea reaches out both arms to catch a ball tossed to her but brings her arms together after the ball passes through them.
- Margaret extends both arms and catches a large ball by bringing it to her chest.
- Luke looks at the basket, then tosses a beanbag at it using an underhand motion.
- Wanda flings a ball forward toward an object.

Benchmark 1.4: Controls small muscles in hands.**Grasps and releases objects.**

- Quint grasps a rattle when placed into his palm.
- Louey repeatedly grabs and drops a toy from the highchair.
- Holly picks up a spoon and uses it to eat the green beans, and then releases it when finished.
- When the teacher offers Kyle a drink, he intentionally drops a toy to reach for it.

Passes objects from one hand to the other and changes position of objects within their hands.

- Millicent holds a rattle in one hand and passes it to her other hand.
- Darryl picks up finger food with one hand and passes it to the other before putting it into his mouth.
- Whitney turns a puzzle piece using both hands to fit it in place.

Grasps objects with control.

- Akoi picks up Cheerios using his whole fist.
- Amaya holds a crayon in a closed fist and scribbles on her paper.
- Grace turns the pages of a book by lifting the popsicle sticks taped to each page.
- Matthew holds a marker with his thumb and fingers and makes vertical, horizontal, and circular strokes while drawing.
- Quincey takes pegs in and out of the round-holed peg board.

Motor Development Standard 2: Demonstrates adaptive/self-help skills.

Benchmark 2.1: Expresses physical needs and actively participates in adaptive/self-care routines to have these needs met.

Verbally or physically asks for food or drink.

- Jessica cries until the caregiver begins to feed her.
- When the teacher brings the cracker box into the room, Billy reaches up with his hands.
- Jasmine points to the picture of the banana on her picture board during snack time.
- When Ryan is thirsty, he reaches toward the counter and says “dink” (drink).

Assists in feeding routines.

- Maggie places her hands on the bottle as her teacher feeds her.
- Lori uses her fingers to push food onto the spoon, then raises the spoon to her mouth.
- Lexi feeds herself oatmeal using a weighted spoon.
- When asked to help, Carson places the cereal cups on the table.

Follows familiar sleep routines.

- Kathy is crying, but calms down as her teacher rocks her, and soon falls asleep.
- Buster rubs his eyes and holds onto his blanket as he goes to sleep.
- Nina signs that she wants her teacher to pat her back at nap time.
- Kevin finds a favorite snuggle toy and wanders to his teacher’s lap for a bedtime story.
- When cots/mats are put out, Elisa looks for her favorite toy or blanket and moves to her sleep area.

Seeks assistance with and participates in diapering/toileting routines.

- Marvin gains adult attention by fussing when his diaper is dirty or wet.
- Giselle cooperates during diapering by lifting and lowering her legs.
- Gavin signs “potty” to his teacher to ask for help with toileting.
- Connor pulls down his pants (may need assistance) and sits on the potty. He needs assistance when wiping.

Participates in dressing routines.

- Midge raises her bottom to help get the diaper out from under her body.
- Justin holds out his arm for his caregiver to put on his coat.
- Trisha puts on her socks.
- Gracie closes the Velcro on her leg brace.
- Graham chooses which shirt he wants to wear today.
- Lincoln unbuttons the large buttons on his coat.

Participates in routines to maintain hygiene.

- Wilma holds her hands toward the water for washing when the teacher takes her to the sink after changing Wilma’s diaper.
- Joa Lin chews on the bristles of the toothbrush, then lets her teacher brush her teeth.
- Mark climbs up the low steps and gets soap from the dispenser to wash his hands.

Social Emotional Development

BIRTH TO THREE YEARS OF AGE

Social Emotional Development Standard 1: Demonstrates trust and engages in social relationships.

Benchmark 1.1: Shows attachments and emotional connections with adults.

Responds to being held.

- Elisa is crying in her crib but calms down when her caregiver picks her up.
- While being held, Mona relaxes her body and cuddles into her early interventionist's arms.
- Abe holds up his arms to an adult when he wants to be picked up.

Uses eye contact to establish, maintain, and discontinue interactions.

- After being gently lifted, Denise looks at her caregiver, then relaxes and cuddles in her arms.
- Mona, an infant with a visual impairment, uses her hands to feel the face of her caregiver, who is holding her and cooing to her softly, then coos back when her caregiver stops.
- Luis looks at his caregiver as she talks to him and tells him what to expect while changing his diaper. After a minute or so, he turns his head to look away.

Recognizes familiar people.

- Wade moves his arms and legs excitedly when he hears his father's voice at afternoon pick-up.
- Kara smiles when she sees her parents enter the classroom.

Attends to the facial expressions of adults.

- Quinn responds by smiling when his teacher smiles at him.
- Jada laughs when her caregiver makes a funny face at her.
- Lorenzo begins to whimper when he sees his caregiver frowning.

Exhibits separation anxiety.

- Kai cries and reaches for mom as she leaves him to go to work.
- Carson clings to his caregiver when an unfamiliar adult reaches out and attempts to take him from his caregiver's arms.
- When Katie sees an unfamiliar adult enter the classroom, she begins to cry.

Uses familiar adults as a base for exploration and for "emotional refueling".

- Ebony is playing with toys on the floor, but crawls over to be near her caregiver when an unfamiliar adult enters the room.
- As Evan is playing, he keeps looking back to make sure his caregiver is still sitting behind him.
- Kristen is often friendly with unfamiliar adults, but she wants a familiar adult close by.
- Edith seeks out her primary caregiver when hurt.

- When Bart is tired, he climbs up into his caregiver's lap and sucks his thumb.

Benchmark 1.2: Demonstrates social relationships and positive interactions with adults.

Observes adults.

- Tony watches his teacher as she signs "eat" and sets his bowl on his tray.
- Christina sits on her teacher's lap and watches her early interventionist unpack toys from her bag.
- Joseph looks up from his blocks to watch his teacher as she sets snacks on the table.

Initiates social interactions with adults.

- Lily frowns at her grandma as she comes into the classroom.
- Ellery waves his arms and hands and jabbars to his Daddy when he sees him coming to pick him up from childcare.
- Gabriella walks up to her teacher when she arrives in class and signs, "Hello."
- Micah takes a book to his caregiver and climbs into her lap for a story.

Interacts positively with adults.

- Ping plays peek-a-boo with his caregiver.
- Pansy shakes a rattle and laughs as her early interventionist holds her on her lap and smiles at her.
- Michael makes the sign for "help" to his teacher as they work together to take toys off a high shelf.

Responds to praise from adults.

- Mary keeps dancing after her teacher applauds.
- DaShon laughs while her teacher smiles and claps at her antics.
- Karen picks up her toys and brings them one at a time to her teacher who thanks her for cleaning up.

Responds to guidance or directions from primary caregivers.

- Ryder hands his cup to his teacher when she asks him for it.
- When her interventionist shows Emily two books and asks her to pick one, Emily points to the one she wants her interventionist to read.
- Jose places his doll in his cubby after his teacher asks him to do so.

Demonstrates knowledge of the roles familiar adults play.

- When reading a book about community helpers, Joan points to the police person when her caregiver asks her, "Where is the police person?"
- Raul pretends to be a doctor and places a play stethoscope on his teacher's stomach, who says, "You are taking good care of me."
- Tilda stands at the cash register in the dramatic play and hands her teacher play money, pretending to be a cashier.

Benchmark 1.3: Demonstrates social relationships and positive interactions with peers.

Observes other children.

- Kaitlyn sits on her teacher's lap and watches the group of toddlers at play.
- Tabitha looks up from her block building to watch another child pushing a truck.
- Hadley watches other children playing with a ball and picks up a ball of her own to throw.

Initiates social interactions with peers.

- Bina reaches out and touches another child nearby.
- Kuruk offers his stuffed animal to Jasmine.
- Heidi calls out "Hello" when Zari enters the room.
- Aiyana asks Adam if he wants to play with her.

Shows concern for others and recognizes other's needs.

- Ansel starts crying when he hears Amy's distress cry.
- Kaiser stops building blocks to watch another child crying.
- Michelle pats another child who has fallen down and is crying.
- Hamilton covers a baby doll with a blanket and rocks it in his arms.

Interacts positively with other children.

- Sophia smiles and pats her hands on her legs when Claire is placed on the floor beside her.
- William and Brandon play with spinning tops. Brandon looks at William spinning a top then spins his again.
- Jeremiah runs toward a group of older children and laughs as they throw a ball.

Engages in independent, parallel play.

- Ellie sits playing with a doll while other children are nearby playing with blocks.
- Carlos watches others playing with blocks and then begins building a tower beside them.
- Ellema joins another child in the sand box.
- While playing beside another child in the block area, Kitt hands a toy to another child when prompted by her teacher.

Shows preference for playing with the same one or two peers.

- Son Yi hugs Tori as soon as she enters their classroom each day.
- Sevon frequently asks Carly to play with him.
- When asked by his teacher if Adam is his friend, Devin nods and makes the sign for "Yes."
- Dontrell and Seth play "firemen" together in the dramatic play area, then move to the block center to build.

Notices similarities and differences among peers.

- Sam goes over to a boy wearing glasses, tries to touch his glasses, and says, "Glasses! Glasses!"
- Karnita looks at Johnathan and pats his head, saying, "brown hair."
- Tonia plays with Stephanie in the block center and says, "No boys" when Maurice tries to join.

Social Emotional Development Standard 2: Demonstrates sense of self.

Benchmark 2.1 Expresses a sense of self.

Develops a sense of self as a separate person from others.

- Dale recognizes and jabbars to himself while looking in the mirror.
- Wade refers to himself by name.
- Nancy points to her own nose and then the nose on a baby doll.
- Dotty can point to and name her own body parts.

Expresses desire to do things for self.

- LeeAnn notices a toy she wants sitting on the floor near her teacher. Rather than wait for the teacher to hand it to her, she crawls quickly across the floor to reach it.
- Luke says, "No. I can do it."
- Kim wants to walk up the steps by herself and lets go of her teacher's hand.

Recognizes own accomplishments.

- Lamar drops his toy repeatedly and giggles as his caregiver picks it up.
- Jose pushes the button on the pop-up toy he is playing with several times, trying to make the animal pop out. He laughs and smiles at his teacher when he succeeds.
- Nan completes a puzzle and takes it to show her caregiver.
- Bryce puts on his own shoes after his nap and then smiles and makes the sign for "finished" when his teacher comes to help.
- DaShon pours the milk from the small pitcher into her cup and proudly smiles at her teacher.

Benchmark 2.2: Expresses and/or recognizes a variety of emotions.

Uses facial expressions, body movements and/or vocalizations to express needs and emotions.

- Emiya frowns in response to loud noise in the room and begins to cry.
- When Selena sees her daddy enter the classroom, she squeals and waves her arms to get his attention.
- Terry cries when his diaper needs to be changed.
- Macey chatters excitedly to her teacher about going outside as she reaches for her hand to walk to the playground.

Responds to emotional cues and social situations.

- Benson fusses whenever he hears other babies crying.
- Kendall smiles and laughs when his caregiver is laughing and talking to him.
- Ida gently pats a friend who is crying.

- Yale lowers his voice after his teacher points to a child sleeping on a mat nearby and puts her finger in front of her lips to indicate “shh” and remind him that he needs to be quiet.

Expresses emotions towards familiar persons, pets, or possessions.

- Martin kisses dolls and stuffed animals.
- Ichabod falls on the floor and cries when his mom leaves him at childcare.
- Cain laughs when his friend puts his shoe on his head.
- Blaire gently strokes the classroom’s pet rabbit and laughs when it chatters its teeth to show it’s happy.

Associates emotions with words and facial expressions.

- Harriet hugs and pats her teacher when he looks upset.
- Idania looks at the toy monkey’s smiling face and says it is “happy.”
- Casey says “She’s sad” when she sees another child crying.
- Sonny clinches up his face and balls his fists up when the teacher asks him to show the class how he might look if he is “angry”.

Benchmark 2.3: Develops the ability to control feelings and behavior and follows simple rules and limitations.

Seeks out ways to comfort and calm self.

- Lana cries when she wants to be picked up and held.
- Jason sucks his thumb when he is getting ready for a nap.
- Jacques goes to get his favorite blanket when he is anxious.
- Savannah asks her teacher to hold her when she is not feeling well.

Follows simple rules and limitations.

- Cara stops momentarily when her teacher says, “No running inside.”
- Lane starts to put toys away when asked to do so by his teacher but has to be reminded to finish.
- Leesa forgets the classroom rule about washing her hands before snack, but she listens to her teacher’s directions, goes back to wash her hands, and then returns to the snack table.
- Laura follows the classroom rule to wait at the door until everyone is ready to go out on the playground.
- TaShawn helps to clean up the sand he threw out of the sand table.

Develops self-regulation.

- As Carver gets hungry, he begins to cry. He continues whimpering, but quickly quiets as his caregiver feeds him and holds him close.
- Caleb begins to reach for a book another child is looking at, pauses for a moment, then grabs it away from the child.

- Natasha starts to take a toy from another child, then stops when she sees the teacher watching.
- Lynn plays quietly at the table while her teacher is fixing her food.
- When Jimmy tries to take her toy away, Lisa raises her hand to hit him, then stops and says "Mine!"

**Three and
Four**

Approaches to Learning

THREE AND FOUR YEAR OLDS

Approaches to Learning Standard 1: Sustains attention and persists with challenging activities and experiences.

Benchmark 1.1: Maintains focus and sustains attention.

Engages in an activity for a sustained period of time.

- Kinsley strings beads one by one until she has made a long necklace.
- Miles carefully cuts various pieces of colored tissue paper, then glues them on paper to make a collage.
- Nicolas moves the clear, colored geometric shapes around on the light table, creating one design, then moving them to create a new design, and repeating the process again.
- Lea fills three cups with water, then uses a jumbo eye dropper to add blue food coloring to one cup, red food coloring to the second, and yellow food coloring to the third. She adds a few drops of red water to the blue to see what happens, then keeps mixing colors and watching the results.

Maintains focus and attention on activities despite distractions and interruptions.

- Amir concentrates on drawing a picture of his family while classmates play instruments nearby.
- Emerson closely examines the leaves through the microscope while Shane and Landon talk about the pictures in a science book on the table beside him.
- Mario looks closely at his large print name card, running his fingers across the raised lines, then carefully makes each letter of his name while his teacher talks to a classmate sitting beside him at the table.
- When Paula's friend asks her where she got the counting bears, Paula pauses to answer her friend, then returns to placing the counting bears in the matching colored cups.

Sustains attention during group activities that last a short period of time.

- Hunter sits with his classmates, watching his caregiver and listening as she reads a short story, *Under My Hijab*.
- Levi and three of his classmates watch as his caregiver shows them how to use the stamps that have been added to the writing center.
- Alexis pays attention to her teacher as he demonstrates, and explains in Alexis' home language, the hand motions that go with *Wheels on the Bus*, then joins her classmates in singing the song and making the hand motions that go with it.
- Jayden and his classmates play a game with the parachute, lifting it up, lowering it down, then running under it.

Benchmark 1.2: Persists at challenging tasks.

Persists with self-selected activities until completed.

- Braydon works at placing jumbo teddy bear counters into bowls of the same color until all of the teddy bears are sorted.
- Ashley drops objects into the water table to see which float and which sink, then uses a scooper to get them all out.
- Malik walks around the playground looking for the six items he needs to find on his nature walk, then returns to the class after locating each item and marking it off his list.
- One by one, Kayla picks out the letter stamps she needs to spell for her name, then presses each one to her paper and returns them to the tray.

Continues working on self-selected activities despite setbacks.

- After struggling to snip paper strips, Sophie adjusts the position of the scissors in her hand and tries again with success.
- After his first tower collapses, Evan adds more blocks to the base and builds another tower.
- Amelia is using a tape measure to measure the length of the table, but the end of the tape measure keeps moving and won't stay at the edge of the table, so she signs "Help" to a friend, and he holds the tape measure in place so Ameila can try again.
- When some of the Dominoes Wyatt has been standing on end and lining up begin to fall over and knock others down, he sighs, then picks up those that have fallen and puts them back in the line.

Persists with adult-directed tasks with support as needed.

- Mason carefully pushes the grass seeds into the dirt in his paper cup while his teacher offers suggestions for covering them up.
- With her teacher's help, Stella uses a balance scale to compare the weights of a variety of objects.
- Katie's teacher demonstrates, and explains in Katie's home language, how to match the numbers on the dice to the numbers in the cups of the ice cube tray. Then Katie places all of the dice in the matching cups.
- Parker's teacher tells the class they will be making cards for Father's Day, so he uses the stamps and ink pad to decorate his card and the teacher writes the message he dictates to her.

Benchmark 1.3: Makes a plan and engages in the planned activity or project to completion.

With prompting and support, develops a simple plan and works toward completing planned activities.

- When Amelia's teacher asks her what center she wants to go to, Amelia slips her name card in the slot beside the picture of the Art Center, says, "I want to make something," then goes to the Art Center and draws a picture.

- Mia wants to build a house with blocks and asks her teacher for help. Her teacher directs Mia to a construction book, and when they find a model Mia likes, she takes the book to the block center and uses it as a guide as she works on building a house.
- When Paula's teacher places her choice board in front of her, Paula touches the picture of the Writing Center, then goes to that center and uses the Magna Doodle to work on writing the letters in her name.
- Ethan goes to the Science Center and works with a magnet to discover which items from the tray will stick to it. After trying out all the items, he asks his teacher what else he can try. His teacher suggests he look around the room for ideas, so Ethan walks around the classroom and touches the magnet to various objects to see if they stick.

Develops plans that extend over time and follows through to accomplish tasks.

- Nia tells her teacher, "I want to paint after breakfast," and goes to the Art Center after she finishes eating.
- Evie tells her teacher that she plans to go to Dress-Up and be a dentist. "Scout will be the Daddy and will bring his baby so I can check her teeth." She and Scout then go to Dress-Up, act out these roles, and continue the same plan the following day.
- When free play comes to an end, Keenan creates a "Save" sign and places it on his block construction saying, "I can finish tomorrow."
- Kinsley wants to be a server in the restaurant set up in Dramatic Play and Addie wants to be the chef. They make menus by drawing pictures of the food, then gather construction paper to make place mats. They just get started playing when it's time for lunch, but as soon as lunch is over, they return to the restaurant and continue their play.

Approaches to Learning Standard 2: Approaches learning with flexibility, creativity, and imagination.

Benchmark 2.1: Uses creative approaches for learning.

Finds new ways to use familiar objects and materials.

- William creates a balance beam by placing large unit blocks end to end, then attempts walking back and forth on it.
- Emma hangs a doll blanket over the side of the table and tells her friend "We're camping."
- Ellie collects shells from the Science Center and uses them to press into the playdoh and make designs.
- Kyle gathers small pine cones from the playground and piles them into the back of his dump truck, pretending they are dirt and rocks.

Identifies new materials to use in completing a task.

- After her teacher shows the class how to create a collage, Cora takes a basket from housekeeping, goes out on the playground, and collects acorns and leaves to make a fall collage.
- Colton asks his teacher to help him use the new drawing app on the iPad so he can draw a picture for his mom for Mother's Day.
- Chad points to Art on his picture schedule, then takes the new book about dogs, Perros! Perros!/Dogs! Dogs!, from the Book Corner to the Art Center, where he uses it to help him draw a picture of his new puppy.
- Mia turns on the new CD of classical music that has been added to the Listening Center and creates a dance to go with the music.

Experiments with combining objects and materials in new and imaginative ways.

- After Joshua sets plates, cups, and food from Dramatic Play on the tray of Abigail's wheelchair, they go out to the playground so they can pretend to have a picnic outside.
- Connor and Nicholas use cardboard building blocks to create holding pens, then place animal figures in the pens and collect play food from Dramatic Play to feed the animals.
- Natalie takes a pot to the Writing Center, drops all of the magnetic alphabet letters in the pot, and puts the pot on the stove to make soup.
- Julian takes a maraca from the Music Center to Dramatic Play, where he sets it in the lap of the baby doll, pretending the baby is shaking a rattle.

Benchmark 2.2: Uses imagination in play and interactions with others.

Uses materials in new and different ways to represent objects, characters, and ideas.

- Rose slips a bead on a string, asks her teacher to tie it around her neck, and then uses it to listen to the teddy bear's heart.
- Silas and Caleb climb on a bench under the tree and pretend to be jockeys in a horse race.
- As Ava and Iris are playing Three Billy Goats Gruff in the block center, Ava holds up one of the blocks and says to Iris, "This can be our troll!"
- Philip borrows the headset from the Listening Center and pretends to be a 911 dispatcher.

Engages in short sequences of dramatic play that include some interaction with peers.

- In the Dramatic Play area, Emery prepares food at the stove, then Callie feeds Emery's meal to the baby.
- Using his therapy handle to hold a marker, Peyton writes a letter, seals it in an envelope, and gives it to Nolan, who delivers it to the post office box in the Writing Center.
- In the Dramatic Play area, Maria prepares churros for her friends, and they pretend to eat them at a birthday party.
- Liza and Nora play in the Car Repair Shop, with Liza pretending her car is broken and Nora working to fix it.
- In the Block Center, Felix uses his home language to count the number of blocks he and Joseph used to build a tower.

Uses a variety of props and invented characters as part of pretend play.

- Juan, Miles, and Lucas each select an instrument, then march around the room playing their instruments, pretending they are a mariachi band.
- Gavin, Ryan, Marcie and Stella use puppets to act out The Three Little Pigs. Gavin says, “I’m the big bad wolf. You be the pigs.” They each select their puppets and act out the drama.
- Zane and Joseph pretend to be archeologists, using shovels and brushes to dig in the sand table to find dinosaur fossils.
- Carlos and Richard use cardboard building blocks to build a castle, then pretend to be knights defending their home.

Engages in elaborate and sustained play themes with self and others.

- Calvin plays with the safety vehicles each day during free play, responding to imaginary fires, accidents, and emergencies.
- Natalie, Bella, and Claire play in the Farmer’s Market set up in Dramatic Play. Claire acts as a customer, Natalie weighs the fruits and vegetables, and Bella collects money. They change roles when they return to that center the next day.
- Hannah returns to the Garden Shop every day during free play, arranging artificial flowers in bouquets, planting artificial plants in pots, and painting flower murals.
- Luis and Thomas pretend to work at a pet store, with Thomas bathing the animals and Luis feeding them. At the end of day, they ask Carl if he wants to play with them on the next day, promising he can take care of the sick animals.

Approaches to Learning Standard 3: Demonstrates eagerness to explore, investigate, and learn about their world.

Benchmark 3.1: Explores a wide range of topics, ideas, and interests.

Investigates topics, ideas, and interests to learn new information.

- Tiana picks up the bongo drums that have been added to the Music Center and begins playing with them. “It sounds different,” she says as she hits the top of the drums in different ways and different places.
- Owen asks his teacher, “Does ice melt faster in water or out of water?” He drops one ice cube in the water table, puts the other in a cup, and watches to see what happens.
- Luke carries a collection of dinosaurs to the math center where he uses the new Unifix cubes to measure how tall and long they are.
- Isabelle gathers flowers from the playground and takes them to the Science Center so she can see what they look like under a microscope.

Uses a variety of strategies to discover answers to questions about topics, ideas, and interests.

- When her therapist asks, “Which one is a circle,” Shelby runs her fingers over the raised outlines of the circle, square, and triangle, then points to the circle and says, “This one is the circle.”
- After several unsuccessful attempts to blow a large bubble, Logan stops to watch how Mark is blowing bubbles. After noticing that Mark blows softly and very slowly, Logan tries again using Mark’s strategy.
- After Austin’s teacher reads a book about clouds that is in Austin’s home language, Austin points to a cloud in the sky and asks his teacher to identify it. The teacher takes a picture of the cloud and then helps Austin use the book to identify it.
- When Ivy’s therapist shows her how to press the letter stamps into the clay, she asks, “Can you show me how to write my name with the stamps?”
- Melanie wants to make something special for her pet gerbil, so she opens a book about gerbils to find out what they like to play with.

Shares new discoveries with peers and adults.

- Rowan examines leaves on the Discovery table with a microscope, then invites Adam over, saying, “Come look. Leaves have veins.”
- While outside on the playground, Nora calls her teacher over, points to the ground where a piece of candy is covered with ants and says, “Look at all the ants. Do they like candy?”
- Maria shows her painting to her teacher and signs, “Red and blue make purple.”
- Theo tells his teacher, “I guessed it would take 3 little cups of water to fill the big cup, but it took 4.”

Participates in discussions about a variety of topics, ideas, and activities.

- During the morning meeting, Olivia joins her classmates in talking about the things they learned on their field trip to the farm.
- After completing a “sink or float” experiment with objects in the Science center, Jasper and Julian talk together about their discoveries.
- In the Technology center, Arlo and Tobias watch the live stream of an eagle’s nest and talk about how the babies are pecking their way out of the eggs.
- After listening to their teacher read a book about a trip to the zoo, Victoria and Emily talk about the animals they would like to see.

Benchmark 3.2: Initiates explorations, investigations, and interactions.

Seeks out and participates in new experiences.

- Javier sees his friend Ray eat a cucumber slice and decides to taste one.
- After the teacher adds an easel with paint cups in the Art Center, Grace explores what happens when she mixes different colored paint together on her paper.
- After watching his friend do it, Hugo decides to try climbing the ladder and going down the slide.

- Carlos works slowly to write each letter of his name on the sign-in sheet his teacher has added to the classroom routine.
- Matthew works with Kayla to use the balance scale their teacher demonstrated during Morning Meeting, attempting to find items that weigh the same.

Asks questions and seeks information about topics of interest.

- When Melissa notices a caterpillar on the sidewalk, she returns to the classroom and looks at the pictures in a bilingual book about caterpillars to see what they like to eat.
- After listening to his teacher talk about how sea turtles dig a hole in the sand to lay their eggs, Miles asks Garrison if he wants to watch the video of sea turtles laying their eggs so they can see how the babies get out.
- Leah looks at the peas on her lunch plate and asks, “Why do we have to eat vegetables?”
- Adrian looks out the window and asks, “Why does it rain?”

Seeks out and uses materials to support investigations.

- On the playground, Asher takes a shovel from the sand table and digs in the dirt, looking for worms he can study under his magnifying glass.
- Abigail pushes her wheelchair around the room collecting objects that she can look at under the microscope.
- Hailey and Charlotte get the Lego blocks and use them to measure how long their feet and hands are.
- Hudson gets a book about bridges from the shelf and looks at it while he works at building a bridge with blocks.

Demonstrates self-direction while investigating a range of topics, ideas, and interests.

- Archie and Brook make plans to build a ramp for the race cars. They experiment with adding and removing blocks to raise and lower the ramp to see how to make cars go faster.
- Mackenzie wonders how big the class guppies will get. She picks out a book about guppies and begins looking at pictures so she can learn more about their size.
- Grayson spends some time each day watching the bird feeder hanging outside his classroom and draws pictures of the different types of birds he sees eating.
- Claire experiments in the Art Center, painting with brushes, feathers, string, and sponges to see the effects of each.

Approaches to Learning Standard 4: Uses a variety of strategies with purpose to accomplish tasks, overcome obstacles, and solve problems.

Benchmark 4.1: Takes risks and attempts new experiences that are challenging.

Expresses confidence in their abilities.

- Victoria is the first to volunteer to try painting with the eyedropper, saying, “Let me. I can do it.”

- When his teacher uses Manuel's home language to offer help with the large buttons on his coat, Manuel refuses her offer, saying "I can do it" in his home language.
- Alex washes his hands by himself, then smiles at this teacher and signs, "I did it!"
- When Camille notices her classmate is struggling with the "same and different" activity, she says, "I'll show you."

Tries new ways of doing familiar tasks.

- Instead of using his hands to press out the playdoh, Nico flattens it with a mallet.
- After sorting the counting bears by color, Silas and Jude decide to sort the plastic animals in the Science Center into land and sea animals.
- Rather than using a paint brush, Ian uses a small sponge to put paint on his paper.
- After several days of driving her cars on roads built by putting unit blocks together, Sophia decides to use the arch and tunnel blocks to create structures for her cars to drive under and through.

Seeks to participate in new activities they've observed.

- Maddy watches her classmate play the new spin drum her teacher brought back from Africa, then takes a turn playing it herself.
- After observing Katie use the new turkey baster to draw up water from the water table, Jill rolls her wheelchair up to the water table, picks up another baster, and tries to do the same.
- Louis watches two classmates toss bean bags at a bucket that has been added to the outdoor play area, then asks if he can join the game.
- After the teacher demonstrates and explains in Sammy's home language how to use the new balance scale, Sammy goes to the Math Center and places various objects on the scale, watching to see what happens.

Attempts challenging experiences.

- After drawing a picture, Ellie attempts to write her name by making some letter-like marks on her paper.
- Adrian watches some of his classmates hop on one foot, then attempts to do the same.
- Instead of using the loop scissors provided by her therapist again, Diana picks up the regular scissors and attempts to use them to cut strips for her collage.
- When his teacher introduces unusual kinds of fruit to the class, Michael is the first to taste the dragon fruit.

Recovers from setbacks.

- Sammy covers his eyes and heaves a heavy sigh when his Magna-Tile structure collapses, but after a few minutes, he clears the various pieces off the lightbox and begins again.
- After Emma has attempted to order the Unifix cubes from smallest to largest, she notices one in the wrong place, then moves the cubes around and reorders them again, this time correctly.
- Charley tries walking on the balance beam and slips off, but then gets back on and tries again.

- Misty wants to paint a picture for her mother, but Renee is already at the easel. Misty asks, “Can I paint now,” but Renee says, “No. I’m painting.” Misty goes to the Math center to work, then returns to the easel after Renee finishes.

Benchmark 4.2 Demonstrates flexibility in solving problems and accomplishing tasks.

Uses proven strategies to solve familiar problems and accomplish tasks.

- When Madelyn drips paint on the floor, she reaches for the wet rag she knows is hanging beside the easel and wipes up the paint.
- Rorey pulls the stool from under the sink and climbs up on it so he can reach the faucet to wash his hands.
- When Carson spills his milk, he asks his teacher for paper towels and wipes it up the way he has seen her do.
- Ellie works with the Touch and Match Tactile Board, and just as her therapist has shown her before, runs her fingers across the surface of each counter, then across the various surfaces on the board until she is able to place each counter in the hole with the matching texture.

Seeks assistance from peers and adults as needed to solve problems and accomplish tasks.

- While playing in the farmer’s market set up in the Dramatic Play center, Sawyer asks his friend to hold the grocery bag open so he can drop the fruit in.
- When Nina is unable to get her jacket zipped, she uses her home language to ask for help and her teacher responds by helping Nina zip her coat.
- Elijah asks his friend to remind him how to make the “j” in his name.
- After trying unsuccessfully, Jayden takes the bottle of bubbles to his teacher and asks her if she can get the top off.

Analyzes problems and experiments with strategies to see what works.

- When Graham and Oscar have trouble taking a picture with the tablet, Graham suggests, “Maybe it’s like the computer. Let’s turn it off and turn it on again.”
- When Sara and Marla both want to play with the same red truck, and Marla remembers that yesterday, Sara picked the blue truck so they could each have one, she asks Sara if she wants the blue truck.
- After the small block of wood falls off the piece of cardboard for a second time, Seth suggests to Finn, “Maybe tape will work.”
- As Ivy and Helen attempt to build a bridge connecting two towers, Ivy says, “We could try a long block or maybe build another tower in the middle. Let’s try a long block first.”

Creative Arts

THREE AND FOUR YEAR OLDS

Creative Arts Standard 1: Develops skills in and appreciation of a variety of visual art, dance, music, and drama experiences.

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

Uses a variety of media and materials for exploration (e.g., paint, glue, three-dimensional materials, technology, etc.).

- After painting at the easel, Kenny selects 3 feathers from the bin and carefully sticks them onto his wet painting.
- Sally sticks leaves, twigs, and feathers into a ball of clay.
- Shavon uses easy-squeeze scissors to cut ribbon and yarn, and then glues them on her collage.
- Ben uses a computer program to create and print a picture and then glues together popsicle sticks to make a frame.

Uses a variety of art forms, elements, and materials for representing people, places, and things in the environment.

- Monica examines the picture on the wall and asks for some cotton to make clouds like in the picture.
- At the easel, Jarrad paints a picture of his dog.
- Akira selected the picture of an easel from her picture schedule, carried it to the art center, and then used chubby chalk and dot markers to create a picture.
- Trina builds her house with Popsicle sticks and glue.
- Kyle draws a picture of his brother that includes a head, body, arms, and legs.
- Max takes leaves he has gathered and sticks them to a tree trunk that he has shaped from playdough.

Observes and responds to artwork produced by others from his/her own culture and other cultures.

- Maya watches a classmate making a snake out of clay and then makes one herself.
- Brian looks at the picture of the farm. He says, "The horses are running, and the sheep are eating the grass."
- Michelle points to the photo and says, "I like the red and orange trees".
- After the teacher reads the story about Native American mask making, Mark paints a Native American mask using watercolors.

Benchmark 1.2: Develops skills in and appreciation of dance.

Explores various ways of moving with or without music.

- Roberto presses the switch on his wheelchair tray and rocks to the song playing on his musical switch toy.
- Nicki uses a scarf to pretend to be a wave as the ocean's roar plays through the speaker.
- Geno sways gently to classical music but shakes wildly to country music.
- Eddie moves like an elephant, swinging his arms like a trunk and stomping heavily around the circle while listening to a CD of The Baby Elephant Walk.
- Lydia copies her interventionist's movements as she waves her arms in the air and marches.

Copies or performs simple patterns of movement and dance while exploring the element of beat.

- Sasha gallops to the beat of the song and then twirls as the beat changes.
- Juan claps in time to the music the teacher plays on her guitar.
- Emilio performs Head, Shoulders, Knees and Toes with his classmates, pointing rather than touching his toes because he is sitting in a wheelchair.
- Darius marches to the beat of a Sousa march.

Describes or imitates movement after participating in or watching others move as they play games or move to songs and/or music.

- Cleo marches to the music after watching others move to the song, Marcha, that the teacher is singing.
- Judy says, "I'm a butterfly" as she flaps her arms to the music.
- Erin says, "Gina was a tree. Her arms waved like branches."
- Eddie excitedly says, "I stomped my feet hard."

Watches/listens and responds to dances performed by others from his/her own culture and other cultures.

- Steven watches hula dancing and imitates the movement.
- After watching a performance of The Nutcracker, Kya says, "She stood on her toes a lot".
- As the older children demonstrate the French dancing game, Punchinella, Gabby excitedly says, "I want to do that!"
- After watching Beauty and the Beast at home, the girls dance "ballroom style" in dramatic play as the music plays.

Benchmark 1.3: Develops skills in and appreciation of music.

Explores various forms of music through his/her senses.

- Jose tries to strum the guitar his teacher is playing.
- Devon puts on the headphones and listens to music during free choice time.
- Marcus moves his body to the beat of the music.

- Carly points to the picture of the rhythm sticks on her communication board, and then makes music with the rhythm sticks the teacher velcroed to her hands.
- Sydney uses maracas, bells, xylophones, and drums to make music.

Uses fingerplays and songs to explore the beat and tempo of music.

- Tessa moves her fingers to the beat of the song, The Itsy-Bitsy Spider.
- Sarah swings her hands with the beat as she sings Ring Around the Rosy while she makes a circle with her peers.
- Jenny sings Five Little Pumpkins Sitting on a Fence at different tempos while attempting to move her hands to the beat of the song.
- Mitch decreases the tempo of his rhythm sticks after his teacher slows the tempo of her sticks.

Watches/listens and responds to music produced by others from his/her own culture and other cultures.

- Milo smiles as his caregiver starts to play the Raffi album.
- During choice time, Bertie listens to concert music with headphones and dances to the music.
- After seeing a performance of Cinderella, Mykala pretends to be a princess while playing with others on the playground.
- Carlos, Samuel, and Dakta paste beads and feathers on their paper plate shakers following a visit by Native American dancers.

Benchmark 1.4: Develops skills in and appreciation of drama.

Uses a variety of actions and/or sounds to explore drama through pretend play.

- Leia puts on a fire hat, takes the steering wheel, sits on a block, and makes siren noises.
- Emari and Tyler ride tricycles and pull up to the pretend gas pump to fill up their cars.
- Carlito rolls his wheelchair to the back of the chair train and calls out, "Choo choo!"
- Eva, pretending to be a cat in dramatic play, crawls on the floor and signs, "Meow. I'm hungry."
- In the housekeeping area, Megan directs other children to be the baby, the cat, and the dog.

Demonstrates simple elements of drama such as roles, characters, and sequence of story lines.

- Sophie adjusts the pitch of her voice for each of the Three Little Pigs.
- Teddy uses the flannel board pieces to tell the story of The Very Hungry Caterpillar.
- Emmy signs the words of Goldilocks during a puppet play.
- Five children volunteer to be the baby ducks and one child volunteers to be the mother duck. As the teacher and children recite Five Little Ducks, the children act out their part.

Watches/listens and responds to drama performed by others from his/her own culture and other cultures.

- Kyle listens as his caregiver reads the story of Three Billy Goats Gruff, using voice inflections for each of the characters.
- The younger children in Emily's center watch as the older children act out their own play about Pepito the Little Horse.
- Earl and Jalen clap spontaneously after a dramatic presentation of the Cherokee story, Possum's Tale.

Health/Mental Wellness

THREE AND FOUR YEAR OLDS

Health/Mental Wellness Standard 1: Demonstrates health/mental wellness and social skills needed to participate cooperatively as a member of a group.

Benchmark 1.1: Demonstrates knowledge and skills that contribute to healthy lifestyles.

Takes care of personal health/safety needs with adult support as needed.

- Melvin goes to the water fountain when thirsty.
- Nina goes to the bathroom without prompting.
- Carlos covers his mouth when he coughs and then washes his hands after the teacher reminds him.
- In the dramatic play center, DaShon explains to Sarah, “We don’t go with strangers.”
- On the playground, Remi tells a friend, “Hold on [to the safety bar] with two hands when you go up the steps” while climbing up the steps for the slide.

Identifies healthy food choices.

- Before taking a bite of peas, Myra tells a friend, “This helps you grow.”
- Kianna cuts pictures of healthy foods out of a magazine.
- After lunch, the teacher uses the food pyramid to identify what categories of food the class had for lunch. Aiden notices that green beans are in the vegetable group.

Benchmark 1.2: Demonstrates knowledge and skills needed to participate successfully in groups.

Plays alongside rather than with other children.

- Kevin plays with blocks in the block area while Steven plays with trucks in the same area.
- Playing separately in the housekeeping area, Matt irons clothes and Kira cooks dinner and feeds the baby.

Plays in small groups or pairs based on similar interests.

- Troy watches two children dig in the sandbox and then slowly sits down next to them and begins to dig.
- Hayden, Everett, and Clara play together in the housekeeping area, taking turns pretending to feed a baby doll and serving each other dinner.
- Mitchell asks Paul to play Candy Land at the activity table.
- On the playground, Melanie says to Jimmy & Tanisha, “Let’s play our chase game again. Tanisha, you be the monster this time!”

Makes and maintains a friendship with at least one other child.

- Myra greets Sue when she arrives and gives her a hug.
- Kimmi refers to Luke as “my friend.”
- Miriam and Tasha regularly choose each other as partners.
- Kyle and Barry play together on the playground the entire time they are outside.

Participates in small group activities with teacher support.

- Marty marches around the room with the other children as the music plays.
- With reminders from the teacher to be sure to wait her turn, Callie plays Duck, Duck, Goose during group time.
- Jenny and DaShon build a castle in the block area with help from their teacher, who hands them more blocks and helps them resolve a conflict over who should add the biggest blocks.
- The early interventionist positions a bell in Tran’s hand with a strap and then Maurice, Tran, and Bryan use triangles and bells to create music and play for the interventionist and their teacher.

Communicates emotions in an appropriate manner.

- Jalen hugs Matthew when it’s time to go home.
- When Katrina tries to take the dump truck from Mike, he stomps his feet and scrunches up his face to show that he’s angry.
- Zayden is working at the art table with his interventionist, who is helping him glue small items on a paper. Zayden shrugs his shoulders and begins to cry. The teacher says to Zayden, “You look disappointed. You wish you had more feathers for your collage.” Zayden nods “Yes”.
- The teacher notices that Jacques is upset with Thoman and asks Jacques to tell her some words he could use to let Thomas know how he feels. Jacques replies, “Mad. Sad. I don’t like it when you push me!”

Benchmark 1.3: Demonstrates the ability to participate in classroom activities and follow classroom rules.

Follows routines independently with support when needed.

- The teacher points to the pictorial directions for feeding the class fish. Alice looks at the first picture, looks at the teacher, and then picks up the container of fish food.
- After watching Ryker throw away his cup and napkin in the trash can, Meija throws away her cup and napkin after eating her snack.
- Crystal sings the cleanup song with the teacher while putting the Legos away.
- After using the class choice board to indicate that he plans to go to the Art Center to paint a picture, Tad wheels his wheelchair to the art center to use the easel.
- Without a reminder, Scott places his headset next to the computer after listening to a story, checks the center sign-up list, and goes to tell Alyse that she is next to use the computer.

Uses materials appropriately and in a self-directed manner.

- Tamika chooses a book and turns the pages gently without tearing the book.
- Mustafa uses paper, tape, and glue to create a dinosaur book during choice time.
- Abby takes several markers in her hands at the same time and makes dots all over her paper. She then replaces the caps on the markers and returns them to the bin.
- Maddox chooses the feathers, jewels, stickers, and pom poms to make a collage. After gluing some of the items onto the cardboard, Maddox returns the unused supplies to the classroom bin.

Participates in everyday classroom activities, with adult guidance as needed.

- During center time, Bryson digs into the container of doll house furniture and proceeds to place pieces in different rooms of the doll house.
- When the teacher tells Josh that he is the leader today, he hops up and immediately heads to the attendance chart to help read the names of the children who are here today.
- On the playground, the teacher invites children to play with the parachute. The interested children take hold of a handle, and the teacher and children work together to lift and lower the parachute.
- Brittany says, "It's circle time. It's time to see who is not here." Brittany looks around the room and says, "Jinna is not here."

Shifts attention between tasks and moves through transitions with guidance from adults as needed.

- Callie says good-bye to her dad at the door, then runs over to join some children playing with blocks.
- When Paloma comes in from the playground, her teacher reminds her to check her picture schedule to see what comes next. Paloma walks over to her picture schedule, pulls off the picture of the easel, and then goes over to the art center to paint.
- Eric begins to pick up toys when his caregiver starts to sing the clean-up song.
- Mario places a stop sign on the Magnatiles letting others know that he plans to continue using them and walks over to where the teacher has gathered a small group of children for an activity.
- The teacher reminds Luis that some children are on the patio painting the "rocket ship" and asks Luis if he would like a turn to paint or if he would rather continue playing at the water table. Luis quickly puts away the water toys and heads to the patio.

Anticipates typical consequences for a specific behavior with support as needed.

- Leah drops a container of markers on the floor. When the teacher bends down to pick them up and says, "Uh-oh. When we spill things, we need to pick them up and put them back in the container", Leah begins to pick up some of the markers with the teacher.
- After running across the carpet, Leo looks at the teacher and then returns to the other side of the carpet. He begins to walk across and says, "When we run, we have to go back and walk."

- Beau heads to the door to go outside, but after his teacher reminds him to get a coat, he goes back to his cubby and says, “I don’t want to be cold. I need my jacket!”
- Johnny knocks sand onto the floor. He uses the nearby brush and dustpan to sweep some of it up, telling his friend, “When we make a mess, we have to clean it up so no one will fall.”
- When Diego’s feet bump into Adrian’s back during circle time, Diego checks on Adrian to make sure he is okay, saying, “Are you OK? My feet might hurt you.”

Benchmark 1.4: Demonstrates self-identity and sense of self.

Describes self in terms of several basic characteristics.

- Kylie tells the teacher, “I have brown hair.”
- When a classroom visitor asks who she is, Regina says, “My name is Regina and I’m four. I can run really fast!”
- In the Dramatic Play area, Shirley tells Abe, “I’m a girl. I can be the doctor.”
- “My name is Dajun Cho. I am bigger than Josiah.”

Identifies feelings and likes and dislikes but may not be able to explain why.

- Cierra signs, “I love ice cream.”
- Janie’s interventionist notices that Janie seems to be feeling sad. When asked “Janie, you seem to be feeling sad. What’s wrong?” Janine shrugs her shoulders to indicate, “I don’t know.”
- Lulu says she likes to play with the trucks, but not the blocks.
- When asked about favorite foods, Delilah responds, “I love strawberries. They are so juicy!”

Demonstrates self-confidence through interactions.

- Dudley stands up in front of his class and shares a favorite book from home.
- Emmett exclaims, “Yes! I did it!” when putting the last piece of the puzzle in place.
- Tanisha tells her friend, “I build it all by myself”.
- After a few weeks at school, Quentin readily joins in the songs at circle time.
- While trying to figure out how to make the marble stay on the ramp without falling off, Peyton tells Adalyn, “We can do it. We just have to try again.”

Benchmark 1.5 Uses a variety of strategies to solve social problems and conflicts with guidance.

Accepts and/or asks for help solving social problems and/or resolving conflicts.

- When Sebastian and Harrison both want a turn to feed the class pet, the teacher helps Sebastian use the communication board so the two children can agree that Sebastian can feed the pet today, and Harrison can feed the pet tomorrow.
- When Haley takes a truck from her, Myla asks the teacher for help. The teacher helps the girls talk about their conflict and decide how to share the truck.
- Germaine gets the teacher when Ryan takes her baby doll and won’t give it back.
- Marta asks the teacher for help when Sheri paints on her picture.

Solves social problems and/or resolves conflicts with adult guidance and support when needed.

- Larry wants the car Tre' is playing with so he asks him to trade cars.
- After Bailey hits her, Naomi says, "Don't do that. I don't like it." Bailey grabs the block from Naomi. The teacher says to Bailey, "You seem frustrated. You wanted the block. What could you say to help solve this problem?" Bailey says, "I need this for my building." Naomi says, "OK, but I need the others." Bailey replies, "OK."
- Maya tries to get other children to join her in the block area. She asks Sarah if she wants to play. When she gets no response, she tries again by saying, "You can build the tower and I drive the cars."

Offers ideas or simple explanations for solving social problems or conflicts with guidance from adults.

- Anthony and Weston are struggling over a swing on the playground, each of them holding the swing and pulling it away from the other. Their teacher asks, "What do you think we can do to solve this problem?" Anthony says, "Maybe Weston can swing, and then me."
- Brantley tells the teacher that Jayden called him a name. The teacher replies, "Your face tells me you didn't like it. What could you say to Jayden?" Brantley replies, "I don't like it when you call me names. Next time call me Brantley." The teacher replies, "You used a strong voice when you said that. I think you have a plan."
- When playing a board game, Mary, Natalie, and Ivy all want to have the first turn. Ivy says, "Let's take turns going first. That way it's fair."

Benchmark 1.6 Follows through to complete an activity or achieve a goal.

Persists at challenging tasks, despite setbacks.

- Willy works several minutes on a puzzle. When he cannot get the last piece to fit, he asks the teacher to help him. Then he puts it in himself.
- A portion of Dominique's bridge continues to topple over. Dominique rebuilds it for a third time and says, "It's got to work this time."
- After repeatedly stepping off the balance beam before reaching the end, Kara continues to walk a little further each time.

Maintains focus when working on a task.

- Using the snap beads from the shelf, Mary works until she makes a necklace that fits around her neck.
- The teacher asks Brady to water the plants in the classroom. Brady carefully waters each plant and when finished, replaces the watering can.
- As other children work at the same table with different manipulatives, Sharla works on completing a difficult puzzle.
- Juan starts and completes several levels of play on the computer counting activity.

Sets short term goals, makes plans, and follows through.

- Cory tells the teacher using sign language that he is going to go to the dramatic play center and pretend to be a dog.
- During the cooking project, Larry saves the carrot scraps so he can feed them to the class rabbit.
- Kingston is playing with Parker in the block area. "Let's make a castle," Kingston says. "You get the blocks, and I'll get the people to put in the castle."

Language and Early Literacy

THREE AND FOUR YEAR OLDS

Language and Early Literacy Standard 1: Demonstrates skills and strategies needed for receptive communication.

Benchmark 1.1 Attends and responds to nonverbal and verbal communication of others in a variety of situations.

Attends to an adult or peer who is communicating verbally or nonverbally.

- As Mykyla listens to her caregiver talking about cookies, she smiles and nods enthusiastically.
- At story time, Max watches as his teacher signs “Mama, Do You Love Me?”
- Liam looks at his caregiver when he talks about the day’s activities.
- William focuses on the classmate who is telling a story during share time.

Follows simple directions.

- When the teacher asks Carter to choose a center to begin working, Carter points to the Art Center.
- When his teacher signs, “Get your coat and wait at the door,” Carlos does so.
- When the teacher states, “Throw away your cup and your napkin and come to the rug,” Olivia complies.
- When the therapist asks Mary and Albert to get out the box of markers, put it on the table, and come over for circle time, they both follow his directions.

Gains information by listening to/processing communications from others.

- After listening to the story, Sarah tells her friend, “There are three bears in Goldilocks”.
- Kelly’s teacher tells the class that a nurse is going to visit the classroom tomorrow. At the end of the day, Kelly tells her mommy, “A nurse is coming to our class!”
- After a fire fighter visits their class, the teacher asks what materials the children think they need in the fire station they are creating in dramatic play. Paisley responds, “We need hats and coats and boots!”
- Emily listens to the book *The Snowy Day*, and signs to the teacher that she thinks Peter’s snowball went away because his house was warm.

Interprets or applies information someone else communicates verbally or nonverbally.

- A nurse visits Becky’s classroom and talks with the class about why it is important to wash your hands. Later, Becky tells a doll, “Wash your hands before you eat. Germs make you sick.”
- On the playground, Crystal reminds Jason, “We can’t play on the slide. Remember? The teacher told us that it’s closed. It’s all wet.”

- Jackson holds up the book about firefighters that was read earlier that morning. “Let’s play fire fighters! Use the hoses just like they did in the book.”

Language and Early Literacy Standard 2: Demonstrates the knowledge, skills and strategies needed for expressive communication.

Benchmark 2.1 Uses non-verbal communication for a variety of purposes.

Uses non-verbal communication to convey emotions.

- Elizabeth frowns when she hears the clean-up song begin.
- Frustrated that he could not open the container, Lucas stomps his feet on the ground and shrugs his shoulders.
- When the teacher announces that a special visitor is coming to read a book later that day, Ella smiles and claps.

Identifies or chooses an object or person by pointing, physically touching, or moving toward another.

- While playing “Farmer in the Dell” Simone chooses Elly to be the “farmer’s wife” by taking her hand.
- When asked what he wants for a snack, Darius points to the graham crackers from the assortment on the table.

Uses gestures and/or movements to initiate interactions or to get needs met.

- Kyle touches another child on the arm, takes his hand, and then walks over to the dramatic play center.
- Victor consistently waves his hands to indicate he wants more food.
- Kelsey points to indicate who she wants to sit by at circle time.

Benchmark 2.2: Uses language (verbal, signed, symbolic) for a variety of purposes.

Initiates communication to have needs met.

- Easton looks at the interventionist, who says, “Easton, do you want to use this block?” and Easton says, “Yes, I want to build a bridge.”
- As the children are walking in from the playground, Craig signs, “I want a drink of water” to his therapist.
- During center time Millie walks over to where her teacher is standing and asks, “How long until lunch?”
- Chance asks William for the puzzle piece he cannot reach.

Uses words, signs, pictures, and/or symbols to communicate.

- Samantha gets her PECS (Picture Exchange Communication System) board and shows the picture of the outdoors to the teacher to communicate that she wants to go outside.

- When broccoli is put on his plate, Peter signs, “I don’t like that” and pushes his plate away.
- Allison puts the music center picture on her visual schedule to let her teacher know where she wants to go.
- Singe says, “Elly took my blocks. She should give them back.”

Uses different types of words to communicate about people, objects and activities that are familiar as well as new.

- Arabella points to the classroom fish tank and says, “Those are our fish, and this is their fish tank.”
- After running around the whole playground, Hunter uses descriptive words as he says, “I run really fast! I am fast like a rabbit!”
- During group time Iona’s teacher explains what a “microscope” is, and during free play Iona uses the new word when she looks through a paper tube and says, “I am using a microscope to look at these beads.”

Responds appropriately in conversations and discussions with peers and adults.

- When asked “How old are you?” Mike replies, “Three. I have a dog.”
- When her therapist signs, “Do you want to play with the dolls?” Kate signs “No” and then points to the paintbrush on her communication board.
- When asked what he would like to do, Josiah tells his teacher that he wants to build a castle in the sandbox. His teacher restates Josiah’s intent to which Josiah responds, “It’s going to be really big with a bridge.”

Asks many types of questions.

- When her mother picks her up at the childcare center, Laura asks, “Where is Daddy?”
- Evelyn points to a photo of Addison’s family and asks Addison, “Who is that?”
- As the caregiver is reading, Keshon asks, “Why do Jack and Jill fall down?”
- Oliver sees Wyatt standing at the door crying after his mother left and asks, “Are you sad?”
- After he finishes looking at books in the book center, Henry asks his friend, “What should we do now?”

Adjusts the pitch, intonation, pace, and volume of their communication based on the situation.

- The teacher reminds everyone about the rules when the class goes to the library, and Alex whispers, “I’m going to talk real quiet.”
- Corey raises his voice higher as he pretends to be the Mother Bear.
- Cecilia repeats her response in Spanish when she realizes her teacher was speaking to another child and did not hear her the first time.
- “Garcia emphatically signs, “No, I don’t want to go” when his mom tells him it’s time to go.

Benchmark 2.3: Communicates with increasing clarity and use of conventional grammar.

Speaks clearly enough to be understood by familiar people from his/her own community.

- Pointing to the fresh lettuce harvested from the class garden, Riley tells a friend, “Dis is the food for the wabbit!”
- Levi asks Zoey, “Will you play on the ‘puter wif me?”
- Owen excitedly tells her therapist, “My mom and dad are coming to lunch today. They get to sit with me.”

Uses simple sentences to express self but may not always use correct grammar.

- Tomas says, “Me want to play.”
- Luis told his teacher that he “runned” fast on the playground.
- Olivia signs “Can I have a cookie” after listening to the story, If You Give a Mouse a Cookie.

Uses more complex sentences, but grammar is sometimes incorrect.

- Kendra says, “I want to play blocks with Sicily.”
- Marcus signs, “I played in the sandbox with Billy.”
- Devon says, “I gave the mouses a cookie, a glass of milk, and a straw.”

Uses multiple sentences together with correct grammar consistent with his/her home language most of the time.

- Kinsley says, “I like pizza and ice cream.”
- George says, “I want to play with my friends in housekeeping. We can make a cake.”
- Kristin says, “I ran to the sandbox with Billy, and we filled all the buckets.”
- Jake says, “When I am four, I will go to Disneyland.”

Language and Early Literacy Standard 3: Demonstrates early literacy skills that are foundational for the reading process.

Benchmark 3.1: Listens to and/or responds to a variety of literacy-related experiences with interest and engagement.

Actively participates in storytelling, read alouds, and individual opportunities to hear someone reading.

- While listening to The Very Hungry Caterpillar Jason asks, “Do caterpillars have teeth?”
- Christy says, “...caps, caps for sale, fifty cents a cap...” as the teacher reads the story.
- As the teacher reads Goldilocks and the Three Bears out loud, Michael and several others act out the story line.

Demonstrates self-directed interest in the reading process.

- During free time, Ingrid chooses to join a small group that is listening to a story.
- Adam claps and smiles when his teacher chooses his favorite book to read.
- Jacques chooses a Braille copy of the book Ferdinand to explore while he rests.
- Carrie asked her teacher if she could take several books home to read with her sister.
- Drew draws pictures of three little pigs and a big bad wolf after hearing the story.
- Cassidy shows her therapist her favorite page in her storybook and they both laugh at the rabbit jumping high in the air.

Imitates the act of reading.

- Chris pretends to read a book to a doll in the housekeeping area.
- Yolanda chooses to “read” the Daily Message that was written by the teacher earlier in the day.
- While pretending to be a teacher, Reese “reads” the classroom rules to his friend Claire.

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

Recognizes that print conveys meaning.

- Nicky recognizes and “reads” environmental print (McDonalds, Kroger, K-Mart, etc.).
- While standing in front of the gerbil cage, Billy points to a label that the teacher posted and says, “That means gerbil.”
- Barb points to the words (not the pictures) as she “reads” the story using some words as they are written and some of her own words.
- Marco runs his finger over the braille in the book and says to his friend, “I wonder what that says?”
- Yolanda points to another child’s name card and says, “Alex.”

Demonstrates book handling skills.

- Damon pulls out a book from the basket and realizes that the book is upside down and backwards. Damon flips it over to the cover and turns it upright before opening the book.
- Isaiah flips open a book to a random page, glances at the pictures and the text, and quickly turns the book right side up.
- Erin looks at pages of a known storybook, gently turning the pages one at a time while moving from the front of the book to the back.
- Piper picks out a favorite book, opens the cover and begins turning the pages while looking at each page from left to right.

Demonstrates understanding of some basic print conventions.

- John points to the text on a page in a picture book and asks, “What does this say?”
- When the teacher turns the page of the big book and asks, “Where should I start reading this page?” Raelynn comes up and points to the beginning of the text on the page.

- Landon moves his finger from left to right across a line of print in his favorite book, *From Head to Toe*, reciting “I can do it.”
- Ashlyn “reads” a book, following the print from left to right, and top to bottom.
- As Nevaeh listens to the book, *WOW! School!* she points to the exclamation mark and asks, “What’s that?”

Benchmark 3.3: Demonstrates knowledge of the alphabet.

Recognizes some letters of the alphabet.

- Erin recognizes some letters in her name. As she is walking down the hall, she points to the EXIT sign and says, “Is that my name?”
- While placing the wooden signs along his block building, Rudy recognizes the letter “d” in the sign, *Do not Enter* and “s” in the *Stop*.
- When looking at the magnetic letters, Alex picks up the “A” and says, “That’s in my name.”

Recognizes some letters and words in print.

- Jon picks out his name on the computer screen and signs, “That’s my name.”
- As Calvin puts his name card under the “I am here today” label, his teacher asks, “Do you have the letter ‘c’ in your name like Caleb?” Calvin looks at his card and points to the letter ‘c’ at the beginning of his name.
- When the teacher asks if someone can find the word “see” in the *Daily News*, Lesha comes up and points to the word “see”.

Identifies some known letters of the alphabet in familiar and unfamiliar words.

- When looking at a book, Becky points to the “B” and says, “That “B” is in my name.”
- When holding a “J” magnet letter, Suzy says, “That letter is in John’s name.”
- Allie feels the Braille letters on her name card and says, “That’s me...A-l-l-i-e.”

Benchmark 3.4: Demonstrates emergent phonological awareness, including early phonemic awareness.

Listens to and identifies different types of sounds.

- While on the playground Greyson hears the fire truck siren and says, “Firetruck!”
- While on a class listening walk, Brayden notices the chirping of several birds and says, “I hear birds!”
- With his back turned to the group of children, Mason listens carefully as a child says to him, “Good Morning, Mason.” Mason squeals, “It’s Harper!” and turns around to see Harper standing there.
- While looking at the elephant animal card and the tiger animal card, Willow listens to the sound of a tiger and points to the tiger.
- Levi listens carefully as he shakes both containers to find the one that contains the jingle bells. As he confirms his selection, he says, “Yup. It’s this one! I heard it jingle.”

Recognizes rhyming words.

- While using an amplification system to read a book together, the therapist stops and says, ““Oh, goat and boat rhyme! They sound the same at the end. Goat, boat.” Emma then repeats, “Goat, boat, goat, boat.” The therapist responds, “Yes, goat and boat rhyme”.
- While reading a poem, the teacher pauses and says, “Jill. Hill. Hmm. Do those two words rhyme?” Emmett nods his head up and down and smiles.
- The teacher asks the children to line up if their name rhymes with the pretend word, “Temma”. Emma quickly stands up, smiles, and begins to line up.
- While singing the line “one jumped into the pool where it was nice and cool”, Benjamin stops and says, “Hey! Pool. Cool. Those words rhyme!”

Produces a rhyming word.

- When his early interventionist asked which two words rhyme: /stair, steel, chair/ Liam signs, “stair and chair.”
- When the teacher says, “One- two- three, come along to me. What two words rhyme?”, Isabella responds, “Three and me”.
- While reading Dr. Seuss’ Hop on Pop, the teacher asks, “What rhymes with “pop?” and Aaron responds, “top.”
- Jerry plays a game with his name: “Jerry, berry, Mary.”
- T.C. provides a rhyming word at the end of the poem he has not yet heard. “I have a cat whose name is Matt; he has a ball he likes to bat. The other day he wore a ____ (hat).”
- While singing a song with rhyming words, such as The Ants Go Marching One by One, Lane makes up other rhyming words: “The ants had fun. The ants got none.”

Discriminates separate syllables in words.

- During circle time, Imani claps the three syllables in his classmate’s name, Ol-i-ver.
- On her turn, Charlotte turns the picture card over and says, “kangaroo”. Charlotte then uses the tambourine to beat out the syllables while saying the word in chunks, “kan-ga-roo”.
- As Sam stomps out the syllables in the word De-cem-ber, Sam reports that there are 3 syllables in the word.

Recognizes letter sounds that match.

- While repeating the tongue twister for the third time, Aiden laughs and says, “My lips gets tired saying /p/ all the time!”
- During the Name Game, the teacher sings, “Where is /L/? Where is /L/?” Luke stands up and sings, “Here I am! Here I am!”
- During the morning circle David says, “David and Danielle both start with the sound /d/!”
- The teacher shows a collection of various objects and says to the children, “I’m thinking of something that starts with the sound /b/. What could it be?” Lillian points to the banana.

Makes some letter-sound connections.

- Gavin sees the letter “D” on a block, points to the “D” and says, “This is for Daddy.”
- Maisie says, “Michael, ‘Mmm’ starts your name, too.”

- Tatianna says, “My name starts with a T sound”.

Identifies some beginning sounds of words.

- Ashlyn says, “Butterfly starts with /b/.
- When Samantha’s interventionist shows her the letter “s” Samantha says, “My name starts with /s/.”
- Caitlyn says, “My name is like cat, both words start with a /ka/.”

Benchmark 3.5: Draws meaning and recalls information from pictures, print, and text that is read to them.

Gains meaning from pictures.

- Alana looks at a poster and signs, “That’s a dog. He’s brown.”
- Bryan looks at a picture James drew of his own house and says, “My house is like yours. It has two windows and a door.”
- Caroline looks at Skylar’s collage of favorite sea animals, which has several sharks pasted on the paper, and says, “You like sharks”.

Uses pictures or illustrations to answer questions, provide descriptions or retell details related to stories, songs and text that are read aloud.

- The teacher holds up the book Big Red Barn and asks the children what they think the story will be about. Cooper looks carefully at the illustration on the cover and signs, “Farm.”
- Nina points to characters in a book and recalls, “This little pig builded a straw house.”
- Juan smiles as he puts the picture story cards in the right order so that it tells a story.
- After the teacher reads the first part of A People House, Johann finishes the story by “reading” the pictures.
- Micah looks at the picture on the following page and guesses what will happen next in the story.

Recalls information and draws simple conclusions from text that is read aloud.

- After reading the story, The Gingerbread Man, the teacher asks the children to identify some of the characters in the story. Weston recalls the fox and the gingerbread man.
- As the teacher was reading The Little Red Hen to Luna, the teacher asks her what the problem seems to be in the story. Luna responds, “Nobody will help the little red hen.”
- While her interventionist reads The Polar Express, Amy asks, “Where is the train going?”
- While reading the story Jamaica’s Find, the teacher asks the children about how they think the girl who lost the stuffed animal dog might be feeling. Asher responds, “She’s sad. But Jamaica is happy.”

Benchmark 3.6: Tells and retells a story.**Acts out main events of a familiar story.**

- Tom is wearing overalls and says, “I’m Corduroy.”
- Andy puts pegs in a pegboard to build a birthday cake for Frances, just like in the book, *A Birthday for Frances*.
- LaChelle says, “I’m Goldilocks, you’re the mama bear, you’re the papa bear, and you’re the baby.”
- Mira and Joey act out *Old MacDonald Had a Farm* using puppets.

Uses pictures and illustrations to tell and retell a story.

- Sevin uses flannel board characters to retell the story, *The Three Questions*.
- Logan draws pictures of the big bad wolf blowing down the straw house.
- Clarence tells a story to his friend Amanda using pictures of animals taken when their class visited the zoo.

Uses prior experience to help make sense of stories.

- While the teacher reads *Arthur’s Tooth*, Meisha points to her mouth where she has lost a tooth.
- After hearing *The Snowy Day*, Leandra says, “My brother and me made snow angels.”
- Jim tells about his train trip after reading *Freight Train*.

Retells a story including many details and draws connections between story events.

- After hearing the story of *Pepe the Bull*, Phillip tells the story to the stuffed animals in the quiet area, recalling many details from the story.
- After reenacting *The Three Little Pigs* together during circle time, Molly builds three houses in the block area and uses the wolf and pig characters to retell the story.
- Several friends re-enact the story of *Stone Soup* in the dramatic play area. Later, on the playground, Ben finds the perfect rock and brings it to the classroom to use when they play *Stone Soup* again.

Language and Early Literacy Standard 4: Demonstrates early literacy skills that are foundational for the writing process.

Benchmark 4.1: Recognizes that the purpose of writing is communication.**Recognizes that oral communications can be represented by written language.**

- In the housekeeping center, Sam uses scribbles and symbols to write down Billy’s lunch order.
- Luisa “rereads” the story she pretended to write, using different words than what she originally used when writing it.
- Tyler writes a sign naming his block structure.

Dictates words to an adult to be written down to convey a message.

- Tonya asks her teacher, “Will you write, ‘This is my house?’”
- When the interventionist offers to write a message on his drawing. Kiley signs, “Write, ‘I love my dog.’”
- Joshua asks his teacher to write a note to his mom. When she asks what she should write, Joshua says, “Tell her I have been good at school today.”

Recognizes that once an oral message is written it reads the same way every time.

- Zaylen recognizes the message written by his teacher on one of his drawings and “reads” it to Justin.
- During circle time the teacher writes the word snow on the chart paper. Later in the day, Millie points to the word on the chart and says, “That says, ‘snow’.”
- Tommy hears the teacher point out the sign above the door and say that the word is “Exit.” Later he tells his friend Emma, “That says ‘exit.’.”

Benchmark 4.2: Produces marks, symbols, letters and/or words to represent ideas.

Labels pictures or produces simple texts using scribble writing.

- On his painting, Waylon uses scribble writing to label the “sun”, “flower”, and “bird”.
- Next to her drawing, Lynley makes several scribble-like marks on her paper and says, “This says, ‘I love my cat’.”
- Tracy makes random marks at the top of the paper, points to the marks and says, “That’s my name. Everyone will know it’s my picture.”
- After building “McDonalds”, Matias makes scribble marks on a small piece of paper, tapes it to a wooden sign, places it at the entrance of his structure and says, “Open.”

Labels pictures or produces simple texts using letter-like forms.

- Andre uses lines and circles to write, “I like pizza.”
- Sybil draws some circles and squiggly lines, points to the letter-like marks and signs, “dog”.
- Uses scribble writing or letter-like forms to represent words or ideas.
- Burton produces small and large shapes that represent writing letters and words.
- Elena calls out random letters while writing letter-like marks on the edge of her collage.

Writes recognizable letters.

- Yo Lee uses a dry erase marker to write the letters z, E, t, o on the mini white board.
- Liz writes ‘i’ and ‘Z’ with chalk on the sidewalk and tells a friend, “I wrote my name!”.
- Valerie copies the word “zoo” that her teacher wrote to create a label for her block building.

Writes familiar words.

- Amy places her name card next to the paper and writes “M- Y- A” as she signs in upon arrival.
- While decorating a birthday card for his brother, Karem writes “love” in the middle of the heart.

- When writing her name on the Taking Turns List at the Sensory Table, Sofia also writes the name of her friend, turns to her friend and says, “Ava, I wrote your name, too.”

Benchmark 4.3: Explores the physical aspect of writing.

Uses tools for writing and drawing.

- Kim uses a stick to draw a picture in the sand.
- Tyler uses markers to draw.
- Dora uses a pencil to make marks on paper.

Experiments with different ways to grasp writing tools.

- Carlito picks up a pencil with a fist grasp.
- Rosa picks up the pencil with the weighted holder and grips it with four fingers.
- Hans uses a pencil with a finger-grasp.
- Crystal grasps a paintbrush at the easel.

Adjusts body position when writing.

- After painting a picture at the table, Caleb moves to a comfortable position to write his name.
- Jose moves from lying on the floor to a table so that he can write more easily.
- Andrea places the pencil in her right hand to write her name.

Adjusts paper position when writing.

- Alexander moves the paper so he can write on it more easily.
- Miquel holds the paper with his non-writing hand to help keep it in place while writing on it.
- Jennifer asks for a clipboard to put her paper on while writing a letter to her mom in the reading center.

Shows awareness of the directionality of print on a page when writing (top to bottom, left to right).

- Julie places stickers from left to right on her paper.
- Using two fingers, Jimmy traces the letters of his name, starting with the letter “J” and ending with the letter “y”.
- Randall writes the first two letters of his name left to right, then writes the third letter in the bottom left-hand corner of the page.
- While finger painting, Dareen writes each letter of his name in the correct order, moving from left to right.
- Nicolas begins to make a list of friends in his class. Nicolas writes his name at the top of the paper. Then, moving from the top of the paper towards the bottom, Nicolas writes three more names, one underneath the other, using letters and scribbles.

Mathematics

THREE AND FOUR YEAR OLDS

Mathematics Standard 1: Demonstrates mathematical concepts and skills during play and other activities.

Benchmark 1.1: Demonstrates understanding of counting and cardinality.

Rote counts in sequence to 5 and beyond.

- During a game Benjamin copies an adult who says, “One, two, three!”
- Olivia signs 1, 2, 3, 4, 5, 6 in the correct sequence as the children sing a counting song.
- Yandi counts out loud correctly, “One, two, three, four, five...”
- Andre counts out loud, “One, two, three, four, five, six, seven, eight, nine, ten!” as Emily runs and hides under the ladder on the playground.

Recognizes that a single object is always “one” regardless of size, shape, and/or other attributes.

- Reagan says, “There is one big rock and one little rock.”
- When her therapist asks, “Show me one block” Kendra nods at a single block.
- Steven points to a single puzzle piece, a block, and a small ball, and says “one” each time he points to the object.

Keeps one-to-one correspondence between counting words and objects (one number word for each object) for small groups of objects.

- Cami sets the table so that each person gets one napkin and one plate.
- Evan counts each paper he places in each of the four cubbies.
- Adam points to each of the animal figures arranged in a line and says a counting word for each.
- Sophia notices crayons scattered across the table and begins counting them, picking each one up, saying a number name, and placing it on her paper as she counts.

Accurately counts a set or sets of objects to 5 and beyond and answers the question “how many”.

- When the teacher asks Willow to count the number of bears she has arranged in a line, Willow points to each bear and counts, “1, 2, 3, 4.” When the teacher then asks Willow how many bears she has, Willow pauses and then responds, “Three?”
- Samantha points to the swings and says, “One, two, three. Three children are on the swings.”
- Mykala counts 4 blocks balanced on top of each other and signs to her friend, “Four.”
- At snack time, Colton counts the number of straws piled on the table and says, “There are five straws.”

- Elian asks Caleb how many beads he has strung on his two ribbons. Caleb pushes both ribbons so that they are side-by-side and counts the beads on one ribbon and then the other. “One, two, three, four, five, six.” He reports to Elian, “I have six beads!”
- After rolling the die, Anthony counts out four beans. He then rolls the die again and counts out two beans. Last, he pushes both sets of beans together, counts all of the beans and says out loud, “Now I have six!”.

Effortlessly states the number of objects in a small collection of 1-4 items without counting.

- Shanesha looks briefly at the plate of two crackers and immediately communicates the quantity by indicating there are two crackers.
- When asked how many blocks are on the carpet, Adrian holds up three fingers without counting the blocks.
- Aki rolls the die and calls out, “Four!” without counting the pips on the die.
- When the teacher shows the class a picture of four flowers, Isabella quickly holds up 2 fingers on one hand and 2 fingers on the other to communicate that there are four flowers.

Compares two sets of 1-5 concrete objects and uses language such as more, less, or same as to describe the comparison.

- Liam places 5 two-colored counters in a cup, shakes them, and then spills them onto the work mat where he sees 4 yellow counters and 1 red counter. He exclaims, “Yellow won! It has more.”
- Jay has a set of yellow beads and a set of red beads. When asked which set has more, Jay pairs one red bead with a yellow bead until he runs out of red beads to pair. “The yellow group has more because there’s still some left!”
- Tamika counts the number of rocks she has and then counts the number of rocks her friend has. “Five and five. You have the same as me.”
- The teacher places 5 counters onto one plate and 3 counters onto another plate, then places both plates on April’s wheelchair tray and asks which plate has less. April uses her head wand to point to the plate with 3 counters.

Recognizes and identifies some numerals.

- The teacher shows Madison a set of cards, two of which have the numeral 3 on them. Madison slides one card with the numeral 3 over to the other numeral 3 card, creating a match.
- When the teacher asks for a volunteer to find the number 5 on the song chart, Kelly points to “5” in the title, 5 Little Bubbles.
- Nicki sees the numeral 2 on the cash register and says, “That’s two.”
- Sitting in her wheelchair near several numerals written in chalk on the ground, Ava rolls from numeral 3 and calls out “One!” as she stops on numeral 1.

Scribbles, marks, or writes numerals on the paper to represent a number or quantity.

- As Emily takes the restaurant order, she makes squiggly marks on her pad of paper and states, “That’ll be three dollars.”

- Amir draws a picture of a birthday cake and attempts to write the numeral 4 while stating, “I’m four.”
- Using a pencil with a built-up grip, Lu writes the numeral 2 while working in the writing center.
- Royce stamps three animals onto his paper and then writes a backwards 3 on his paper.

Uses math language to express quantity in everyday experiences.

- Myra tells her friend, “Look, there are two cookies left.”
- While playing outside, Saveem and Crystal count the number of jumps it takes to move from one area to another.
- Moshe accurately counts each scoop of sunflower seeds she pours into the container.

Benchmark 1.2: Identifies and uses common shapes and concepts about position.

Recognizes and names some basic shapes.

- While playing Shape Bingo the caregiver calls out “circle”. Kenniah points to the circle on his game board and uses the game piece to cover it up.
- When the therapist asks Sammy which hole the square block should go in, Sammy puts the square block in the correct hole.
- Jeremiah chooses the card with the outline of several different triangles, places playdough along the sides of the large triangle and says, “I’m making triangles.”
- While looking at the screen with several circles, triangles and squares, Alisha points to each shape and says its name.

Describes and compares the characteristics of basic shapes using descriptive and geometric language.

- When asked what she notices about the triangle, Skylar responds “pointy”.
- “This triangle is tall and this triangle is fat.” says Abigail as she moves shapes on the tablet.
- Wyatt places all of the squares in one group and all of the circles in another group. When the teacher asks about how he decided to sort the shapes, Wyatt responds, “These are all round. These are like a box.”
- Samuel says, “The square has four sides. The triangle has three.”

Combines and separates 2D and 3D shapes to make other shapes or designs.

- Shelby adds two rectangular unit blocks and three triangular shaped blocks to the castle he is building in the block center.
- Ellie selects several shapes and glues them onto her paper, creating a “robot”.
- Eric plays with a friend at the Flannel Board, where two triangles are placed together to make a square. Eric removes one of the triangles and says, “Now we have a triangle”.
- Looking at a card that shows 4 colored squares arranged to make a rectangle, Angel arranges similar colored squares to duplicate the same rectangle.
- After using pattern blocks to create a geometric design, Savannah removes the blocks from the work mat and begins to use the same shapes to make a different design.

Completes simple puzzles.

- Cary picks up the last puzzle piece by the knob and places it in the correct space.
- Elise completes the five-piece shape puzzle with circle, square, oval, rectangle and triangle shapes.
- Taylor and Maria take turns putting together 10- and 12-piece interlocking puzzles.

Identifies the shape of objects in the environment.

- While playing the I Spy the Shape game, Shayla says, "I see a rectangle. It's the door!"
- Amanda points to the library window and signs, "square".
- Julie tears a corner of the construction paper and communicates, "Look! A triangle!"
- On the playground, Grayson carefully steps onto each square paver saying, "You can only step on the squares. Otherwise, you'll fall into the fire!"

Identifies parts of a whole.

- When the speech therapist shows Juan a picture board with a variety of photos and asks, "Which of these is part of an apple," Juan points to the apple slice.
- Curt says, "This piece belongs to the cat puzzle."
- Shawna tells her caregiver that she needs the top to the paint container.

Demonstrates knowledge of the relative position of objects.

- Hector puts his hands on his head in response to a movement song.
- The teacher says, "Show me the one on the bottom," and Damon points to the correct object.
- When asked, Kayla goes and gets the book that has fallen under the table.
- After volunteering to be one of the five ducks, Louis stands next to Owen as requested by the teacher.

Uses words that indicate directionality, order and position of objects.

- While singing "Going on a Bear Hunt, Harper mimics the teacher's movement for "over", "under" and "around".
- After listening to his teacher read Rosie's Walk to the class and being asked to name one place Rosie traveled, Oscar points to cards on his communication board to indicate that Rosie walked under the beehive.
- Caleb says, "Oh no! The ball went over the fence."
- Camila looks for the missing puzzle piece, finds it and says, "Found it! It was behind me!"
- Tran says to Serenity, "I want to go first this time."

Benchmark 1.3: Uses the attributes of objects for comparison and patterning.**Describes objects by one or more attributes.**

- Abigail covers the glue on the paper with sequins and says, "They are so sparkly!"
- Marco says, "That's a big blue triangle."

- Aubrey is playing in the block area and tells her friend, “These blocks are red but these blocks are blue” as she points to the blocks on one shelf that has red blocks and then another shelf that has blue blocks laying on it.
- Carter’s teacher asks him to describe a picture he is holding up. Carter responds, “The birds have wings and the dogs have legs.”

Matches objects.

- Digging through the collection of beads, Edie matches a red bead to an identical red bead and puts them aside.
- Playing a lotto matching game, RoShonda matches the circle shape object to the picture of the circle shape on the game board.
- Natalie tosses the beanbag with a photo of a red strawberry pinned to it and it lands on the matching picture of a red strawberry that’s taped to the floor.
- Holding a toy motorcycle figure in one hand, Jaxon reaches into the mystery bag, feels each object and then pulls out the same identical motorcycle figure.

Sorts and classifies objects by one or more attributes.

- Tamara digs through the collection of differently colored jewels and picks out all of the green jewels.
- William gathers all of the doll house bedroom furniture and puts them in one room of the doll house, leaving other types of furniture in the other rooms of the doll house.
- Skylar places all the red stars in a box and all the blue ovals in another box.
- Nora sorts a collection of random rocks into three groups: those that are shiny, those that are flat, and those that are bumpy.
- Myra places pennies in one cup and nickels in another cup. “I put all of the silver ones in this cup”, Myra says as she points to the cup with the nickels.
- Holding another seashell, Easton looks at the three groups of shells and decides to place it with the “round” shells.

Recognizes, duplicates and extends simple repeating patterns.

- Ashley makes a bracelet using green, red and yellow beads by copying the green, red and yellow bead pattern in a picture.
- When walking down the hallway, Desiree says, “It’s Red, blue, green, Red, blue, green on the floor.”
- Colton picks a pattern card and reads it out loud, “Dog, cat, cat, sheep, Dog, cat, cat, sheep, Dog, cat, cat, sheep.” Colton then picks up a dog figure and places it next to the card to continue the pattern.

Creates original patterns that repeat.

- When building a zoo in the block center, Chance and Joshua use cubes and blue stones to make a decorative pattern around the outside of the zoo.
- Using blocks to make a road for his cars, Gregory designs a pattern by repeating square, triangle, rectangle until the path ends.

- When selected to create the next body movement pattern, Paisley chooses to clap, then tap her nose, then touch her head. The rest of the class joins in, as Paisley continues to repeat those three movements.
- When hooking the plastic links together, Lindy creates a color pattern and says to her caregiver, “This is Red, blue, yellow, Red, blue, yellow, Red, blue, yellow.”

Benchmark 1.4: Describes and compares measurable attributes of objects.

Compares and/or orders objects using attributes of length, weight and size.

- As Kyle and Chris stand next to each other, Kyle says, “I’m taller!”
- Placing the two balls next to each other, Juan says, “The green ball is bigger than the blue ball”
- Alexander puts the shiny rock on one side of the bucket balance and the black rock on the other side of the balance. The balance tips down and Alexander says, “The black rock is heavier!”
- Kaisar lines up three crayons on the table, from shortest to longest.
- Ashanti stacks the nesting rings by size.

Uses tools to explore measurement.

- Amy pretends to measure the length of her block road with a tape measure.
- Philip counts the cups of sand it takes to fill the bowl.
- Jarred places objects on each side of the balance scale, adding and taking off objects to alter the balance of the two sides of the scale.

Explores, compares, and describes length, weight or capacity using nonstandard units.

- Andre pours water from a small cup to a large cup.
- Tamika uses teddy bears to measure the side of a table and signs, “Nine bears long.”
- John places objects on each side of the balance scale and says, “This truck weighs five blocks.”

Shows awareness of simple time concepts.

- LaShonda says, “In the morning we get up.”
- Cory says, “At night it gets dark.”
- Kimmy says that she is in school for a long time until Mommy gets off from work.

Demonstrates understanding of the sequence of events and relative length of time associated with some common activities.

- Angelica says, “After lunch we go outside.”
- When he arrives, Kyle arranges the pictures on his visual schedule in order to show his activities for the morning.
- Lucia says, “Tomorrow is our stay home day [Saturday] and I get to watch TV.”
- Angela tells Chaya, “Hurry up! We only have this much time until Clean Up!” indicating a small amount of time with her hands.

Physical Education

THREE AND FOUR YEAR OLDS

Physical Education Standard 1: Demonstrates gross and fine motor skills.

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

Demonstrates spatial awareness of body position in relationship to stationary objects.

- Dimitri moves his wheelchair through the classroom without bumping into anything.
- Bob crawls through the tunnel and then runs to the swings, while avoiding bumping into the slide.
- Mary completed an obstacle course by hopping inside a hula hoop, crawling under a rope, and running to a cone at the end without bumping into the equipment.

Walks with control.

- Corey walks backwards for a short distance before turning around.
- Maria uses her gait trainer to move around the classroom and building.
- Diego walks with long strides and swings the arm that is opposite of the leg that is extended, copying how his teacher is walking.
- Martha walks heel-to-toe following the crack in the sidewalk.

Runs with control.

- Luis runs at a steady pace.
- Cari runs with even strides and swings the opposite arm from the leg that is extended. As she swings her arms, she keeps them close to her body.

Climbs, jumps, and/or hops with coordination, balance, and control.

- Alice climbs to the top of the playground climber using the ladder stairs and placing one foot on each step as she climbs.
- Adrian watches a friend tiptoe across the balance beam. Then, Adrian tiptoes halfway across the balance beam and jumps off.
- Jerry pretends to move like a frog by jumping with both feet across the circle time rug.
- Brian hops several times on his right foot and then several times on his left foot.

Experiments with galloping and skipping.

- The interventionist demonstrates galloping around the playground. Mila and Jason imitate his movements.
- Akoia gallops with smooth movement and relative ease.
- LaChelle skips two times but reverts to galloping across the gym floor.

Uses quick stops or changes in direction to avoid contact with objects or other people.

- Martin runs around a friend going the other direction on the playground.

- Sam stops his wheelchair abruptly in line to keep from bumping into Sarah.
- Brittany starts, stops, and turns when running to avoid crashing into things.
- Jimmy turns corners and avoids obstacles while riding a tricycle.

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

Executes movements that require a stable base.

- Jose sits in a chair and raises his foot to put on a sock without falling over.
- Penelope holds onto her walker and balances on one foot.
- Camilla catches a large ball with two hands and traps it against her chest.
- Jacob stands still and aims as he throws the dart ball at the Velcro target.

Pushes, pulls, twists, turns, bends, balances, stretches, sways and/or swings limbs with coordination and control.

- Marrisa turns to chat with a friend over her shoulder while pushing a toy truck back and forth on the carpet.
- Zachary and Todd imitate their caregiver doing twisting and pulling exercises during small group time.
- Lasheeka bends forward in her wheelchair to touch her ankle.

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

Walks up and down stairs with alternating steps.

- Donte walks up and down the stairs, putting the same foot forward, one step at a time on the way to the library.
- Shirley walks up the stairs using alternating feet.
- Adam alternates feet while walking down stairs without holding onto the handrail.

Explores a variety of movements.

- Barbara moves her arm in different directions as she pulls the rope over the ground to make it form different shapes.
- Liam tears off small pieces of tissue paper and then glues them on the construction paper.
- Josh follows a friend around the room, copying the movements he observes as he waves the scarf to create patterns and shapes in the air.
- Standing at the water table in her gait trainer, Sally pulls her hands in different directions, watching how the ripples in the water go different directions.
- Harper threads small beads onto a red pipe cleaner and then asks for help to attach it to her wrist.

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

Explores and manipulates objects in a variety of ways.

- Billy stacks small blocks to make a wooden tower.
- At the sand table, Mykala fills cups using spoons and shovels.
- Taylor puts bristle blocks together and builds structures.
- Andy pulls his shoelaces tight after putting his sneakers on his feet.

Uses tools.

- Margaret hits nails and pegs with a wooden hammer.
- Keshon uses a spoon and a fork at lunchtime.
- Amelia presses a switch on the tray of her wheelchair to make the bubble maker blow bubbles.
- While using scissors, April snips and makes jagged cuts around the picture she's cutting out of a magazine.
- Yolanda draws and colors using chubby crayons, jumbo markers, and pencils with big grips.
- After lunch, Sukie puts toothpaste on her toothbrush and brushes her teeth.

Exhibits strength and control when performing fine motor skills.

- Claire rolls small bits of clay into balls, rolls them to make "snakes," and then smashes them flat.
- Cecilia uses a rolling pin, cookie cutters and a wooden hammer when working with clay to make a rabbit.
- Rudy snaps the snaps on a dressing board.
- Craig uses a paper punch and stapler to make a book.
- Luis uses a child-sized pitcher to pour juice into cups with minimum spilling.

Performs tasks using hands with skill and precision.

- Nora puts small wooden beads on a string to make a necklace.
- Jill controls the movement of a marker to create shapes and letters.
- Bo buttons and zips his clothes and attempts tying his shoes.
- After watching her teacher cut along a line, Nina cuts on or close to a line.
- Sarah paints a picture of her family, paying close attention to the shape of the eyes, nose and mouth.

Science

THREE AND FOUR YEAR OLDS

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

Benchmark 1.1: Observes and compares observable phenomena (objects, materials, plants, animals, and events).

Uses many senses to examine objects with attention to detail.

- At the science center, Jessica sniffs the containers to try and guess the identity of objects from the smell.
- Louise shakes sound boxes and listens for differences in sounds.
- Diedra points to the stripes on a blue fish and on an orange fish swimming in the aquarium and makes the sign for “line” to communicate her observation to her teacher.
- Sam reaches in the “feeling” box and signs “pencil”.
- Justin tastes the sugar cube and tells the teacher that it is sweet.

Describes properties.

- Looking through the microscope, Manuel states, “This butterfly’s wings have hair.”
- Micah tells Ms. Amber that Casey, the classroom rabbit, is soft.
- Jackie and her teacher spend time looking at the trees on the playground. Jackie points to one and stretches out her arm so that her hand is above her head to indicate that one of the trees is very tall.
- Melissa digs through a collection of acorns, rocks, and twigs. She holds up a pebble and reports, “Look! This one is pointy.”
- Clint says, “The green caterpillar has a black stripe. It has lots of legs. It’s longer than my finger. It tickles.”

Collects items with similar properties.

- Ashanti collects insects from the playground and puts them each in a separate magnified bug box to observe during the day before returning them back to the playground.
- After a class nature walk, Tim gathers all the stones he picked up and puts them together on the science table.
- Camila carefully selects leaves of various sizes, colors and shapes and places each in her collection bag.

Observes similarities and differences.

- Mateo looks at some clover under a microscope and then looks at some grass under a microscope. When asked, Mateo points to a color chart to indicate that both the clover and the grass are green.

- After using the light table to examine brightly colored pictures of shapes, Jeff points and says, "This one is red. This one is blue. They are both round."
- As Tracy sorts the collection of rocks, she holds up a sparkly rock next to the pile of other sparkly rocks, pauses to compare, and then places it in the sparkly pile.
- Adam tells how two different insects are alike (wings, body shape, etc.) after using the computer to look at an insect website opened by the teacher.

Observes how objects, plants and animals are influenced by other objects or forces.

- Angie tells Ms. Pat that, "The freezer made the water be ice."
- "The sun makes the ice melt," adds Shelby.
- Kianna tells the teacher, "Our guinea pig hid because he didn't like the thunder."
- Noah tells his friend Allen, "We can't go outside to play. The rain made it all wet."
- Gloria shows her teacher that the magnet can pick up the paper clips.

Benchmark 1.2: Uses a variety of tools to explore the environment.

Uses non-standard tools to explore the environment.

- Evan uses blocks to measure his friend's height.
- Tessa explores with a paper tube to magnify her voice.
- At the water table, Magda experiments with an eggbeater to make bubbles.

Uses standard tools to explore the environment.

- Omar uses tweezers to explore the sunflower and its seeds.
- Caitlyn takes the magnet around the room to see what objects can be picked up.
- Misty and Damon take turns using a magnifying glass to see details on a leaf.
- Jamaria uses the talking balance scales to compare the weight of blocks of different sizes.
- Trent takes the binoculars to the window to look at the birds.

Benchmark 1.3: Uses aspects of the scientific process to learn about the world.

Asks simple scientific questions.

- "What's that?" asks Devon pointing to the snail in the fish tank.
- While looking at the webpage about bugs with his caregiver, Andrew asks, "Where's his mouth?" as he points to a fly on the screen.
- Blaise asks, "Why do leaves fall off trees?"
- D'Shawn asks what will happen to the bulb when it is planted under dirt.
- "How can we get it to go farther?" Lucas asks Sidney as they use a marble and some blocks in the block area to make the marble roll.

Makes predictions.

- Sari squeals, "It's gonna fall!" as Ariel adds one more block to the top of the very tall tower.

- When asked if the rice being poured from one container to another would fit, Isaac pushed the “No” switch on his wheelchair tray.
- Looking at the various items in the tub, Sage picks up the large turkey baster and says, “I bet I can move the water with this!”
- Before dropping the nail in the water, Luis says, “I think that it’ll go all the way to the bottom.”
- Conner’s teacher asks the class to vote on which substance they think will dissolve a candy heart. Conner thinks carefully about the options and puts his name next to the choice, “hand sanitizer”.
- “It needs to be taller. That’ll make it work.” Sidney predicts as she and Lucas wonder how to make the marble roll farther.

Conducts simple experiments.

- When the interventionist asks Kyra what she thinks is inside the Mystery Box, Kyra reaches into the box, feels the object carefully and signs, “Pinecone. It’s sticky.”
- David places several droplets of green liquid in the clear dish on the light table, adds several droplets of red liquid, then looks closely at the liquid as he mixes the two together.
- Ahmand puts two scoops of sand in his cup, carefully covers his pumpkin seeds and says, “I think it’ll grow in sand.”
- Simone waves the magnetic wand over an assortment of several objects and notices that the cotton ball and the seashell do not stick to the wand.
- Lucas and Sidney stack two more blocks on top of the existing stack of blocks and replace the long board, creating a steeper slope. “Now let’s see if the marble will go farther!” Lucas says as Sidney drops the marble at the top of their ramp.

Observes results from simple experiments.

- After Kiyonna opens one of the lima beans she soaked in water, she uses a magnifying glass and carefully looks at the little leaves inside the opened bean.
- While exploring with water and objects, Taneka states, “The penny sinks. The toothpick floats.”
- As the teacher carefully removes the container of water they placed in the freezer the day before, Gregory excitedly says, “I knew the water would turn to ice! It froze!”
- Lila exclaims, “It turned orange!” as she mixes a dropper full of red colored water and a dropper full of yellow colored water into the cup.
- Lucas and Sidney watch the marble intently as it rolls down the ramp and across the floor of the block center. “Yes!” exclaims Lucas. “Look how far it went!” says Sidney.

Records and communicates observations through a variety of means.

- Grace draws a picture of the bug in her bug box.
- Shawn counts the “sinking” objects and tells his friend, “I have 3!”.
- Mario puts rocks and corks on a graphing mat to show what floats and what sinks.
- Benjy uses the digital camera to photograph the turtles he sees on the field trip to the local pond.

- After visiting the dairy farm, Amad drew a picture in his journal and used some letters of the alphabet to label the cow, udder, and milk.
- Lucas excitedly reports to the teacher, "It worked! The marble went really far this time!" Sidney adds, "At first it only went here", pointing to a spot on the floor. "Now it went here!", pointing to the edge of the block shelf further away.

Draws conclusions based on observations.

- After mixing paint, Mike says, "Yellow and blue makes it green."
- While observing a horse drink from a bucket during a field trip, Maisha announces, "That horse gets thirsty and drinks water just like me."
- After checking on a flower plant that he watered the day before and the one that did not get watered, Kareen draws a picture of the flower plant he watered in his journal, and using some letters, writes, "water."
- After dropping several objects in a tub of water, Kara tells her friend, "The cork will float. It's not heavy."
- Running toward a small mound of snow that stands in the place where she helped build a snowman the day before, Dora says, "The sun came out and the snowman melted."
- When the teacher asks Lucas and Sidney why they think the marble rolled so far, Sidney states, "Because we made it taller!" pointing to the blocks they stacked to create a steeper slope.

Social Studies

THREE AND FOUR YEAR OLDS

Social Studies Standard 1: Demonstrates knowledge of the social and physical environments in which they live.

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

Recognizes the beginning and end of an event.

- When the clean-up song begins, Emma looks up at the teacher and then begins singing along as she stops the art activity she was working on and puts the scissors back into the bin.
- When the music stops, Chris sits back down on the carpet.
- Mykala claps at the end of a song.
- When William finishes his crackers and juice, he throws away his trash and then tells a friend, "I'm done! Let's go to the Art Center."

Recalls information about the immediate past.

- At the end of the day the teacher asks Eddie what he liked most about the day. Eddie responds, "Painting at the easel."
- During reflection time after free play, Bethany recalls, "I was building with the blocks and Kyra knocked them down."

Recognizes family and/or classroom events that happened in the past.

- When the teacher asks Clarice about the doll she brought from home, Clarice replies, "This is my mommy's doll. She played with it when she was a baby."
- Shavon points to a photo of his mom in an Army uniform and says, "My mom was in the Army and now she came back home."
- Pointing to the project work hanging on the wall, Amelia says, "I remember when we did that! I made a huge bubble with the straw."

Considers how people, other living creatures and physical features of objects in the environment change over time.

- Noah excitedly reports to others, "Look at my plant! It got big!"
- "There's no leaves on the tree," Leia comments when looking at pictures of her house in the summer and in the winter.
- Ava points to Jayden's baby photo and asks him, "Is that you?"
- Ellie listens to her teacher tell a story about when she went to preschool as a little girl and asks, "Were you four like me?"
- After working on the same block structure for the second day, Wyatt exclaims, "Wow! Now it really looks like a castle."

Describes or represents two or three events in the correct sequence.

- Sarah tells about a trip to McDonalds that she remembers, saying “I ate chicken nuggets and climbed on the toys.”
- Mario’s teacher sits with him to discuss what he did during morning’s center time. He chooses pictures for three centers and places them on his picture board in the order that he visited each: first technology, then blocks, then sand and water.
- Lee says, “After circle time we have work time, then lunch.”
- Using the flannel board pieces, Adria acts out the story, The Three Little Pigs, in the correct order.

Uses some general terms related to the elements of time.

- “Today is preschool day,” says Conner.
- Avery says to a friend, “Let’s feed the babies now.”
- Andre says, “Tomorrow I am going to the zoo.”
- When the morning meeting draws to a close, Miguel looks at the picture schedule posted on the wall and says, “Centers are next.”
- Addison asks the teacher, “Do we go outside after Rest Time?”
- Nicole says, “On cartoon day I’m going to Grandma’s house.”

Describes activities and/or events that are planned or typically happen a short time ahead/in the near future.

- Jaxon points to the picture of the playground on his communication board and the teacher responds, “Yes, you’re right! We will go to the playground after we clean up.”
- “After lunch we will sing songs,” says DaJun.
- As Max arrives, he tells the teacher, “I’m going on the bus home.”
- Max tells a teacher, “I can’t wait ‘til my birthday!”
-

Benchmark 1.2: Identifies important physical features in the environment and uses them to describe and navigate surroundings.

Recognizes and/or describes characteristics of familiar places.

- Ryan looks carefully for a blue crayon that is the color of his home.
- Running onto the playground, Abby points to the cement path and says, “This is where we ride our bikes.”
- Dominick says, “There’s finger paint in the art center and a dump truck in the block center.”
- Steven tells his friend at preschool about the playground in his neighborhood by describing what he likes to do there.
- Sofia suggests adding “money”, a “cash register” and “pizza boxes” to the class list of things they need to make a pizza restaurant.

Recognizes and/or uses objects to represent familiar places.

- Cory puts house and store shapes on the flannel board.
- Jamal uses a “Where are we chart” (chart shows activities locations), by moving a symbol to the place where he is going next.
- Tameka uses blocks and signs to represent her street and home.
- Paisley draws a large yellow “M”, cuts it out, puts it on her building and says, “I made McDonald’s!”

Shows interest in using geographic tools such as maps, globes, charts, and compasses.

- Caleb and Kyra drive their cars and trucks on the “road map” rug in the block center.
- Angie asks her friend, “Where do we live?” when looking at the globe.
- Sylvia shares a compass her Dad used on a camping and hiking trip during small group time.
- Ben shows his teacher where the block area is on a drawing the teacher made of their classroom.
- Phillipe and Marcus drew a treasure map chart after hiding several toy dinosaurs in the block center.

Benchmark 1.3: Shows an awareness of fundamental economic concepts.

Recognizes that sometimes there are not enough toys or materials for everyone.

- “I want to ride that,” says Clinton, pointing to the tricycles that are all taken on the playground.
- Anthony says to the teacher, “I want to play with the car, but Mark has it.”
- Joe passes out milk cartons and begins to cry when he sees that there are not enough for every child to have one.

Trades objects with someone else.

- In the Art Area, Mason says, “Give me the red crayon and I’ll give you this green crayon.”
- Rashonda says, “I’ll let you play with my truck if you give me the firefighter’s hat.”

Recognizes that money is used to purchase things.

- Elizabeth says, “I got a dollar for my birthday. I’m going to buy a new book.”
- In the housekeeping center, Brian plays “grocery store” with Mykala and uses play money and the cash register as they “buy” groceries.
- “We get ice cream there,” says Travis pointing to the familiar picture of an ice cream shop in his neighborhood. “You have to give them dollars.”
- Tara gives John two “dollars” and John gives her the ball while they are shopping in a pretend play store.

Benchmark 1.4: Contributes as a member of the classroom community or group by following rules.

Follows routines that have been explained to them.

- As the teacher greets Oliver holding up 3 pictorial greeting cards, Oliver chooses the Elbow Bump greeting and greets his teacher accordingly.
- After the teacher points to the picture illustrating the 3 steps to follow for feeding the class pet, Toby begins with the first step.
- Max finishes at the computer, looks at the Turn Taking List with the teacher, and then gets Sarah for her turn on the computer.
- Pedro cleans up when finishing an art activity.

Follows rules with reminders and practice.

- After talking about the need to slow down as she moves around the room, Michelle's therapist watches her practice rolling her wheelchair slowly around the classroom so she doesn't bump into things.
- As Ryker talks to the class, Khloe begins to talk. The teacher reminds Khloe to "Use your listening ears." and Khloe begins to listen again.
- When Oscar notices his friend playing in the block area, he jumps up and starts to leave the art area. When his teacher signs "Clean up," Oscar returns to the art area, puts the materials away, and then goes to the block area to join his friend.
- Owen illustrates what "walking feet inside" looks like for the class as he walks to line up at the door and then walks back to the carpet.
- As Elie walks with the scissors to the table she says to the teacher, "I'm being safe."

Describes rules that are important in different settings or situations.

- Sue says, "I have to use my inside voice in the room."
- Jillian says, "Grandma doesn't make me rest after lunch."
- While the children are lining up to go on the playground, Isabella announces, "No running! We can only run on the playground."

Follows rules appropriate for the situation with limited guidance.

- Nina uses outside play equipment appropriately with little supervision.
- Cami leads the line to the outside door of the building, stops and waits for her teacher.

Benchmark 1.5: Demonstrates understanding of roles and relationships within families and the community.

Name family members and their relationship to self.

- Cami brings in a family photo and "introduces" each family member during sharing time.
- When asked to draw a picture of his family, Juan draws his mom, dad, and sister.
- Dante says, "I live with my daddy and my brother."

Describes own role and the roles of others in own family.

- Belinda says, "I have to pick up my toys before I go to bed."

- Julie says, "I am the sister at my house."
- While setting the table in dramatic play, Misha says, "I have to put the forks and napkins on the table at my house."
- Adam says, "My daddy cooks supper and mommy washes the dishes."

Identifies similarities and differences between roles and relationships within one's own family with other families.

- While listening to the book Families, Families, Families, Mia responds excitedly, "I have a stepbrother, too!"
- Jayla tells Ahmad that her sister reads stories to her and is amazed that Ahmad does not have a sister.
- Kareem tells Annie, "My mom waters the plants, just like your mom!"
- Dante says, "I live with my daddy and my brother. Ari lives with his nana."

Recognizes that different people have different roles and jobs in the community.

- In the dramatic play area, Caroline picks up the briefcase and says, "I'm going to work."
- When seeing a firefighter in uniform, Felicia says, "The fireman puts out fires."
- Caleb puts on a lab coat and gives his stuffed animal a pretend shot and band aid.
- Micah tells his teacher about his Daddy's work and what he does there.
- As Karen passes out mail from the classroom mailbox, she says, "Mail for delivery!"

Benchmark 1.6 Identifies and respects similarities and differences among familiar people and their cultural traditions.

Describes characteristics of oneself.

- Isabella says, "I have lots of red hair."
- While working on his self-portrait, Elijah asks for the brown marker so he can color his eyes brown.
- "Watch me! I can run really fast", says Harper as she bolts onto the playground.
- Jalen tells Ms. Linda, "I can pick up my baby sister. My Dad says I'm strong."
- Olivia draws a picture of a strawberry and a slice of pizza on the "My Favorite Foods" page in her All About Me book.

Identifies and respects similarities and differences between self and others.

- Nicole notices that Molly's skin is brown.
- Jenny says, "My eyes are blue and your eyes are brown."
- "Franklin likes pizza. I do too," says Cari.
- Kimmy says, "I have blue eyes and my brother has blue eyes."
- Jack says, "Eddie rides in a wheelchair and I walk. We both go to the playground though."

Recognizes that people identify their gender differently.

- Yolanda says, "I'm a girl like Mommy."
- Cindy says, "Only girls can come into the treehouse."
- "I'm a girl," says Emily, "and Chen and Isaac are boys."

Recognizes and respects that people differ in their cultural traditions such as language, dress, food, and other aspects of their lives.

- Arriving in the morning, Tasha tells her Mom that Carlos speaks Spanish.
- Melissa sings, “Hola” and “Jambo” during the “Hello” song.
- Bentley states, “We do that at my house” during a story about a traditional celebration.
- As Rosa’s grandmother makes guacamole with a small group of children, Jackson says, “We don’t make that at my home.”
- Mitch says, “Eduardo says uno, dos, tres. I say one, two, three.”
- Bryce signs, “I love you.” to his mother as she leaves. Emily asks, “What did you tell your mom?”

Technology

THREE AND FOUR YEAR OLDS

Technology Standard 1: Uses technology with care to engage with others and learn about the world.

Benchmark 1.1: Operates basic technology equipment with care.

Manipulates technology equipment.

- Amani pushes the button to turn on the tablet and swipes right to locate the app.
- Braelin says to Destiny, “Let’s play the gumball game!” and selects the corresponding program from the available applications on the screen.
- Fayth uses the adaptive keyboard to type the first letter in her name and then presses “enter” to log in.
- Rodrigo uses the mouse to click on the Spanish language option before playing the game.
- Makayla holds up the tablet, takes a photo of her block structure, and brings it to her teacher.

Follows rules for safe use of the computer and other technology equipment.

- Keenan points to the Tablet Rules poster in the classroom and reminds Sara that only one friend can play on the tablet at a time and to write her name on the turn taking list.
- During clean-up time, Ethan puts the tablet back in the padded bag and places it in the basket.
- Connor points to the visual sign next to the computer and says, “No food near the computer!”
- Ashley signs, “Help!” to the teacher after she accidentally clicks on a different website than what she was using.

Benchmark 1.2: Uses technology to learn information and accomplish a task.

Uses technology to explore, create and innovate.

- Dajon moves his pointer on the screen creating a thick orange line and exclaims, “Watch this!”
- Sophie and Isaiah giggle as they use the wacky brushes and spray paint options to mix up the paint they placed on the virtual canvas.
- Daniela selects various shapes from the choices on the screen and spins, slides, and turns them to create a design.
- Cora points to the computer screen and says to Silas, “Come see the robot I made! It can spin really fast!”

Uses technology to communicate.

- Olivia texts on the pretend smartphone in the Dramatic Play area and says, “The doctor says you need medicine.”
- Patrick chooses the smiley face option on the screen by tapping in the appropriate area to communicate that he likes the computer game he recently played.
- Jayme waves at the video screen and tells the guest firefighter that she has seen a fire truck near her home.
- Harper works with the teacher to make a video in her home language about the playdough creation she made.
- Jamal and Ava use the digital book creation app to choose pictures to create their story.

Uses technology to investigate a topic of interest.

- After signing-in, Amelia scurries over to the computer screen to see if the gorilla they have been live streaming is awake.
- Owen looks out the window and reports the weather to the class. Then he selects the weather app to compare his observation to what the app reports.
- After debating about the actual size of a brontosaurus, Nathan exclaims, “Let’s ask Siri!”
- Gavin and Isabella sit at the computer with the teacher to try and identify one of the birds sitting on the bird feeder outside their classroom window.

References

Approaches to Learning

- Atkinson, J., & Braddick, O. (2012). Visual attention in the first years: typical development and developmental disorders. *Developmental Medicine & Child Neurology*, 54 (7), 589-595. <https://bit.ly/39upYWo>
- Boyatzus, C. J., & Watson, M. W. (1993). Preschool children's symbolic representation of objects through gestures. *Child Development*, 64 (3), 729-735. <https://bit.ly/3Ayayg2>
- Da Costa, S., Páez, D., Sánchez, F., Garaigordobil, M., & Gondim, S. (2015). Personal factors of creativity: A second order meta-analysis. *Revista de Psicología del Trabajo y de las Organizaciones*, 31 (3), 165-173. <https://bit.ly/39nJw7>
- Department of Health & Human Resources. (2015). *Head start early learning outcomes framework: Ages birth to five*. Administration for Children & Families. <https://bit.ly/3tWXX3v>
- Hooper, L. M., Jacobson, S. L., & Howard, L. H. (2020). Problem solving flexibility across early development. *Journal of Experimental Child Psychology*, 200. <https://bit.ly/3kueqca>
- Hyson, M. (2008). *Engaged and Enthusiastic Learners: Approaches to Learning in the Early Childhood Classroom*. Teachers College Press.
- Keen, R. (2011). The development of problem solving in young children: A critical cognitive skill. *Annual Review of Psychology*, 62, 1-21. <https://bit.ly/3zuJLjk>
- Ramani, G. B., & Brownell, C. A., (2013). Preschoolers' cooperative problem solving: Integrating play and problem solving. *Journal of Early Childhood Research*, 0 (0), 1-17. <https://bit.ly/39EOc0B>
- Rueda, M. R., & Posner, M. I. (2013). *Development of attention networks*. In P. D. Zelazo (Ed.), *Oxford library of psychology. The Oxford handbook of developmental psychology (Vol. 1): Body and mind* (p. 683–705). Oxford University Press. <https://bit.ly/3zEVMCZ>
- Vygotsky, L. S., (2004). Imagination and creativity in childhood. *Journal of Russian and East European Psychology*, 42, (1), 7-97. Retrieved from <https://bit.ly/2ZkRR1y>
- Williatts, P. (2013). Development of problem-solving strategies in infancy. In D. F. Bjorklund (Eds.), *Children's strategies: Contemporary views of cognitive development*. Psychology Press.

Arts and Humanities

- Department of Health & Human Resources. (2015). *Head start early learning outcomes framework: Ages birth to five*. Administration for Children & Families. <https://bit.ly/3tWXX3v>
- Menzer, M. (2015). *The arts in early childhood: Social and emotional benefits of arts participation: a literature review and gap-analysis (2000-2015)*. National Endowment for the Arts; In partnership with NEA's Interagency Task Force on the Arts & Human Development. <https://bit.ly/3hTLAA6>

State Education Agency Directors of Arts Education. (2014). National Core Arts Standards: Dance, Media Arts, Music, Theatre and Visual Arts.. Dover, DE: Authors. <https://bit.ly/39wha2h>

Cognitive Development

Department of Health & Human Resources. (2015). *Head start early learning outcomes framework: Ages birth to five*. Administration for Children & Families. <https://bit.ly/3tWXX3v>

Gopnik, A. (2011, July). *What do babies think?* [Video]. TED. <https://bit.ly/3kq69Gi>

Howard, T. C. (2018). Capitalizing on culture: Engaging young learners in diverse classrooms. *Young Children*, 73(2), 24-33.

López, E. J., Salas, L., & Flores, J. P. (2005). Hispanic preschool children: What about assessment and intervention? *Young Children*, 60(6), 48-54. <https://bit.ly/39rVB2V>

Meltzoff, A. N. (2007). Infants' causal learning: Intervention, observation, imitation. In A. Gopnik & L. Schulz (Eds.), *Causal learning: Psychology, philosophy, and computation* (pp. 37-47). Oxford: Oxford University Press.

Schultz, L. (2015, March). *The surprisingly logical minds of babies* [Video]. TED. <https://bit.ly/3EBvm8N>

Communication

Bardige, B. (2009). *Talk to me, Baby! How you can support young children's language development*. Brookes Publishing Company.

Bardige, B. & Segal, M. (2005). *Building literacy with love: A guide for teachers and caregivers of children birth through Age 5*. Zero to Three Institute.

Department of Health & Human Resources. (2015). *Head start early learning outcomes framework: Ages birth to five*. Administration for Children & Families. <https://bit.ly/3tWXX3v>

de Sousa, E. B. C. (2019). Five tips for engaging multilingual children in conversation. *Young Children*, 74(2), 24-31. <https://bit.ly/3EA6xdr>

Otto, B. (2019). *Literacy development in early childhood*. Waveland Press.

Paciga, K., Hoffman, J., Teale, W. (2011). The National Early Literacy Panel and preschool literacy instruction. *Young Children*, 50-57.

Pierce, P., Summer, G., & O'deKirk, M. (2009). The Bridge: An authentic literacy assessment strategy for individualizing and informing practice with young children with disabilities. *Young Exceptional Children* 12(3), 2-14.

Rosenkoetter, S. & Knapp-Philo, J. (Eds.). (2006). *Learning to read the world: Language and literacy in the first three years*. Zero to Three Institute.

Motor Development

Department of Health & Human Resources. (2015). *Head start early learning outcomes framework: Ages birth to five*. Administration for Children & Families. <https://bit.ly/3tWXX3v>

Haibach-Beach, P., Reid, G., & Collier, D. (2018). *Motor learning and development*. (2nd edition). Human Kinetics.

Haywood, K. & Getchell N. (2009). *Life span motor development* (5th edition.). Human Kinetics.

SHAPE America. (2020). *Active start: A statement of physical activity guidelines for children from birth to age 5*. <https://bit.ly/3u0FwKY>

SHAPE America. (2014). *National standards and grade-level outcomes for K-12 physical education*. Reston, VA: Author.

U.S. Department of Health and Human Services. (2018). *Physical Activity Guidelines for Americans, 2nd edition*. <https://bit.ly/3u0FIda>

Creative Expression

Coleman, MB., Cramer, ES., Yuejong, P., Berry, SM. (2015). Art educators' use of adaptations, assistive technology, and special education supports for students with physical, visual, and severe disabilities. *Journal of Developmental and Physical Disabilities*, 27, 637-660.

Department of Health & Human Resources. (2015). *Head start early learning outcomes framework: Ages birth to five*. Administration for Children & Families. <https://bit.ly/3tWXX3v>

McDowell, C. (2010). An Adaption Tool Kit for Teaching Music. *Teaching Exceptional Children Plus*. 6(3), 1-20. <https://bit.ly/3lO5de6>

State Education Agency Directors of Arts Education. (2014). National Core Arts Standards: Dance, Media Arts, Music, Theatre and Visual Arts.. Dover, DE: Authors. <https://bit.ly/39wha2h>

English Language Arts

Bardige, B. (2009). *Talk to me, Baby! How you can support young children's language development*. Brookes Publishing Company.

Bardige, B. & Segal, M. (2005). *Building literacy with love: A guide for teachers and caregivers of children birth through age 5*. ZERO TO THREE.

Brooke, E. (n.d.). *The critical role of oral language in reading instruction and assessment*. <https://bit.ly/3lPnvvJ>

Department of Health & Human Resources. (2015). *Head start early learning outcomes framework: Ages birth to five*. Administration for Children & Families. <https://bit.ly/3tWXX3v>

de Sousa, E. B. C. (2019). Five tips for engaging multilingual children in conversation. *Young Children*, 74(2), 24-31. <https://bit.ly/3EA6xdr>

Florida State University (2020). *Baby navigator: What every parent needs to know*. <https://bit.ly/3Cpl48G>

Genishi, C. (1998). Young Children's Oral Language Development. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education. <https://bit.ly/3zvIY2L>

Howard, Tyrone C. (2018). Capitalizing on culture: engaging young learners in diverse classrooms. *Young Children*, 73(2), 24-33.

Mohr, K. A. J., Juth, S. M., Kohlmeier, T. L., & Schreiber, K. E. (2018). The developing bilingual brain: What parents and teachers should know and do. *Early Childhood Education Journal*, 46(1), 11–20. <https://bit.ly/39tOWqV>

Narr, R. (2006). Teaching phonological awareness with deaf and hard-of-hearing students. *Teaching Exceptional Children*, 38(4), 53-58. <https://bit.ly/3EEupMU>

Otto, B. (2019). *Literacy development in early childhood*. Long Grove, IL: Waveland Press.

Paciga, K., Hoffman, J., Teale, W. (2011). The national early literacy panel and preschool literacy instruction. *Young Children*, 50-57.

Pierce, P., Summer, G. O'deKirk, M. (2009). The Bridge: An authentic literacy assessment strategy for individualizing and informing practice with young children with disabilities. *Young Exceptional Children* 12(3), 2-14.

Rosenkoetter, S. & Knapp-Philo, J. (Eds.). (2006). *Learning to read the world: Language and literacy in the first three years*. Washington, DC: Zero-to-Three Institute.

Terrel, P. & Watson, M. (2018). Laying a firm foundation: Embedding evidence-based emergent literacy practices into early intervention and preschool environments. *Journal of Language, Speech, & Hearing Services in the Schools*, Vol.49, 148-164.

White, E. (2017). Listening & spoken language preschool programs. In *An introduction to educating children who are deaf/hard of hearing* (1-30). <https://bit.ly/3tYrr0M>

Health and Mental Wellness

Cohen, J. (2005). *Helping young children succeed: Strategies to promote early childhood social and emotional development*. National Conference of State Legislatures and Zero to Three. <https://bit.ly/3hTNEYS>

Department of Health & Human Resources. (2015). *Head start early learning outcomes framework: Ages birth to five*. Administration for Children & Families. <https://bit.ly/3tWXX3v>

Institute of Medicine and National Research Council. (2015). *Transforming the workforce for children birth through age 8: A unifying foundation*. The National Academies Press. <https://bit.ly/3hTwYRy>

Sciaraffa, M., Zeanah, P., and Zeanah, C. (2018). Understanding and promoting resilience in the context of adverse childhood experiences. *Early Childhood Education Journal*, 46(3), 343-353.

Swick, K., Knopf, H., Williams, R., & Fields, M. (2013). Family-school strategies for responding to the needs of children experiencing chronic stress. *Early Childhood Education Journal*. 41, 181–186.
<https://bit.ly/3hSXOt5>

Mathematics

Clements, D. H., Fusnob, K. C., Saramaa, J. (2017). The research-based balance in early childhood mathematics: A response to Common Core criticisms. *Early Childhood Research Quarterly*, (40), 150-162.

Department of Health & Human Resources. (2015). *Head start early learning outcomes framework: Ages birth to five*. Administration for Children & Families. <https://bit.ly/3tWXX3v>

Hudson, M.E., Zambone, A., Brickhouse, J. (2016). Teaching Early Numeracy Skills Using Single Switch Voice-Output Devices to Students with Severe Multiple Disabilities. *Journal of Developmental and Physical Disabilities*, 28: 153-175.

NAEYC. (2010). *Early Childhood Mathematics: Promoting Good Beginnings* [Position statement].
<https://bit.ly/3kv6U0w>

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics [Executive summary]*. Reston, VA: National Council of Teachers of Mathematics. <https://bit.ly/3kzCmLv>

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common core state standards Mathematics*. Washington D.C, Author. <https://bit.ly/3u0dG1z>

National Research Council (2009). *Mathematics learning in early childhood: Paths toward excellence and equity*. Washington, DC: National Academy Press.

Patterson, K. (2017). *Focus on Mathematics Education Research*. Hauppauge, New York: Nova Science Publishers, Inc.

Stipek, D., Clements, D., Coburn, C., Franke, M., & Farran, D. (2017). *PK–3: What does it mean for instruction? Social Policy Report*, 30(2). <https://stanford.io/3llhv81>

Physical Development

Coleman, MB., Cramer, ES., Yuejong, P., Berry, SM. (2015). Art educators' use of adaptations, assistive technology, and special education supports for students with physical, visual, and severe disabilities. *Journal of Developmental and Physical Disabilities*, 27, 637-660

Department of Health & Human Resources. (2015). *Head start early learning outcomes framework: Ages birth to five*. Administration for Children & Families. <https://bit.ly/3tWXX3v>

Gabbard, C. (2016). *Lifelong motor development*. (7th Ed.). Pearson-Benjamin Cummings.

Haibach-Beach, P., Reid, G., & Collier, D. (2018). *Motor learning and development*. (2nd Ed.). Human Kinetics.

SHAPE America (2014). *National standards and grade-level outcomes for K-12 physical education*. Reston, VA: Author.

Science

Brenneman, K. (2014). The progress of education reform: Science in the early years. *Education Commission of the States*. 15(2). West Ed: Center for Standards, Assessment, & Accountability. <https://bit.ly/3ksTpPb>

National Research Council (2012). *A framework for k-12 science education: practices, crosscutting concepts, and core ideas*. The National Academies Press. <https://bit.ly/3tYz3jO>

NGSS Lead States. (2013). *Next generation science standards: for states, by states*. The National Academies Press. <https://bit.ly/3AyG7Gn>

NSTA. (2014). *Early childhood science education*. [Position statement]. <https://bit.ly/3nV1wWE>

Trundle, K. C., & Saçkes Mesut. (2015). *Research in early childhood science education*. Springer. <https://bit.ly/3EBkd7P>

Social Emotional Development

Blodgett, C. (2012). Adverse Childhood Experiences and Public Health Practice. [Webinar] Maternal and Child Public Health Webinar Series. University of Washington, Seattle, Washington.

<https://bit.ly/3EGeYUw>

Department of Health & Human Resources. (2015). *Head start early learning outcomes framework: Ages birth to five*. Administration for Children & Families. <https://bit.ly/3tWXX3v>

Jones, S. M., Barnes, S. P., Bailey, R. and Doolittle, E. J. (2017) Promoting social and emotional competencies in elementary school. *Future of Children*, 27(1), 49-72. <https://bit.ly/3hRITPy>

Price, C. L., & Elizabeth A. Steed. (2016). Culturally responsive strategies to support young children with challenging behavior. *Young Children*, 71(5), 36-43. <https://bit.ly/3Cvj8fk>

Sciaraffa, M. A., Zeanah, P. D., & Zeanah, C. H. (2018) Understanding and promoting resilience in the context of adverse childhood experiences. *Early Childhood Education Journal*, 46(3), 343-353. <https://doi.org/10.1007/s10643-017-0869-3>.

Swick, K., Knopf, H., Williams, R., & Fields, M. (2013). Family-school strategies for responding to the needs of children experiencing chronic stress. *Early Childhood Education Journal*, 41(3), 181–186. <https://bit.ly/3hSXOt5>

Social Studies

Department of Health & Human Resources. (2015). *Head start early learning outcomes framework: Ages birth to five*. Administration for Children & Families. <https://bit.ly/3tWXX3v>

Epstein, A. S. (2014). Preschool: Social studies in preschool? Yes! *Young Children*, 69 (1), 78-83.

NCSS. (2019). *Early childhood in the social studies context*. [Position statement]. <https://bit.ly/3AwB09x>

Neill, P. (2015). Going from me to we: Social studies in preschool. *Highscope Extensions*. 29(1), 1-10. <https://bit.ly/3nUTQUG>

Project Zero. (2016). *Children are citizens*. Harvard School of Education. <https://bit.ly/2Zdj5a9>

Technology

Barr, R., McClure, E., & Parlakian, R. (2018). *Screen sense: What the research says about the impact of media on children aged 0-3 years old*. Zero to Three. <https://bit.ly/3zuJFrG>

Department of Health & Human Resources. (2015). *Head start early learning outcomes framework: Ages birth to five*. Administration for Children & Families. <https://bit.ly/3tWXX3v>

Donohue, C. & Schomburg, R. (2017). Technology and interactive media in early childhood programs: What we've learned from five years of research, policy and practice. *Young Children*. 72(4). NAEYC. <https://bit.ly/3nQk0I1>

Erikson Institute. (2019). Technology in early childhood center. <https://bit.ly/3u6uyUr>

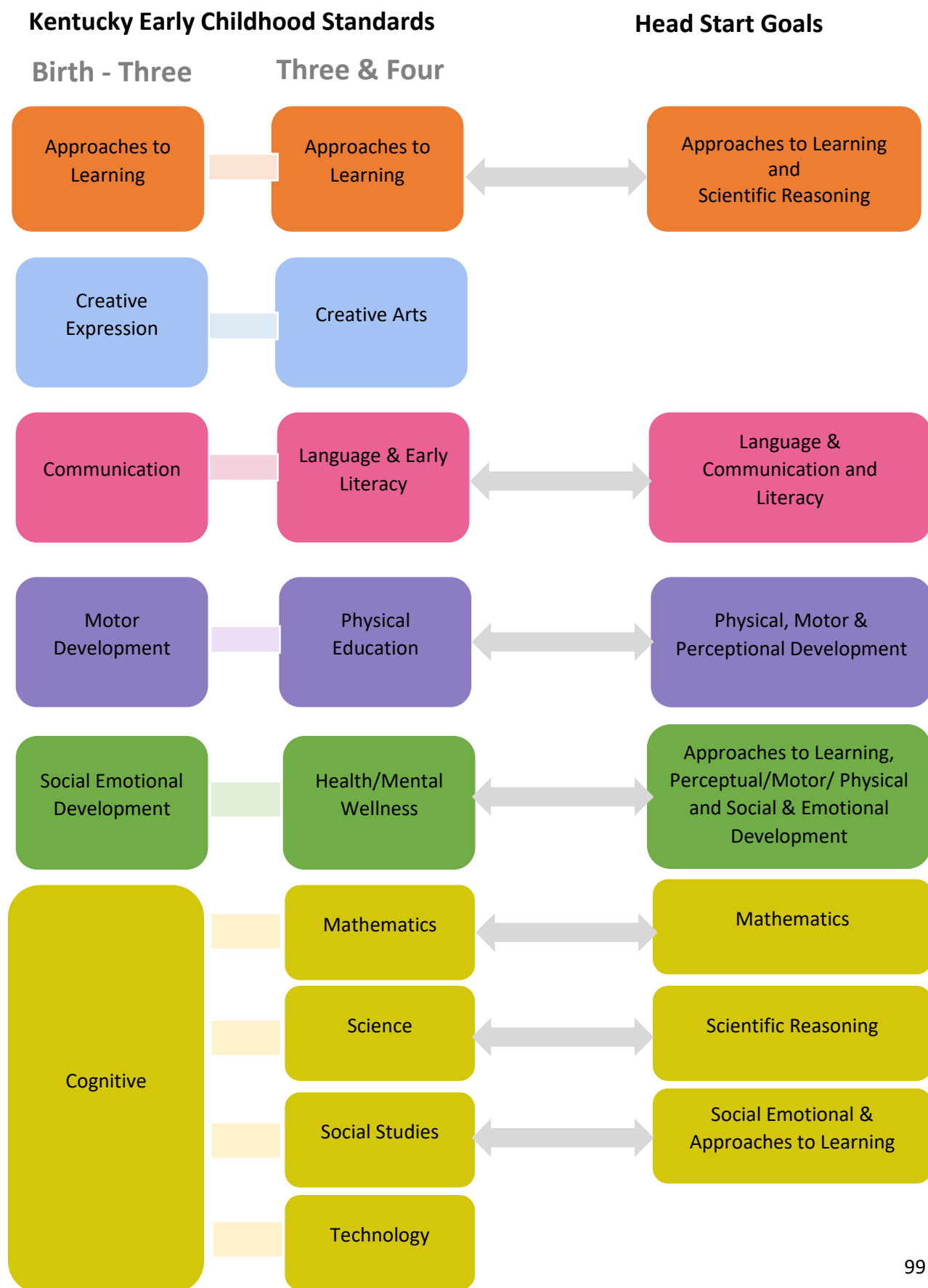
ISTE (2016). ISTE standards for students, K-12. <https://bit.ly/3zs5vMM>

NAEYC & Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College (2012). *Technology and interactive media as tools in early childhood programs serving children from birth through age 8* [Position Statement]. <https://bit.ly/3IKIRve>

NAEYC & Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College (2012). *Selected examples of effective classroom practice involving technology tools and interactive media*. <https://bit.ly/3IPJEtX>

Reeves, J. L., Gunter, G. A., & Lacey, C. (2017). Mobile learning in pre-kindergarten: Using student feedback to inform practice. *Educational Technology & Society*, 20 (1), 37–44.

STEM Smart Brief. (2018). Nurturing STEM skills in young learners, PK-3. *STEM Smart: Lessons learned from successful schools*. NSF. <https://bit.ly/3u2Ye4L>





Dual Language Learners Appendix

Using the Kentucky *Early Childhood Standards* with Dual Language Learners

Kentucky's *Early Childhood Standards* describe expectations for all children's learning and development, including children whose primary home language is not English. These children are referred to as "Dual Language Learners". This Appendix provides information to support educators in how to use the *Early Childhood Standards* with Dual Language Learners. The goal is to provide an overview or a starting point, not a comprehensive guide for working with Dual Language Learners. Additional resources that provide more in-depth information to support educators are provided at the end.

Success Starts with You!

One of the most important keys to success in working with Dual Language Learners is the educator's attitude. Educators who start with the understanding that dual language learning is an asset for children often find that the strengths Dual Language Learners bring to the classroom far outweigh the challenges they might experience in communication. In fact, research indicates that learning more than one language has a lot of benefits for children. For instance, dual language learning is associated with more advanced brain development. Dual Language Learners' brains often are more active and flexible, meaning that they have greater ability to think logically, solve problems and remember what they have learned. In the social-emotional domain, Dual Language Learners tend to form and maintain strong relationships with family and friends and often demonstrate more self-control than children who are only learning one language. So, educators who approach their work with Dual Language Learners believing that the children are bright, and that the process of learning a second (and third, and fourth) language is beneficial, are better able to build relationships and teach the children more effectively (National Center on Cultural and Linguistic Responsiveness, n.d.).

This is not to say that working with Dual Language Learners, just like working with any children, doesn't bring some challenges. Certainly, educators who only speak English will need to develop strategies to communicate, to observe the children carefully, and to teach concepts in different ways. However, it's important to make sure that the focus is on the children's strengths and to check for any sources of bias that might color interactions with and judgements about Dual Language Learners. For instance, educators must constantly assess their assumptions that might be impacting how they view Dual Language Learners. An educator might mistakenly think that a child who cannot communicate in English is less intelligent or not as capable of learning. This would be an incorrect assumption that biases how the educator interacts with the child (Gonzales 2016). It is our responsibility as educators to reflect on and take action to work against assumptions and biases such as this that can get in the way of working effectively with Dual Language Learners. In fact, we have the responsibility to promote equity for Dual Language Learners, which means that Dual Language Learners have more, not fewer, opportunities to learn what their English-speaking peers are learning.

In summary, it's critically important to remember that the attitude the educator brings to teaching Dual Language Learners is the starting point for effective teaching. Educators who see the benefits of dual language learning, who approach teaching with curiosity about how best to work with each individual child, and who are willing to try different teaching strategies can build stronger relationships with Dual Language Learners and best support their learning.

Dual Language Learning—Some Basic Concepts

Perhaps the first concept to understand about dual language learning is the ways in which it enhances children's learning. As mentioned above, the process of learning more than one language is beneficial for children in many ways. In areas related to school readiness, research indicates that bilingual children develop more flexible approaches to thinking through problems. They also demonstrate more abstract thought and are better at ignoring irrelevant information. They tend to understand and use logic needed to solve mathematics problems and learn additional languages more easily than children who only learn one language.

Common Terminology. In addition to understanding the benefits of dual language learning, there are a number of terms and concepts related to dual language learning that educators may come across. The table below includes definitions for some commonly used terms related to dual language learning.

Terminology Related to Dual Language Learning

Terms	Definition
Bicultural	Identifying with the cultures of two different ethnic, national, or language groups.
Bicultural Education	An educational program in which two languages are used to provide content matter instruction.
Bilingual	A child who uses two languages.
Dual Language Learner	A child learning a second language, while continuing to learn their home language.
English as a Second Language	A curriculum designed to teach English to English Language Learners.
English Language Learner	A child whose home language is not English and is learning English as an additional language.
Limited English Proficient	A term used by government agencies to identify students who are not yet proficient enough in English to succeed in English-only classrooms.
Multilingual Learner	A child learning two or more languages, either at the same time or with a primary home language and additional language(s).
Primary Language	The language in which bilingual/multilingual speakers are most fluent and prefer to use.

Stages of Dual Language Learning. One key to helping children reap the benefits of learning a second language is to encourage and support their learning in their home language first. Although it may be tempting to focus a lot of attention on how they are learning English, research indicates that mastery of their home language lays the foundation for all areas of learning, including learning to speak, read and write in English.

In addition, learning a second language takes time and is a process that unfolds in generally the same order as when learning the first language, although rates differ depending on children's experiences with the second language (as well as the strength of their language development in their first language, as noted above). Knowing the basic pattern or stages of second language development can be very useful for an educator because in some cases a child may not appear to be making progress when they really are.

The table below describes the stages of second language development. Very young children who begin learning the second language from birth may progress to a more advanced stage relatively quickly, but children who experience the second language later in early childhood may be at the very first stage for quite a while and it may seem like they are not making progress. This is why it is important for educators to learn all that they can about when and how the dual language learner has been exposed to the new language to better understand the child's learning and development (Robertson & Ford, 2019).

Stages of Second Language Acquisition

Stage	Description of the Stage
Pre-Production	The child observes those around them who are speaking a different language but does not try to speak the second language. Known as the “silent period”, children may not speak with anyone for quite some time. They are listening, taking in the new language and beginning to make sense of it. Although this silent period is the beginning of learning a second language, sometimes teachers mistakenly assume that the child is not making progress toward learning the second language.
Early Production	As the child learns a bit more of the second language, they begin trying to use the second language occasionally, trying out key words or phrases and often making mistakes. Even though they are learning some of the second language, they are still listening to the second language more than using it so they may not speak a lot in the second language.
Speech Emergent	At this stage the child is able to comprehend much of what they hear when other people are speaking the second language. They can use clues from the situation to “catch” what others are saying and know how to respond. They begin to talk more in the second language and to learn new vocabulary words but continue to make errors in how they speak the second language.
Beginning Fluency	A child who is becoming fluent in the second language is able to talk about familiar topics and in familiar settings with family, friends and teachers in the second language. In new settings and/or talking about new topics, they may experience challenges in expressing themselves in the second language because they may not know the best words or phrases to use. Learning academic subjects may still be easier for them in their native language rather than in the second language.
Intermediate Fluency	When a child reaches this stage, they can communicate well in familiar situations and can communicate appropriately in new settings or talking about new topics. Their comprehension of what other people say in the second language is very good and they can speak the second language very well, although sometimes they may use a word that is different from what a native speaker of the language would say. They are able to learn academic subjects in the second language.
Advanced Fluency	The child is able to communicate fluently in new situations as well as familiar situations and can learn academic subjects well in the second language. They are comfortable communicating in the second language in all types of situations and make few errors when communicating in the second language.

Although these stages are common across Dual Language Learners, very young children who are learning English as their second language may only reach the Early Production or Speech Emergent stages. Their progress depends on opportunities to hear others use the second language as well as how strong their home language development is. One

myth that educators sometimes hear is that children will learn the second language (i.e., English) more quickly if they are in settings that use only English. Research has shown that children learn English more effectively if they are in settings where both their home language and English are used. When children can hear their own language and English, they can pick up concepts more easily and begin to understand what the English words mean because they can use clues from their home language. Therefore, it's important to encourage families to continue to speak their own language at home and to give children as many opportunities as possible to use their home language in the classroom.

Working with Families of Dual Language Learners

Educators who begin with a positive, strengths-based attitude and are knowledgeable about how second language learning unfolds are ready to consider what, specifically, they can do to promote learning among Dual Language Learners. Working with their families is just as important as it is for children who speak the same language as the educator, although it can require a little extra effort to work effectively with families of Dual Language Learners if you do not speak their home language.

The first step is to get to know the child and the child's family. Showing interest in the child and investing time in learning about the family's experiences, their hopes and dreams for their child, and their preferences related to the language(s) their child learns are important steps to communicate that you are invested in their child's education. Make the effort to learn to pronounce their names the way they prefer, which can go a long way toward establishing a relationship with the family and the child. Ask what they prefer in terms of how to communicate. Families who speak some English may still prefer to communicate in their home language. Other families may prefer to speak in English but have written materials in their home language. Finding out their preferences for how to communicate can make the communication process more effective and efficient. These steps also provide opportunities to gain information that will help when planning learning experiences for the child. Educators who do not speak the family's language can work with someone who does speak the family's language to help gather information, or can use other creative ideas to help the family communicate.

It is important to use a strengths-based approach when working with families of Dual Language Learners. The families, their culture, and their language are assets in educating their child, and they bring considerable resources to the classroom as a whole. Instead of thinking about what a family or a child does *not* know or understand, consider and honor what they *do* contribute to the education of their own child and to the classroom.

In order to use a strengths-based approach to working with families of Dual Language Learners, educators should keep in mind several considerations. First, educators must work to ensure that families have the support that they need, including written documents that are translated into their language and interpretation services for oral communication, so they can fully participate in their child's education. Materials can also be made available in formats such as videos in their language if families are not strong readers. Remember that families may have limited understanding of the education system and that language barriers can get in the way of families participating in conferences or other classroom activities. In addition, because of cultural differences, family members may view teachers and administrators as "experts" and be uncomfortable sharing their own observations of the child and/or concerns. Educators should take steps to understand families and to provide information and resources in ways that are best suited to the family's preferences and situation.

Another important aspect of working with families of Dual Language Learners is the need to build mutual trust. Educators can foster either trust or distrust, depending on how they relate with family members. Verbal and nonverbal messages can convey interest and empathy, which build trust, especially when educators and families speak different languages. Therefore, educators need to be aware of both what they say and how they say it, and be careful to treat families with respect and openness. Also, keep in mind that members of other families who have a child enrolled in the program can be great allies in building trust. They can explain what to expect and introduce the educator to new families, helping them get off to a smoother start.

Using the *Early Childhood Standards* to Promote Success with Dual Language Learners

To help Dual Language Learner children make progress on the skills and knowledge included in the *Early Childhood Standards*, it's important to take a look at the classroom environment to see if the Dual Language Learner's language development and learning in other areas will be supported. For instance, how welcoming is the classroom? Will the family and the child see their own language on the walls in the classroom, in the books that are available, in parent newsletters and other documents for families, etc.? Can someone on staff help by communicating in the family's home language? Are there other children and families who speak the same language? Paying attention to big and small ways to make the family and the child feel welcome can go a long way toward forming relationships and partnerships to support the child's learning.

Educators will also need to be intentional in how they are using the *Early Childhood Standards* as a basis for teaching Dual Language Learners. First, remember that at the same time they are acquiring a second language, Dual Language Learners also need to have opportunities to learn the content that is described in the *Early Childhood Standards*, such as early mathematics skills, early literacy skills, science concepts, and social studies content. Therefore, when planning learning experiences, educators can take steps to make the content more accessible or understandable to children who speak another language. This may mean that educators use visual supports such as props and/or pictures to show children a concept rather than just talking about what they are teaching. Educators should also learn and use key words from the Dual Language Learner's home language so they can label objects or concepts they are teaching in the child's home language. They might also use other strategies, such as physically demonstrating a skill when talking about it. Although strategies such as these are helpful for all children, they are particularly important for Dual Language Learner children.

Educators who pay especially close attention to Dual Language Learner children's thinking as they are teaching concepts from the *Early Childhood Standards* can gain insights into what the children are learning. Because Dual Language Learners may still be learning the vocabulary the educator is using, it's important to check and make sure the child really understands the concept rather than relying on a simple correct answer that they might offer to questions. When working with any children, but particularly with Dual Language Learners, educators can get a better understanding of what the Dual Language Learner child is thinking by asking why they gave a particular answer. Educators can also ask children to demonstrate concepts such as using manipulatives to indicate a specific number, etc. Probes such as this will help educators get a better feel for whether the child really understands the concept they are trying to teach.

It is also important to think about how to integrate children's experiences at home into the curriculum. Building on what the children experience at home is more effective than introducing new skills and concepts in a way that is unfamiliar to Dual Language Learners. For instance, educators can use activities similar to families' daily routines to help children practice mathematical and science learning, or when talking about roles and cultural traditions as part of social studies. The Dual Language Learner's cultural experiences should be integrated naturally into daily activities on a regular basis. Including objects, practices and traditions from the children's families as part of all aspects of the curriculum can help educators avoid the "tourist" approach that focuses only on learning about a specific culture during designated times, such as holidays.

Educators also can look for ways to build on children's home language when supporting children's early literacy development. In fact, children who learn to read in their home language have a strong foundation to build upon when they learn early literacy skills in a second language. Therefore, it's important to support learning early literacy skills in their home language, as well as in English. For instance, educators can help children build their vocabulary by using words in both the child's home language and English. Making books and other literacy materials available in the children's home language(s) gives the children additional opportunities to make the connection between print and language. Including stories from the traditions of the Dual Language Learner children in their home language can help them be motivated to participate in early literacy activities. Family members and others who speak the child's home language can share stories, and educators can also use videos and recordings to introduce stories in Dual Language Learner children's home language (Head Start ELKC, n.d.).

Finally, educators should help Dual Language Learners demonstrate what they know in different ways, including expressing what they know in their home language. In other words, children can demonstrate progress on the *Early Childhood Standards* even if they do not know how to speak English. For instance, a child who is learning to count can count in their home language rather than English. Even if the child is not counting in English, they are demonstrating that they understand the concept of counting. Young Dual Language Learners might demonstrate what they know through gestures, by pointing to pictures to answer questions, or by using props such as blocks or other objects. An observant educator can often determine children's understanding of concepts even if they cannot express them verbally in academic English.

Conclusion

Dual Language Learners bring tremendous strengths to early care and education settings. Educators can use their knowledge of dual language learning plus the *Early Childhood Standards* to maximize learning opportunities for these children. The table below provides additional resources to support educators working with Dual Language Learners.

Useful Resources for Educators working with Dual Language Learners

Colorin Colorado is a national multimedia project that offers bilingual, research-based information, activities and advice for educators and families of Dual Language Learners. <https://bit.ly/39xHn0o>

Head Start Early Learning & Knowledge Center (ECLKC) is a national website that provides information on a variety of topics, including Dual Language Learners and the role of culture in children's development in the "Dual Language Learners Toolkit". Resources can be found under the Culture and Language heading. <https://bit.ly/3u69mxN>

NAEYC houses a website titled, "Dual Language Learners" that provides links to a variety of resources. <https://bit.ly/3u2iymK>

WIDA is a national website that provides language development resources for educators working with Dual Language Learners. The resources include language standards, assessments, and professional resources such as "Early Years Can Do Descriptors" which are examples of what two- to five-year-old DUAL LANGUAGE LEARNERS can do at various stages of language development. <https://bit.ly/3CGpeKF>

References

Gonzalez, A. (2016, November 1). 10 assumptions to rethink about English-language learners. Education Week. <https://bit.ly/3lLmGnH>

Head Start Early Learning and Knowledge Center. (n.d.) Dual language learners: Considerations and strategies for home visitors. Available at <https://bit.ly/3lIM2Cy>

National Center on Cultural and Linguistic Responsiveness. (n.d.). The benefits of being bilingual. Washington, DC: US Department of Health & Human Services. Available at <https://bit.ly/3CzQAC3>

Robertson, K., & Ford, K. (2019). Language acquisition: An overview. Colorin Colorado. Available at <https://bit.ly/3nU1xdH>