The Vine Assessment System™

by LifeCubby

A Fully Integrated Platform for Observation, Daily Reporting, Communications and Assessment

For Early Childhood Professionals and the Families that they Serve

Alignment Document for:
Arkansas Child Development and Early Learning Standards for Three to Five Year Old Children

References

Arkansas Division of Child Care and Early Childhood Education, Arkansas Department of Human Services. (2002). *Arkansas framework for infant and toddler care*. AR: Author. Retrieved from https://www.arheadstart.org/Ark_Early_Learning_Standards%20(19)%20(1).pdf

Arkansas Child Development and Early Learning Standards	
SE1. RELATIONSHIPS WITH OTHERS	
SE1.1 Forms trusting relationships with nurturing adults	
3-5 years old	
Participates in longer back-and-forth interactions with adults to share experiences; imitates adults' actions; communicates ideas; seeks assistance; and engages in role play, games, or other activities	**SED 5-1 Bonds with Adults**
Takes greater initiative in social interactions and begins to show interest in familiar adults' feelings, preferences, and well-being	**SED 5-1 Bonds with Adults**
Separates from primary caregivers with minimal distress when with other familiar and trusted adults*	**SED 5-1 Bonds with Adults**

*Children's ability to separate from caregivers may depend upon their previous experiences and personal characteristics. Children who have not experienced significant time away from their primary caregivers (e.g., in an early care and education setting) or who are generally more cautious may need additional time to adjust to being away from their primary caregivers and form secure relationships with other adults.

SE1. RELATIONSHIPS WITH OTHERS	
SE1.2 Interacts with peers	
3-5 years old	
Shows preferences for certain playmates and develops friendships with a small group of children that are more reciprocal, exclusive, and enduring over time	**SED 6-3 Bonds with Peers**
Participates in associative play (playing independently but engaging in the same activity as other children, sometimes interacting through talking or sharing toys)	**SED 6-3 Bonds with Peers**
Engages in cooperative play with peers (communicates and collaborates with other children in role play or to achieve a goal)	**SED 6-3 Bonds with Peers**
Shows increasing understanding and demonstration of social skills such as	**SED 6-3 Bonds with Peers**

turn-taking, initiating and joining group play situations, and solving social conflict with adult guidance	

SE2. EMOTIONAL EXPRESSION AND UNDERSTANDING	
SE2.1 Experiences, expresses, and regulates a range of emotions	
3-5 years old	
Uses words, signs, other communication methods, and pretend play to express basic emotions as well as more complex, self-conscious emotions (e.g., pride, embarrassment, shame, guilt), with increasing awareness of their effects on others	**SED 3-1 Expresses Emotion**
Shows increasing ability to constructively express emotions or alter emotional expression based on social context and cultural norms*	**SED 3-2 Manages Feelings & Demonstrates Self-Control**
Uses an expanding range of self-regulation strategies with support and modeling (e.g., taking deep breaths and relaxing muscles, verbal reasoning or reframing of the situation, seeking quiet alone time)	**SED 3-2 Manages Feelings & Demonstrates Self-Control**

*Children's expressive behavior will depend in part on their culture's emotion display rules (the social norms that specify when, where, and how it is appropriate to express emotion). For example, some cultures and families emphasize maximizing positive emotions, whereas some other cultures place greater value on appearing calm rather than happy or excited. Some cultures and families also tend to encourage minimizing negative emotions, although others emphasize experiencing a balance between positive and negative emotions.

SE2. EMOTIONAL EXPRESSION AND UNDERSTANDING	
SE2.2 Interprets and responds to the feelings of others	
3-5 years old	
Responds sympathetically to others' distress with increased initiative and understanding that each person has their own specific needs (e.g., gets a peer's blanket from their cubby when child notices peer is sad)	**SED 6-1 Builds Empathy**

Recognizes and labels emotional reactions based on facial expressions, body language, and tone with increasing accuracy and precision	**SED 6-1 Builds Empathy**
Makes predictions and identifies causes and consequences of others' emotional reactions with increasing accuracy (e.g., says, "I think the bears will feel scared when they find Goldilocks in their house"; "When I get home from school my little sister is so excited to see me she jumps up and down")	**SED 6-1 Builds Empathy**

SE3. SELF-AWARENESS AND SELF-CONCEPT	
SE3.1 Shows awareness of self as unique individual	
3-5 years old	
Uses first-person pronouns (e.g., me, I) and own name to refer to themselves and shows growing understanding of "mine" and "not mine"	**SED 4-1 Develops Awareness of Self**
Recognizes similarities and differences in their own and others' personal characteristics (e.g., communicates that a peers' hair color is different than their own, labels self as boy or girl)	**SED 4-1 Develops Awareness of Self**
Shows increased understanding that others have different interests, thoughts, beliefs, ideas, feelings, and abilities and differentiates themselves from others (e.g., "I'm a fast runner," "No one else in my family likes fish, but I do")	**SED 4-1 Develops Awareness of Self**
Communicates preferences and interests and shows increasing ability to explain their likes and dislikes (e.g., "I don't like bananas" and later, "I like carrots because they're crunchy."	**SED 4-1 Develops Awareness of Self**

*Children may show variation in these skills based on whether independence or interdependence is valued in their family and culture

SE3. SELF-AWARENESS AND SELF-CONCEPT	
SE3.2 Demonstrates competence and confidence	
3-5 years old	
Shows increasing confidence and competence in growing abilities by attempting to perform self-care activities without adult assistance (e.g., dressing self, pouring own juice)* and by selecting more challenging activities (e.g., choosing more difficult puzzles)	**SED 4-2 Becomes Confident**
Describes own physical characteristics, behavior, abilities, gender, and ethnic identity positively	**SED 4-2 Becomes Confident**

*Children may show variation in these skills based on whether early self-help skills are expected and taught and whether independence or interdependence is valued in their family and culture

CD1. APPROACHES TO LEARNING	
CD1.1 Shows curiosity and a willingness to try new things	
3-5 years old	
Experiments with objects and materials with increasing sophistication (e.g., gathers multiple objects to find out which will sink or float, uses magnets with various objects and materials) with guidance and support from adults	**ATL 1-4 Is Curious**
Asks increasingly complex questions, beginning with basic "wh-" questions related to the immediate world around them (e.g., "What is this?" "Why is it blue?"). Later in this age range also seeks explanations for future and past events and demonstrates interest in a range of topics and ideas (e.g., "When is	**ATL 1-4 Is Curious**

lunch?"; "How do clouds get in the sky?")	
Demonstrates interest in exploring new experiences or materials with increasing willingness to participate in new activities or experiences, even if the child perceives them as challenging	**ATL 1-4 Is Curious**

CD1. APPROACHES TO LEARNING	
CD1.2 Shows persistence in approaching tasks	
3-5 years old	
Practices an activity many times with increasing independence to learn new skills and build mastery (e.g., chooses the same puzzle every day until they are able to assemble each piece quickly and easily)	**ATL 1-3 Is Persistent**
Persists in activities for longer periods of time and shows increasing tendency to engage in tasks from start-to-finish (e.g., insists on finishing a drawing before going outside, wants to continue building structure until all blocks are used) and later in this age range seeks to return to an activity after having been away from it in order to complete the task	**ATL 1-3 Is Persistent**
Persists with adult encouragement and support even when presented with challenges (e.g., continues trying to build tall block tower even when some pieces fall; tries again to write name after running out of space on paper or recognizing a mistake)	**ATL 1-3 Is Persistent**

CD2. EXECUTIVE FUNCTION	
CD2.1 Focuses and sustains attention	
3-5 years old	
Maintains focus and attention for longer periods of time with increasing independence and ability to ignore distractions and resume task after interruptions*	**ATL 1-1 Is Attentive**
Focuses on something specific while ignoring irrelevant information (selective attention) with increasing skill (e.g., counts only yellow bears in a group that includes bears of other colors; carries on a conversation despite loud background noise on the playground)	**ATL 1-1 Is Attentive**
Shifts focus among various aspects of an object, activity, or story (e.g., recognizes two objects are alike because they are the same color, then recognizes that one of them is like another object because it is the same shape; talks about specific aspects of a story)	**ATL 1-1 Is Attentive**
Shows increasing ability to shift attention away from a desired object, activity, person, etc. with adult support and coaching (e.g., engages in a different activity when preferred activity is unavailable; with support focuses on a book after a difficult separation from caregiver)	**ATL 1-1 Is Attentive**

*Children's engagement and attention span will vary from activity to activity, depending in large part on their level of interest in the experience or topic. Children will need more support maintaining focus during non-preferred activities, but over time develop greater capacity and motivation to cooperate and attend during less desirable tasks.

CD2. EXECUTIVE FUNCTION	
CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts	
3-5 years old	
Shows increasing ability to flexibly shift between roles or use props in multiple ways (e.g., pretends to be	**ATL 1-6 Thinks with Creativity & Flexibility**

the dad and the pet dog, using different voices and actions for each character; uses a paper plate as a steering wheel and then later as a bus driver's hat)	
Transitions from one activity to the next (e.g., moving from center time to snack time) with increasing independence and ability to adjust to changes in routine when necessary with support and advance notice from adults	**ATL 1-6 Thinks with Creativity & Flexibility**
Applies different rules in different contexts with decreasing need for reminders (e.g., takes shoes off at home, but not at school; runs and uses "outside voice" when on playground, but uses "walking feet" and "inside voice" in classroom; if a dual language learner, speaks in home language or English based on whom they are talking to)	**ATL 1-6 Thinks with Creativity & Flexibility**
Flexibly shifts between directions during an activity or game (e.g., usually performs actions at appropriate times during "Simon Says"; sorts objects by color and then by shape when prompted)	**ATL 1-6 Thinks with Creativity & Flexibility**

CD2. EXECUTIVE FUNCTION	
CD2.3 Regulates impulses and behaviors	
3-5 years old	
Shows increasing control over impulsive actions, words, and behaviors with adult support (e.g., walks around instead of through a puddle when directed; avoids imitating negative behavior of peer with adult support; requests turn with a toy rather than grabbing it)	**SED 3-2 Manages Feelings & Demonstrates Self-Control**
Shows increasing understanding of phrases like "later" and "after lunch" and ability to comply with requests	**SED 3-2 Manages Feelings & Demonstrates Self-Control**

that involve waiting (e.g., "Eat your snack and then we'll play with cars.")	
Shows increasing ability to delay gratification (e.g., raises hand and waits to be called on during small group time; waits until end of birthday song to eat special snack; waits until there is space at a center to select an activity)	**SED 3-2 Manages Feelings & Demonstrates Self-Control**

CD2. EXECUTIVE FUNCTION	
CD2.4 Holds and manipulates information in memory	
3-5 years old	
Shows increasing skill in memory games (e.g., recalls an increasing number of items removed from view in games like "What's Missing"; plays simple memory matching card games)	**ATL 1-2 Develops Memory**
Remembers and communicates about recent events (e.g., what happened earlier in the day; what has just happened in a story being read)	**ATL 1-2 Develops Memory**
Remembers and follows two-step directions (e.g., "Put all the crayons in the basket, then put the basket on the shelf"; "Touch your nose, then touch your ear") with decreasing need for adult support	**ATL 1-2 Develops Memory**
Remembers and follows multi-step directions (e.g., "Push in your chair, throw away your trash, and then join us for circle time"; follows a sequence of actions for a song such as jumping, then clapping, then turning around) with decreasing need for adult support	**ATL 1-2 Develops Memory**
Remembers and processes multiple pieces of information before responding (e.g., considers two or more options before making a choice; remembers response to teacher's question long enough to respond	**ATL 1-2 Develops Memory**

after waiting for peers to share their comments)	
Learns and recalls motor routines, songs, and rhymes over time with increasing accuracy (e.g., sings along with familiar song and performs accompanying actions)	**ATL 1-2 Develops Memory**
Imitates actions or behaviors that were observed at an earlier time (e.g., uses traffic hand signals on trike track after seeing them demonstrated by a crossing guard; divides markers into "fair share" groups after observing teacher do this the day before)	**ATL 1-2 Develops Memory**
Tells some details about stories or personal experiences with adult support and modeling	**ATL 1-2 Develops Memory**
Remembers past experiences or familiar stories with increasing ability to independently and accurately recall details and retell events in sequence	**ATL 1-2 Develops Memory**

***working memory** = the capacity to hold and manipulate information in our heads over short periods of time

CD3. LOGIC AND REASONING	
CD3.1 Uses reasoning and planning ahead to solve problems and reach goals	
3-5 years old	
Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)	**CS 14-1 Solves Problems**
Generates new approaches or changes plans if a better alternative is thought of or suggested (e.g., decides to build block structure on hard surface after it keeps falling down on the thick rug; accepts suggestion to use tape instead of glue to affix small leaves to a piece of paper)	**CS 14-1 Solves Problems**

Talks out loud to self (self-talk) during play (e.g., says "I need all the red pieces. Here's another one…doesn't fit…turn it this way" while putting together a puzzle; "I'm the mommy, so I'm going to feed the baby then go to work" while playing alone in the dramatic play area)	**CS 14-1 Solves Problems**
Shows increasing ability to independently and collaboratively make choices, plan for play scenarios or activities, and anticipate problems (e.g., assigns roles in dramatic play; gathers materials to complete an art project; says "Tell me when you're finished at the computer so I can have a turn.")	**CS 14-1 Solves Problems**

CD3. LOGIC AND REASONING	
CD3.2 Engages in symbolic and abstract thinking	
3-5 years old	
Uses familiar objects to represent something else (object substitution; e.g., uses a block as a pretend phone) and acts out routines, stories, or social roles alone or with peers	**ATL 1-4 Is Curious**
Uses language or imaginary props to stand in for objects (e.g., mimes holding a phone; says "Let's pretend I gave you a ticket for the bus") and engages in increasingly complex, longer play scenarios, assigning or assuming roles and discussing and planning actions	**CCA 21-4 Participates in Dramatic Play**
Shows awareness that symbols (e.g., sign, icon, drawing) have meaning and understands that print carries a message	**LKS 9-1 Develops Emergent Reading**
Uses drawing, emergent writing of numbers and letters, movement, and other constructions (e.g., art projects) to represent ideas or feelings	**LKS 9-1 Develops Emergent Writing**
With adult support and prompting, engages in thinking that goes beyond	**LKS 9-1 Develops Emergent Reading**

the "here and now" (e.g., discusses details in a story that are not shown in an illustration, begins to understand explanations of events they have not directly experienced)	

PH1. GROSS MOTOR	
PH1.1 Demonstrates locomotor skills	
3-5 years old	
Moves with control, avoiding obstacles and people while moving (e.g., moves through obstacle course, steers wheelchair into small spaces; stops at intended location when running)	**PMP 17-5 Develops Large Motor Coordination Skills**
Walks and runs with balance but may move unevenly (e.g., one arm may pump more) and has relatively wide space between feet	**PMP 17-5 Develops Large Motor Coordination Skills**
Walks and runs smoothly with more consistent leg and arm opposition movements and narrower space between feet	**PMP 17-5 Develops Large Motor Coordination Skills**
Climbs up and down stairs or playground equipment using alternating feet and smooth, coordinated movements	**PMP 17-5 Develops Large Motor Coordination Skills**
Shows increasing ability to coordinate complex movements (e.g., galloping, sliding, hopping, and later skipping and leaping) smoothly and with ease	**PMP 17-5 Develops Large Motor Coordination Skills**

*cruising = taking sliding steps while holding onto something for support. Some children progress from sideways cruising (e.g., taking sideways steps while holding on to furniture) to frontward cruising (e.g., taking steps forward with hands held by an adult or with one hand on furniture) whereas other children may move from sideways cruising directly to independent walking. **There is large variability in meeting these milestones and some children may skip some milestones, revert to earlier ones, or display multiple milestones simultaneously. For example some children may never crawl and go straight to cruising or learn to crawl and cruise simultaneously.

PH1. GROSS MOTOR	
PH1.2 Shows stability and balance	
3-5 years old	
Shows increased ability to maintain balance while in motion when moving	**PMP 17-1 Develops Perception & Balance**

from one position to another, changing directions, or stopping abruptly (e.g., carries a toy while walking, gets in and out of a chair, squats to pick up toys, "freezes" while running)	
Coordinates increasingly complex movements while maintaining core stability (e.g., holds body upright while moving wheelchair forward, sits on and steers tricycle or other ride-on toy)	**PMP 17-5 Develops Large Motor Coordination Skills**
Balances (e.g., on beam or sandbox edge or while standing on one leg) for progressively longer periods of time with increasing stability and independence	**PMP 17-1 Develops Perception & Balance**
Shows increasing competence in jumping for height (e.g., up and down, off a low step) and distance (e.g., jumps over objects, jumps forward), with increasing ability to use two-footed takeoff and landing with arm swing	**PMP 17-1 Develops Perception & Balance**
Hops and leaps with increasing skill and control (e.g., hops forward on one foot without losing balance, leaps over a "river" made from two ropes taking off with one foot and landing on the other)	**PMP 17-2 Develops Lower Body Strength**

PH1. GROSS MOTOR	
PH1.3 Demonstrates gross-motor manipulative skills	
3-5 years old	
Catches medium- to large-size balls and similar objects by trapping ball against body with straight arms, showing increased ability to visually track objects in space	**PMP 17-4 Develops Gross Hand-Eye Coordination**
Catches balls or other objects of any size with both hands, with arms bent	**PMP 17-4 Develops Gross Hand-Eye Coordination**
Tosses or throws balls or other objects (e.g., beanbag) with	**PMP 17-4 Develops Gross Hand-Eye Coordination**

increasing control of direction, aim, and speed	
Tosses or throws balls or other objects with increased accuracy and force, stepping forward with the leg opposite the throwing arm and following through	**PMP 17-4 Develops Gross Hand-Eye Coordination**
Strikes a stationary ball or other object (e.g., hits beach ball with a short-handled paddle) with increasing follow through and accurate aim	**PMP 17-4 Develops Gross Hand-Eye Coordination**
Kicks with increased control and range of movement, progressing from kicking a stationary ball from a standing position to stepping or running up to it	**PMP 17-4 Develops Gross Hand-Eye Coordination**
Kicks moving ball while running, tracking ball visually and using full leg swing with arms moving in opposition to the legs	**PMP 17-4 Develops Gross Hand-Eye Coordination**

PH2. FINE MOTOR	
PH2.1 Demonstrates fine-motor strength, control, and coordination	
3-5 years old	
Shows increasing refinement in hand-eye coordination (e.g., tracks words across page with finger with adult modeling and support, pours without spilling, pushes specific keys on keyboard)	**PMP 18-2 Develops Fine Hand-Eye Coordination**
Handles smaller blocks, puzzle pieces, and manipulatives (e.g., works puzzles of up to 10 pieces, builds structures using small Legos® or blocks, arranges small pegs in pegboard, strings small beads)	**PMP 18-2 Develops Fine Hand-Eye Coordination**
Manipulates a variety of fasteners with increasing skill, such as buttons, zippers, laces, and buckles	**PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills**
Manipulates more complex fasteners (e.g., threads belt through loops on pants, attempts to tie shoes	**PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills**

PH2. FINE MOTOR	
PH2.2 Adjusts grasp and coordinates movements to use tools	
3-5 years old	
Uses eating utensils with increasing competence, including spearing food with a fork and cutting food with a butter knife*	**PMP 19-1 Develops Meal Time Independence**
Holds drawing and writing tools using three-point finger grip, using the other hand to hold paper, to make a variety of lines and shapes (e.g., circles, crosses, triangles), letter- and numeral-like forms, and some letters and numerals	**PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills**
Snips paper with child safety scissors with increasing ability to make changes in the direction of cutting to cut out simple shapes like circles (though may not be perfectly round)	**PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills**
Uses correct scissors grip and holds paper with one hand to cut along a straight line and cut out simple shapes and pictures	**PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills**
Adjusts grasp to use different tools for different purposes (e.g., digs with shovel in sandbox, uses turkey baster at water table, scoops flour during food experiences) and uses increasingly complex tools such as stapler, hole punch, tape dispenser	**PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills**

*Children may show variation in these skills based on whether early self-help skills are expected and taught in their family and culture and use of utensils may vary across cultures

PH3. HEALTH AND WELL-BEING	
PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices	
3-5 years old	
Shows a willingness to taste new foods (e.g., will take at least one bite of a new food, though may need to be offered several times) and expresses preferences about foods	**PMP 20-1 Learns about Nutrition**

Engages in basic cooking tasks during food experiences or in dramatic play scenarios (e.g., stirring ingredients in a bowl; setting plates out for snack; cutting with a plastic knife; scooping and measuring, spreading, sprinkling or mashing)	**PMP 20-1 Learns about Nutrition**
Names an increasing variety of foods, begins to ask questions about where food comes from, and later makes connections among food items (e.g., calls an apple and a pear "fruit"; after working in the garden, notices that carrots and potatoes both grow in the ground)	**PMP 20-1 Learns about Nutrition**
Shows increasing awareness of healthy and unhealthy foods; demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy, and makes choices about foods, sometimes based on whether the food is nutritious	**PMP 20-1 Learns about Nutrition**

PH3. HEALTH AND WELL-BEING	
PH3.2 Shows awareness of safe behavior	
3-5 years old	
Identifies, avoids, and alerts others to danger and seeks and accepts adults' help in potentially unsafe situations (e.g., alerts teacher to a broken fence part, calls for help from the top of the play structure when needs assistance getting down, reminds another child to go down the slide feet first)	**PMP 20-2 Learns Safety Rules**
Follows basic safety rules, practices, and routines with adult guidance and support (e.g., holds on to rope with knots or loops when moving with group from indoors to outdoors, keeps a safe distance from the swings when reminded)	**PMP 20-2 Learns Safety Rules**

Demonstrates knowledge of and ability to follow safety rules and routines with increased independence (e.g., most of the time remembers to put on a helmet before riding a tricycle; lines up when fire alarm goes off and when class is outside says to a peer, "Now the teacher's going to call names to make sure we're all here.")	**PMP 20-2 Learns Safety Rules**

PH3. HEALTH AND WELL-BEING	
PH3.3 Engages in a variety of developmentally appropriate physical activities	
3-5 years old	
Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring*	**PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times**
Initiates or engages in a variety of increasingly complex physical activities (e.g., pedals a tricycle; jumps in and out of hula hoops; completes an obstacle course that requires climbing, rolling, and crawling)	**PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times**
Shows increasing understanding of the physical benefits of exercise (e.g., "Running is good for my body," "Mom said helping her carry in groceries made my arm muscles stronger")	**PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times**

*The National Association of Sport and Physical Education recommends that toddlers and preschoolers should engage in at least 60 minutes total (and up to several hours) of unstructured free play physical activity each day and should not be sedentary for more than 60 minutes at a time except when sleeping. In addition, preschoolers should engage in at least 60 minutes of structured play (physical activity in which an adult is providing activities, instruction, and feedback to help with skill development).

PH3. HEALTH AND WELL-BEING	
PH3.4 Takes appropriate actions to meet basic needs*	
3-5 years old	
Communicates with increasing specificity and detail to get needs met (e.g., says "My tummy hurts," "I need help reaching my toothbrush") and later may communicate about specific health needs (e.g., "I can't have peanuts because they make me sick")	**PMP 19-2 Develops Self-Care Skills**
Shows increasing responsibility for personal self-care routines (e.g., handwashing, toothbrushing, toileting, dressing and undressing) with some support from adults	**PMP 19-2 Develops Self-Care Skills**
Demonstrates increasing understanding of how, when, and why personal care routines are completed (e.g., washes hands after handling classroom pet when reminded by teacher; says "I need my hat so I don't get sunburned.")	**PMP 19-2 Develops Self-Care Skills**
Engages in health habits (e.g., blows nose, throws away tissue, and washes hands; covers mouth with arm when coughing and washes hands, uses drinking fountain without touching spout with mouth) with decreasing need for adult support, guidance, and modeling	**PMP 19-2 Develops Self-Care Skills**

*Children may show variation in these skills based on whether early self-help skills are expected and taught in their family and culture

LD1. RECEPTIVE LANGUAGE	
LD1.1 Understands and responds to language (in child's home language)*	
3-5 years old	
Understands an increasing number of words for objects (nouns), actions (verbs), and characteristics (adjectives) encountered in real and symbolic contexts* (e.g., when playing "doctor" brings another child	**LC 7-1 Develops Receptive Communication**

a stethoscope when he or she asks for it)	
Responds to increasingly complex "Who," " What," "Why," and "Where" questions	**LC 7-1 Develops Receptive Communication**
Follows one- or two-step directions that involve familiar experiences or objects (e.g., "Pick up the ball and roll it to me," or "Dame la mano" ["Give me your hand" in Spanish for dual language learners])	**LC 7-1 Develops Receptive Communication**
Follows increasingly more detailed, multi-step directions (e.g., "Please put away your markers, put your picture in your cubby, and join us on the carpet")	**LC 7-1 Develops Receptive Communication**

*A child's home language can include any language that the child is primarily exposed to at home, including languages such as Spanish, Marshallese, American Sign Language, etc. *Parentese = Commonly referred to as a "baby talk," and sometimes referred to as "motherese," it is a form of speaking used by adults in most cultures when speaking with very young children. When adults speak in parentese, they use real words but at a higher pitch, elongating words, and using longer pauses between words (e.g., "Wheeeeeere's baby? Heeeere you are!")
*Symbolic context = environments other than the one that the child experiences in everyday life including those that are in books and created during dramatic play

LD2. EXPRESSIVE LANGUAGE	
LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)*	
3-5 years old	
Uses increasingly complex and varied vocabulary words to express needs and describe objects, relationships between objects, emotions, and actions	**LC 7-4 Expands Vocabulary**
Tells increasingly detailed stories about other times and places, with increasing accuracy in use of past and future tenses	**LC 7-4 Expands Vocabulary**
Uses increasingly longer (i.e., at least four to six word sentences) that are increasingly complex (i.e., combining two or three phrases* in a sentence)	**LC 7-4 Expands Vocabulary**
Communicates clearly enough to be understood by most people and will	**LC 7-4 Expands Vocabulary**

usually only mispronounce new and/or unusual words	

*A child's home language can include any language that the child is primarily exposed to at home, including languages such as Spanish, Marshallese, American Sign Language, etc. *Possessive form = words that are used for showing possession like "mine," "yours," "hers," and "theirs." *Phrase = a group of words that do not express a complete thought (e.g., 'the car' and 'is going fast' are both phrases in the sentence 'The car is going fast')

LD3. COMMUNICATION SKILLS	
LD3.1 Communicates using social and conversational rules	
3-5 years old	
Engages in back-and-forth conversations of increasing duration (two to five conversational exchanges**), with increasing ability to extend conversations by asking questions, making comments related to the topic, and later in this age range, engages in a wider variety of conversational topics	**LC 7-6 Learns Conversation Structure**
With support and reminders, uses social rules of language*** with increasing consistency and ability to apply rules in both familiar and unfamiliar settings	**LC 7-6 Learns Conversation Structure**

*Joint attention = the shared focus on an object by two individuals **Conversational exchanges = Each exchange is a "turn" taken by someone participating in a conversation. Here is an example of a conversation with five conversational turns: (1) Child: "Look at the castle I made!" (2) Teacher: That's a big castle! Who lives there? (3) Child: Only cats. One hundred cats live in the castle. (4) Teacher: One hundred cats. I wonder what they all eat. (5) Child: There's a cook that makes them fish and chicken cookies every day. ***Social rules of language = making eye contact while speaking, taking turns in conversation, keeping an appropriate distance from the conversational partner, speaking with appropriate voice volume for the context, etc. It should be noted that conversational rules can vary by culture. For example, in some cultures, it is not appropriate to make eye contact during conversation. Cultural norms regarding volume of speech and physical proximity and contact between conversational partners may also vary

LD4. ENGLISH LANGUAGE DEVELOPMENT	
LD4.1 Demonstrates Progress in Attending to, Understanding, and Responding to English	
Early-Stage English Language Development*	
Pays attention to and observes other children and adults as English is spoken	**LC 7-1 Develops Receptive Communication**
Attends to English in small- and large-group activities, such as circle time, storybook reading, etc.	**LC 7-1 Develops Receptive Communication**
Imitates behaviors of other children to get the same result (e.g. sees child make the sign for "me too" in sign language and makes the same sign)	**LC 7-2 Develops Expressive Communication**
Early to Mid-Stage English Language Development	
Responds to simple, commonly used words and phrases when accompanied by gestures and other supports	**LC 7-1 Develops Receptive Communication**
Mid-Stage English Language Development	
Demonstrates an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.)	**LC 7-4 Expands Vocabulary**
Responds appropriately to requests in English that involve one-step directions (e.g., "clean up") when personally directed by others (these requests may occur with or without contextual cues)	**LC 7-1 Develops Receptive Communication**
Mid to Late-Stage English Language Development	
Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids	**LC 7-1 Develops Receptive Communication**
Late-Stage English Language Development	
Demonstrates an understanding of a larger set of words in English (for objects and actions, personal	**LC 7-4 Expands Vocabulary**

pronouns, and possessives) in both real and pretend activities	
Demonstrates an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas)	**LC 7-4 Expands Vocabulary**
Follows directions that involve a one- or two-step sequence, relying less on contextual cues	**LC 7-1 Develops Receptive Communication**
Early, Mid and Late English Language Development	
Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language	**LC 7-1 Develops Receptive Communication**

*Unlike the other developmental progressions outlined for other learning goals, English Language Development is not dependent on a child's age, but on a child's exposure to English. For example, a four year-old who has recently immigrated to the United State is likely to have less command of the English language than a three-year-old who immigrated when he or she was one. As such, the progression of English Language Development is defined by stages of development rather than by what should occur within a certain age range.

LD4. ENGLISH LANGUAGE DEVELOPMENT	
LD4.2 Demonstrates progress in speaking and expressing self in English	
Early-Stage English Language Development*	
Relies on nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others	**LC 7-2 Develops Expressive Communication**
Repeats sounds and words in English	**LC 7-2 Develops Expressive Communication**
Mid-Stage English Language Development	
Combines nonverbal with some verbal communication to be understood by others	**LC 7-2 Develops Expressive Communication**
Engages in codeswitching* during conversations	**LC 7-2 Develops Expressive Communication**
Uses telegraphic speech**	**LC 7-2 Develops Expressive Communication**

Uses formulaic speech (expressions that are learned whole, e.g., "I don't know")	**LC 7-2 Develops Expressive Communication**
Uses English vocabulary that mainly consists of concrete nouns and some verbs and pronouns	**LC 7-5 Expands Grammar and Pronunciation**
Converses with others in English using two or three words at a time but switches back and forth between English and their home language	**LC 7-2 Develops Expressive Communication**
Uses some English grammatical markers (e.g., "-ing" or the plural-forming "-s") and applies at times the rules of grammar of the home language to English	**LC 7-5 Expands Grammar and Pronunciation**
Uses "what" and "why" questions in English, sometimes with errors	**LC 7-2 Develops Expressive Communication**
Late-Stage English Language Development	
Demonstrates increasing reliance on verbal communication in English to be understood by others while still making some mistakes	**LC 7-4 Expands Vocabulary**
Uses new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary	**LC 7-6 Learns Conversation Structure4856**
Sustains a conversation in English with increasingly complex syntax, adding conjunctions, adjectives, adverbs, subject-verb-object patterns, and other more advanced elements of English sentence construction	**LC 7-6 Learns Conversation Structure**
Expands use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past-tense verbs), sometimes with errors	**LC 7-5 Expands Grammar and Pronunciation**
Uses "what," "why," "how," "when," and "where" questions in more complete forms in English, sometimes with mistakes	**LC 7-2 Develops Expressive Communication**
Early, Mid and Late English Language Development	
Uses age-appropriate vocabulary and grammar in the home language	**LC 7-5 Expands Grammar and Pronunciation**

Listens to and converses in age appropriate way in home language	**LC 7-6 Learns Conversation Structure**
Asks a variety of age-appropriate questions (e.g., "what," "why," "how," "when," and "where") in home language	**LC 7-2 Develops Expressive Communication**

* Codeswitching = the act of switching back and forth between English and the child's home language. Children often insert a home language word into an English sentence to get the point across when they don't know the word in English. **Telegraphic speech = two-word phrases rather than full sentences, such as "want food"

EL1. ENGAGEMENT IN LITERACY EXPERIENCES AND UNDERSTANDING OF STORIES AND BOOKS	
EL1.1 Shows interest in literacy experiences	
3-5 years old	
Participates in and actively seeks out a variety of literacy experiences such as telling and listening to stories, singing and saying rhymes, engaging with writing materials, and incorporating books or other print into play	**LKS 8-1 Develops Early Literacy**
Shows interest in an increasing variety of types of stories and texts (e.g., picture books, informational texts, rhymes and poetry, illustrated biographies, folk and fairy tales)	**LKS 8-1 Develops Early Literacy**

EL1. ENGAGEMENT IN LITERACY EXPERIENCES AND UNDERSTANDING OF STORIES AND BOOKS	
EL1.2 Engages in read-alouds and conversations about books and stories	
3-5 years old	
Shows comprehension by making comments, asking and answering questions, and responding to prompts during book reading experiences	**LKS 8-1 Develops Early Literacy**

With modeling and support, discusses predictions, cause-and-effect relationships, story-related problems and resolutions, and connections to other books and own experiences	**LKS 8-1 Develops Early Literacy**
Pretends to read, describing what is happening and using some language from the book with pictures as cues	**LKS 8-3 Develops Emergent Readings**
Retells stories (e.g., favorite book, personal experience) with increasing use of proper sequence and inclusion of major story elements in their narratives such as main characters, setting, story problems, and cause-and-effect relationships	**LKS 8-3 Develops Emergent Readings**
Demonstrates knowledge from informational texts* in a variety of ways and makes connections to other books or personal experiences (e.g., when teacher reads the story Owl Moon, child says, "We learned in that other book that owls stay awake at night and sleep during the day.")	**LKS 8-3 Develops Emergent Readings**

Informational text = type of non-fiction that uses both text and illustrations to convey meaning about the natural and social world, provide facts, and explain processes. Illustrations in these texts are realistic and can include photographs, diagrams, charts, graphs, labels and captions.

EL2. PHONOLOGICAL AWARENESS	
EL2.1 Notices and manipulates the sounds of language	
3-5 years old	
Fills in the missing rhyming word of a song, fingerplay, or story and can generate rhyming words spontaneously (real or nonsense words)	**LC 7-3 Develops Phonemic Awareness**
Decides whether two words rhyme	**LC 7-3 Develops Phonemic Awareness**
Shows awareness that some words begin with the same sound (e.g., "Sam and Selena start with the same sound!")	**LC 7-3 Develops Phonemic Awareness**
Shows awareness of separate words in sentences	**LC 7-3 Develops Phonemic Awareness**

Verbally identifies, blends, segments, and deletes parts of words (manipulating units of language)* with decreasing need for modeling or visual supports	**LC 7-3 Develops Phonemic Awareness**

*Children learn to manipulate units of language (e.g., words within compound words, syllables) in different ways, progressing from easier to more difficult manipulation tasks (in an overlapping sequence rather than by mastering one level before the next): **Identifying** = e.g., counts or claps syllables in classmates' names **Blending** = e.g., says lavaplatos (dishwasher in Spanish) when asked what word you get when you put lava (wash) and platos (dishes) together; puts together com-pu-ter and says computer **Segmenting** = e.g., finds pictures of a cama (bed in Spanish) and a león (lion in Spanish) when asked what two words make camaleon (chameleon in Spanish); says pen- and -cil when asked to take apart the word pencil **Deleting** = e.g., points to picture of a cup when asked "What's cupcake without cake?"; says no when asked, "What's mono (monkey in Spanish) without mo-?"

EL3. KNOWLEDGE AND USE OF BOOKS, PRINT, AND LETTERS	
EL3.1 Responds to features of books and print	
3-5 years old	
Imitates the act of reading (e.g., pretends to read to stuffed animals or peers) and shows increasing independence in book handling skills	**LKS 8-1 Develops Early Literacy**
Knows some features of a book (e.g., title, author, illustrator)	**LKS 8-1 Develops Early Literacy**
Shows understanding that print carries a message and can represent spoken language	**LKS 8-1 Develops Early Literacy**
Shows increasing awareness of print concepts (e.g., words are made up of letters, print is read left-to-right and top-to-bottom)	**LKS 8-1 Develops Early Literacy**

EL3. KNOWLEDGE AND USE OF BOOKS, PRINT, AND LETTERS	
EL3.2 Shows knowledge of the shapes, names, and sounds of letters	
3-5 years old	
Shows interest in letters by singing the alphabet song, playing with alphabet blocks, looking at alphabet books, etc.	**LKS 8-2 Develops Alphabetic Knowledge**
Attends to and recognizes simple environmental print (e.g., recognizes	**LKS 8-2 Develops Alphabetic Knowledge**

stop sign or Walmart® or Lego® logos, although may not say letters)	
Recognizes and names an increasing number of letters correctly, especially those in own name	**LKS 8-2 Develops Alphabetic Knowledge**
Produces the correct sounds for an increasing number of letters	**LKS 8-2 Develops Alphabetic Knowledge**
Shows understanding that a string of letters represents a sequence of spoken sounds (e.g., when writing asks "How do you spell fish?"	**LKS 8-2 Develops Alphabetic Knowledge**

*When learning letter names, children tend to learn uppercase letters before lowercase. When they learn lowercase, they most quickly learn names of letters they already know in the uppercase. Children also learn the letters in their own name more quickly than other letters. Children have an easier time learning the sounds for letters when the letter name provides a "clue" to the sound. For example, learning that the letter B ("bee") makes the sound /b/ is easier than learning that F ("eff") makes the sound /f/. Children also have more difficulty with letter–sound connections for letters that represent more than one sound (e.g., the letter C can make the /s/ sound as in city as well as the /k/ sound as in cat.

EL3. KNOWLEDGE AND USE OF BOOKS, PRINT, AND LETTERS	
EL3.3 Demonstrates emergent writing skills	
3-5 years old	
Shows increasing understanding that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas	**LKS 9-1 Develops Emergent Writing**
Produces strings of letters and/or letter-like forms (may be in unconventional order); begins to separate groups of letters with spaces	**LKS 9-1 Develops Emergent Writing**
Writes an increasing number of letters correctly, especially those in own name	**LKS 9-1 Develops Emergent Writing**
Writes first name with or without mistakes*	**LKS 9-1 Develops Emergent Writing**
Uses early invented spelling (writes initial and/or final sounds to represent whole word; e.g., writes MK for milk)*	**LKS 9-1 Develops Emergent Writing**

* May still include letter-like forms, write letters backward, exclude letters or switch their order, and/or may not always write left to right

MT1. NUMBER CONCEPTS AND OPERATIONS	
MT1.1 Demonstrates number sense and an understanding of quantity	
3-5 years old	
Says or signs number words in order accurately with increasing ability to count to 5, then up to 10, and finally to 20 and beyond by the end of this age range	**CM 10-1 Begins Counting**
Names what number comes after another number with decreasing need to count up from one (e.g., When asked "What comes after four?" immediately says "Five" instead of "One, two, three, four, five…five!")	**CM 10-1 Begins Counting**
Identifies place in a series using terms like first, second, last, etc. (ordinality)	**CM 10-1 Begins Counting**
Counts to determine and compare whether the number of objects in one group is more than, less than, or the same as objects in another group (for groups of five to ten objects)	**CM 10-1 Begins Counting**
Shows increasing ability to count objects using one number for each object (one-to-one correspondence) and with increasing consistency uses the last number counted to represent how many objects are in a group (cardinality)	**CM 10-1 Begins Counting**
Instantly recognizes without counting (subitizes) objects in sets of one to four objects (e.g., when playing game where teacher changes the number of blocks under a sheet and then uncovers them, child correctly identifies number of blocks without counting)	**CM 10-2 Builds and Observes Sets**
Begins to use numerals to represent and communicate quantity (e.g., puts three counting bears on a card with the numeral "3" in a game)	**CM 10-2 Builds and Observes Sets**
Shows increasing understanding of the concept of zero (e.g., holds up	**CM 10-1 Begins Counting**

closed fist to show "no more monkeys jumping on the bed" during the last verse of the song; when teacher takes all of counting bears during a game and asks, "Now how many do you have?" child responds "None!")	
Produces a set of a certain number when prompted (e.g., puts five napkins on the table when asked)	**CM 10-2 Builds and Observes Sets**

One-to-one correspondence: matching each item in a set to one—and only one—item in another set or, in counting, matching one number word to each object in a set being counted.

MT1. NUMBER CONCEPTS AND OPERATIONS	
MT1.2 Explores combining and separating groups (numerical operations	
3-5 years old	
Shows increased understanding that adding to or taking away objects from a group will increase or decrease the number of objects in the set (e.g., communicates, "I wanted more green blocks so my friend gave me three of his") and can describe parts of a group (e.g., Says, "I have four cubes. Two are red, and two are blue")	**CM 10-3 Learns Addition, Subtraction and Division**
Using fingers or manipulatives as tools, shows increasing ability to solve simple addition problems by joining objects together for increasingly larger totals (up to 10; e.g. when adding a group of 3 and a group of 2, counts "one, two, three…" and then counts on "four, five!" keeping track with fingers)	**CM 10-3 Learns Addition, Subtraction and Division**
Using fingers or manipulatives as tools, shows increasing ability to solve simple subtraction problems by separating increasingly larger totals (up to 10; e.g., when asked how many counting bears will be left from a group of six if a friend takes two, child moves two bears to the side	**CM 10-3 Learns Addition, Subtraction and Division**

then counts remaining bears, "one, two, three, four…four bears!")	
Explores early division concepts by dividing objects into "fair-share" groups (e.g., gives three peers each two pieces of play fruit while playing restaurant) and identifying the concepts of a fraction whole and half by using real objects (e.g., identifies two equal parts of an apple or graham cracker as a half)	**CM 10-3 Learns Addition, Subtraction and Division**

MT2. ALGEBRAIC THINKING	
MT2.1 Uses classification and patterning skills	
3-5 years old	
Sorts objects based on a single, simple characteristic (e.g., color, shape, size) with increasing ability to sort into more than two categories (e.g., making three color groups instead of two color groups)	**CM 11-2 Understands Patterns**
Sorts objects by more than one attribute (e.g., color and shape); attends to more complex attributes (e.g., weight, texture); Sorts and then resorts based on a different characteristic (e.g., sorts by size and then by color	**CM 11-2 Understands Patterns**
Recognizes, extends, and replicates simple repeating patterns* (e.g., triangle, square, triangle, square or repeated music verses)	**CM 11-2 Understands Patterns**
Creates own patterns in different forms (e.g., objects, sounds, movements) and fills in missing elements of a simple pattern (e.g., selects a green counting bear and completes the series of bears set out by the teacher: yellow, green, green, yellow, green, green, yellow, _____, green)	**CM 11-2 Understands Patterns**

*Simple patterns include ABAB format (e.g., cat, cow, cat, cow) and AAB or ABB patterns (ABB Pattern: red, blue, blue, red, blue, blue). It is important when presenting patterns to children that the pattern unit be repeated twice to establish the pattern (e.g., AAB pattern: square, square, circle, square, square, circle).

MT3. MEASUREMENT AND COMPARISON	
MT3.1 Participates in exploratory measurement activities and compares objects	
3-5 years old	
Measures attributes of objects (e.g., length, height, weight) using non-standard units (e.g., lines up a variety of objects, such as blocks and cars, end-to-end without gaps, to measure rug); and explores formal measuring tools (e.g., measuring cups, scale, ruler) with increasing independence and initiation of activity	**CM 11-1 Learns Measurements and Quantities**
Directly compares objects to see which is longer and later in this age range uses a third object to compare the length of two objects (e.g., uses yarn to measure two different objects)	**CM 11-1 Learns Measurements and Quantities**
Uses comparative language (e.g., "shorter," "heaviest") to directly compare two or more objects (e.g., identifies "small," "smaller," "smallest")	**CM 11-1 Learns Measurements and Quantities**
Shows increasing ability to identify that different arrangements of the same number of objects are equal; begins to count to compare	**CM 11-1 Learns Measurements and Quantities**
Organizes a small set of objects (i.e., three to five) in an increasing or decreasing order (seriation; e.g., arranges a set of twigs from shortest to longest)	**CM 11-1 Learns Measurements and Quantities**

MT4. GEOMETRY AND SPATIAL SENSE	
MT4.1 Explores and describes shapes and spatial relationships*	
3-5 years old	
Recognizes and names familiar shapes (e.g., square, triangle, circle, rectangle) and later less familiar shapes (e.g., hexagon, trapezoid)	**CM 12-1 Learns Shapes & Sizes**

and some three-dimensional shapes (e.g., cube, cone, cylinder, sphere); with increasing ability to recognize shapes regardless of orientation or size and to describe shapes in terms of their attributes (e.g., a triangle has three straight sides)	
Uses increasingly complex spatial vocabulary (e.g., inside, beside, below); follows directions related to directionality, order, and position in space (e.g., "move forward," "put it behind the green car"); and without needing to handle the object can mentally turn an object to perform simple tasks (e.g., communicates to a friend, "If you turn the puzzle piece it will fit")	**CM 12-2 Develops Spatial Awareness**
Builds increasingly complex designs, pictures, and structures using two- and three-dimensional shapes (e.g., uses circles and rectangles to make a snowman image, constructs a castle out of building blocks), progressing from using one shape for each part of a picture to using several shapes to make one part	**CM 12-1 Learns Shapes & Sizes**
Combines, rotates, flips, and separates shapes to create designs (e.g., using parquetry blocks) and to make other shapes (e.g., combines two wood triangle-shaped unit blocks to make a square and later in this age range shows increasing ability to predict which shapes might be used to create other shapes	**CM 12-2 Develops Spatial Awareness**

Spatial relationships = the positions of objects in space and how objects are oriented in relation to one another (e.g., whether something is over, under, beside, or on another object)

ST1. SCIENTIFIC PRACTICES	
ST1.1 Engages in the scientific process to collect, analyze, and communicate information	
3-5 years old	
Asks questions, makes observations, and predictions about the world	**CS 13-1 Explores Objects**

around them with adult support (e.g., "Where snow go?"; describes texture of fabrics as soft, scratchy, or bumpy when prompted; predicts that apples will be served for snack)	
Asks questions about the world (e.g., "What do plants need to grow?") and seeks answers from various sources (e.g., asks teacher to help find information about spiders in a book)	**CS 13-1 Explores Objects**
Makes increasingly complex observations about objects and events (e.g., notices that outdoor area smells different after rain)	**CS 13-1 Explores Objects**
Makes predictions about what might happen based on past experience (e.g., "I think that adding yellow paint to blue paint will make green", "I think the ping pong ball will float")	**CS 14-2 Makes Predictions**
Explores cause-and-effect relationships by varying actions to change the reaction (e.g., mixes red paint with blue paint, then mixes red paint with green paint; changes the size and/or orientation of blocks used when attempting to build a tall structure that doesn't fall down)	**CS 14-4 Draws Conclusions and Sorts Results**
Engages in adult-supported investigations; forms and tests hypotheses (e.g., mixes soil and water to make mud; builds a "bridge" out of classroom materials and seeing how many foam blocks it will hold before collapsing; waters seeds in one container, but not another to answer the question, "Do plants need water to grow?")	**CS 14-4 Draws Conclusions and Sorts Results**
With adult assistance, analyzes, interprets, and communicates data (e.g., compares initial prediction of which objects would float to actual results; records information through a drawing or dictation)	**CS 14-4 Draws Conclusions and Sorts Results**

ST2. KNOWLEDGE OF SCIENCE CONCEPTS	
ST2.1 Demonstrates knowledge of core science ideas and concepts	
3-5 years old	
Identifies parts of a whole (e.g., labels parts of a toy car such as door, wheel, headlight) and with adult support can describe their basic functions	**CS 14-4 Draws Conclusions and Sorts Results**
With adult support asks questions and makes comments about parts of more complex systems and how they interact to make it function (e.g., talks about roles of members of their family; asks about the gears and parts of a wind-up toy and how they make it work	**CS 14-4 Draws Conclusions and Sorts Results**
Observes and describes basic features and functions of living things, objects, and materials (e.g., talks about body parts and their uses; describes attributes of materials related to their function by using words like strong, squishy, round, soft; communicates, "Windows are clear so we can see through them")	**CS 14-4 Draws Conclusions and Sorts Results**
Makes observations and generalizations about structure and function (e.g., generalizes that objects that are round will roll; talks about why plants need stems; describes why birds can fly and people can't)	**CS 14-4 Draws Conclusions and Sorts Results**
Describes changes in the environment with adult support (e.g., talks about weather conditions such as rain, snow, and wind; notices clouds changing shape and moving across the sky)	**CS 14-4 Draws Conclusions and Sorts Results**
Observes and describes environmental changes over time with increasing sophistication (e.g., comments on flowers blooming in the spring; notices when branches have been trimmed from a tree;	**CS 14-4 Draws Conclusions and Sorts Results**

communicates, "The sun made the slide hot!"; notices the shape of the moon changing over time)	
Demonstrates an understanding that living things change over time in size and other capacities as they grow (e.g., talks about similarities and differences between babies and adults; acts out a song about growth by pretending to be a plant and demonstrating with body how a seed grows into a seedling then a tree)	**CS 14-4 Draws Conclusions and Sorts Results**

ST3. KNOWLEDGE OF SCIENCE CONTENT	
ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials	
3-5 years old	
With increasing independence, asks and answers questions about the similarities, differences, and categories of plants and animals (e.g., talks about how birds have feathers covering their bodies, but snakes have scales	**CS 15-1 Explores the Natural Environment**
Shows curiosity and knowledge about how living things grow and change over time (e.g., talks about how kitten at home is getting bigger; asks why leaves change color)	**CS 15-1 Explores the Natural Environment**
With adult support describes characteristics that define living things (e.g., breathes, moves, grows)	**CS 15-1 Explores the Natural Environment**
Shows curiosity about the relationship of living things to their environments/habitats (e.g., asks why fish always live in water; wonders where birds sleep)	**CS 15-1 Explores the Natural Environment**
Investigates and uses increasingly complex vocabulary to describe natural elements in the environment (e.g., observes a group of ants	**CS 15-1 Explores the Natural Environment**

moving on the playground and comments, "They're moving around like they're scared"; draws different kinds of leaves in the science center and communicates "This one has round edges, this one has pointy edges.")	
Demonstrates respect for the environment (e.g., observes flowers or insects without intruding or destroying; picks up a piece of litter and says, "Animals might get sick if they eat this")	**CS 15-1 Explores the Natural Environment**
Uses observable characteristics to describe and categorize physical objects and materials based on similarities and differences (e.g., after participating in an investigation, sorts items into those that float and those that sink; sorts objects made of wood and those made of plastic)	**CS 15-1 Explores the Natural Environment**

ST3. KNOWLEDGE OF SCIENCE CONTENT	
ST3.2 Uses tools and engineering practices to explore and solve problems	
3-5 years old	
Explores and later in this age range identifies simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences (e.g., plays with ramps and vehicles in the block area; uses pulleys in the sand table; explores manipulative toys that use gears)	**CS 14-1 Solves Problems**
Uses a variety of tools (e.g., ruler, balance scale, magnifying glass, toy stethoscope, unit blocks, measuring cups, thermometer) to gather information, investigate objects, and solve problems	**CS 14-1 Solves Problems**
Communicates how tools are used by people in their world (e.g., ladders	**CS 14-1 Solves Problems**

help firefighters, stethoscopes help doctors and nurses)	
Explores principles such as stability and balance (e.g., building block structure) and force and motion (e.g., rolling a car down a ramp)	**CS 14-1 Solves Problems**
Shows increased understanding of relationships between variables and outcomes (e.g., steepness of a ramp and speed of a rolled ball; size of blocks and stability of structure)	**CS 14-1 Solves Problems**
With adult support, generates multiple solutions to problems, tests solutions and revises them, (e.g., builds block tower that falls with a foundation of small blocks; uses bigger blocks the next time) and develops increasingly detailed explanations of their ideas and reasons for outcomes	**CS 14-1 Solves Problems**

***Engineering Practice** = the application of scientific principles to determine criteria for a successful solution to a problem and identify constraints.

ST3. KNOWLEDGE OF SCIENCE CONTENT	
ST3.3 Engages in developmentally appropriate interactions with technology* and media that support creativity, exploration, and play	
3-5 years old	
Incorporates technology tools into their pretend play (e.g., pretends to call someone on a toy phone, uses a keyboard in the "office" prop box to pretend to write someone a letter	**CS 13-3 Learns Using Technology**
Develops knowledge of and explores the functionality of simple digital devices (e.g., touch screen, e-book reader, digital camera, copier, light table, music player)**	**CS 13-3 Learns Using Technology**
Identifies technology tools for multiple purposes, including creating, problem solving, gathering information, and documenting (e.g., creates a picture or story on an electronic device,	**CS 13-3 Learns Using Technology**

suggests looking up a question or the meaning of a word on the internet, records a story made up on a recording device)	
Shows knowledge of how to use technology in safe, healthy, acceptable, responsible, and socially positive ways (e.g., suggests sending a get-well message to a friend who is sick)	**CS 13-3 Learns Using Technology**
Follows directions and class rules for using digital devices (can log in and out; keeps foreign materials away from equipment; handles equipment with care; knows the time limit or sign up rule for access to the device)	**CS 13-3 Learns Using Technology**

*Arkansas's child care licensing requirements prohibit the use of television, DVDs, video cassettes and computer/video games and other screen time activities for children younger than two years of age. New recommendations published in the fall of 2015 by the American Academy of Pediatrics (AAP) reinforce this regulation and suggest that optimal educational media opportunities begin after age 2. The guidance discourages the use of screen media for children under the age of 2 as neuroscience suggests that very young children learn best through two-way, social, and language-rich interactions. However, the AAP guidance does acknowledge some appropriate uses of technology for infants and toddlers such as viewing digital photos, participating in Skype interactions with loved ones, co-viewing e-books, and engaging with some interactive apps.[1] **Children's proficiency using technology tools will differ in large part due to varying amounts of exposure and modeling they receive in their home environment, which may depend on family values and attitudes toward technology as well as access to technology tools and associated resources (e.g., broadband internet connection) [1] Brown, A., Shifrin, D.L., & Hill, D.L. (2015). Beyond "turn it off": How to advise families on media use. AAP News, 36, 10, 5 55. doi: 10.1542/aapnews.20153610-54

SS1. FAMILY, COMMUNITY, AND CULTURE	
SS1.1 Demonstrates positive connection to family and community	
3-5 years old	
Shows increasing participation as a member of the learning community (e.g., participates in whole-group activities, helps establish rules for behavior, participates in classroom clean-up, etc.)	**SS 16-1 Explores Cultures**
Recognizes similarities and differences among individual people and groups of people (e.g., notices when another language is spoken;	**SS 16-1 Explores Cultures**

says "Everyone in my family has brown hair")	
Shows pride in family and cultural heritage (e.g., talks about family members and traditions; draws pictures of family members and own cultural group; shares a song or special food from cultural group, shows pride in home language [e.g., "Gato means cat in Spanish. We speak Spanish at home!"])	**SS 16-1 Explores Cultures**
Shows knowledge of family, cultural and political history (e.g., talks about where family came from, where cultural traditions came from, knows who president is)	**SS 16-1 Explores Cultures**
Engages in increasingly complex pretend play acting out family or community roles and events (e.g., pretends to be a "daddy" sweeping the house or feeding the baby; later in this age range, acts out scenes at a restaurant, beauty salon, or doctor's office)	**SS 16-4 Learns about Community and Jobs**
Shows increasing awareness of the roles people play in society (e.g., talks about roles of various family members; describes jobs of community helpers such as firefighters, grocery clerks, and veterinarians; talks about what they would like to be when they grow up)	**SS 16-4 Learns about Community and Jobs**

SS2. HISTORY AND GEOGRAPHY	
SS2.1 Shows awareness of sequence and change over time	
3-5 years old	
Discusses events in the immediate past or future (e.g., gives simple account of what happened that day; communicates "After lunch, we get to read books") and communicates about events that are increasingly distant from the present (e.g., talks about "When I was a baby…" and	**SS 16-2 Understands Time**

makes predictions about future events with adult support)	
Understands and, later in this age range, uses increasingly complex time-related words and concepts (e.g., "now/later," "day/night", "last time/next time"	**SS 16-2 Understands Time**

SS2. HISTORY AND GEOGRAPHY	
SS2.2 Demonstrates simple geographic knowledge	
3-5 years old	
Communicates with increasing specificity about the location of objects and areas at home and school (e.g., talks about something in a closet in the classroom) and can match objects to their usual geographic location (e.g., stove in kitchen, bed in bedroom)	**SS 16-3 Explores Geography**
Shows awareness of familiar buildings and landmarks (e.g., home, school, library, grocery store, parks, sculptures or statues, lakes or rivers	**SS 16-3 Explores Geography**
Understands and uses words indicating relative distances (e.g., near, far, close)	**SS 16-3 Explores Geography**
Shows interest in exploring geography tools (e.g., map, compass)	**SS 16-3 Explores Geography**
Creates drawings or simple maps of home and other familiar places with adult support	**SS 16-3 Explores Geography**
Discusses basic geographic concepts and features of environments (e.g., says "We have mountains where we live"; sees a picture of fish and says, "They live in water")	**SS 16-3 Explores Geography**

CA1. MUSIC AND MOVEMENT	
CA1.1 Explores through listening, singing, creating, and moving to music	
3-5 years old	
Explores a widening variety of culturally diverse musical instruments, using them to produce increasingly complex rhythms, tones, melodies, and songs	**CCA 21-2 Explores Music**
Uses body movement to respond with increasing accuracy to beat, dynamics (loud versus quiet), and tempo (speed) of music (e.g., marches with musical instruments with increasing ability to move in step with the beat; tiptoes during quiet music and stomps when it gets louder; moves slower or faster in time with music)	**CCA 21-3 Explores Movement and Dance**
Imitates and begins to demonstrate understanding of fast/slow and loud/soft as they relate to playing music and singing	**CCA 21-2 Explores Music**
With adult support demonstrates the foundational components of music, including tempo (e.g. by singing faster when asked to up the tempo), dynamics (e.g. by louder and softer during a song and pitch*(e.g. by singing higher and lower notes)	**CCA 21-2 Explores Music**
Develops preferences for favorite songs and fingerplays (e.g., claps and smiles or communicates "Again! Again!" when a song is finished; requests certain songs or fingerplays be played or sung)	**CCA 21-2 Explores Music**
Requests favorite types of music, discusses favorite songs, and shows appreciation for the music and dance of others	**CCA 21-2 Explores Music**
Expresses self through music by making up songs, changing words to familiar songs, and experimenting with rhythmic patterns	**CCA 21-2 Explores Music**

*Tempo = how slow or fast a song should be sung or played

*Dynamics = loudness or softness of a piece of music
*Pitch = how high or low a note or tone is

CA2. VISUAL ARTS	
CA2.1 Explores, manipulates, creates, and responds to a variety of art media	
3-5 years old	
Engages in child-initiated visual art activities with increased independence, intentionality, planning, and knowledge of art media and materials (e.g., asks a friend, "Can I use the easel when you're done?"; creates two- or three-dimensional art that approximate or depict people, animals, and objects; says, "I'm going to draw daddy," before starting a project)	**CCA 12-1 Explores Art Media**
Shows increasing range and intentionality in art creations (e.g., draws multiple simple shapes; uses a variety of tools to make different textures in play dough; shows preferences and makes choices about colors)	**CCA 12-1 Explores Art Media**
With adult support demonstrates the foundational components of art, including line, shape (e.g. by drawing lines and different shapes), color (e.g. by using different colors), and texture (e.g. by describing how a piece of art feels	**CCA 12-1 Explores Art Media**
Tells about their artistic creations with increasing detail	**CCA 12-1 Explores Art Media**
Recognizes and states that objects in the environment are beautiful and later in this age range, can articulate why they believe it is beautiful	**CCA 12-1 Explores Art Media**
Chooses their own art for display in the learning environment or for inclusion in a book and briefly explains their choice	**CCA 12-1 Explores Art Media**
Communicates with others about art by discussing the ideas behind own	**CCA 12-1 Explores Art Media**

art and how it was made; the feelings generated by looking at different art; and by showing appreciation for the artwork of others	

***Visual art activities** = a broad category of art activities that include drawing, painting, printmaking, sculpture, graphic art, and other art forms.

***Texture** = the way an object feels to the touch or looks as it may feel if it were touched

CA3. DRAMA	
CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play	
3-5 years old	
Explores a variety of themes and roles through play, including reallife scenarios and people, fictional stories and characters, and play that expresses feelings and helps process experiences	**CCA 21-4 Participates in Dramatic Play**
Engages in increasingly complex, longer play scenarios; assigns or assumes multiple roles within a scenario; tells more cohesive stories through play	**CCA 21-4 Participates in Dramatic Play**
With adult support understands the foundational components of drama, including theme (e.g., can identify the main idea of the story), plot (e.g. can discuss the series of events that take place), character (e.g. can identify the main and minor characters and their roles), and dialogue (e.g., can discuss the interactions between characters).	**CCA 21-4 Participates in Dramatic Play**
Discusses and expresses appreciation after viewing a performance by older children or a professional group.	**CCA 21-4 Participates in Dramatic Play**

***Dialogue** = the interactions both spoken and unspoken (facial expressions) that convey intent, feeling, or thought