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With Related Hawaii Early Learning Profile (HELP) Strands and Skills to Inform Planning and Communication with Families

Connecticut’s Early Learning and Development Standards were developed to help families, communities and schools work together to support children’s early learning and growth

**Using the Connecticut Early Learning and Development Standards in Conjunction With the Hawaii Early Learning Profile (HELP)**

The Connecticut Early Learning and Development Standards (CT ELDS) are statements about what young children from birth to age five should know and be able to do.They provide a foundation for communicating around common goals for children in Connecticut. For early care and education settings, the CT ELDS can the basis for planning learning environments and experiences and supporting individual children. For early intervention and home visiting programs, the CT ELDS can serve as a resource for communicating with families and early care and education providers about supporting children’s growth and development.

In order to facilitate the use of the CT ELDS in early interventions programs using the Hawaii Early Learning Profile (HELP), this document shows the relationship between HELP strands and/or specific items and the CT ELDS learning progressions.

**Some important considerations in using this document**

* Because the CT ELDS was considered as a valuable tool for communicating with families, it provided the basis for comparison. The HELP strands and items listed that correlate to the CT ELDS learning progressions may not be the best match or may not be included in the HELP with the same intent as in the CT ELDS. For example, reaching and grasping is included in the fine motor section of the HELP but this skill is related to the learning progression of spatial relationships in the Mathematics section of the CT ELDS. As many connections as possible were included so that providers talking with families about specific strands or items on the HELP can utilize the CT ELDS to facilitate an understanding of the functional aspect of these skills, see how they fit into daily routines, and discuss growth over time.
* Alignment is noted in one of three ways: by listing the entire HELP strand, by indicating that multiple items in a HELP strand are related, or by indicating that individual items in a HELP strand are related.
  + When an entire HELP strand is listed, the basic underlying focus is similar in the HELP and the CT ELDS.
  + When it is indicated that multiple items for a particular HELP strand are related, there may be a different focus for the overall strand and/or there may be specific items in the HELP strand that are not relevant to the CT ELDS learning progression.
  + When it is indicated that individual items for a particular HELP strand are related, the overall HELP strand has a different focus than the CT ELDS. In this case, the related individual items are listed.
* An early childhood assessment system, aligned to the CT ELDS, is currently being planned. Until this assessment system is available, early care and education providers, home visitors, early interventionists and others working with children are encouraged to continue using their current assessment and curriculum tools, considering their alignment to the CT ELDS and finding ways to address any gaps.

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| Cognition | | | | | | | | | | | | | | | | | | | | | |
|  | | 0-6 months | | 6-12 months | | | 12-18 months | | | 18-24 months | | | 24-36 months | | | 3 to 4 years | | | 4 to 5 years | | |
| Learning  Progression | | Indicators:  *This is evident, for example, when children:* | | Indicators:  *This is evident, for example, when children:* | | | Indicators:  *This is evident, for example, when children:* | | | Indicators:  *This is evident, for example, when children:* | | | Indicators:  *This is evident, for example, when children:* | | | Indicators:  *This is evident, for example, when children:* | | | Indicators:  *This is evident, for example, when children:* | | |
| Strand A: Early learning experiences will support children to develop effective approaches to learning. | | | | | | | | | | | | | | | | | | | | | |
| Curiosity and  Initiative | C.6.1 Use  senses to explore immediate environment | | | C.12.1 Seek familiar people and/or objects that are not there | | | C.18.1 Use senses to actively investigate and explore the effects of new actions on objects | | | C.24.1 Explore objects, activities and environments | | | C.36.1 Ask questions  and seek answers from a variety of sources | | | C.48.1 Explore and investigate a variety of experiences and topics using different materials | | | C.60.1 Investigate ways to make something happen | | |
| HELP Strands and Items | Multiple items from the strand:   * **1-4C: Problem Solving: Cause and Effect**   Individual items from the strands:   * **1-1: Development of Symbolic Play** (1.15) * **2-4B: Communicating with Others: Verbally** (2.97) | | | | | | | | | | | | | | | | | | | | |
| Engagement with Environment, People and Objects | C.6.2 Orient to source of sound or movement and vocalize in  response to sights and sounds in  the immediate environment | | | C.12.2 Show interest in a wider variety of sights and sounds with greater purpose, often in shared experiences with adults | | | C.18.2 Focus attention on interesting sights  or sounds, often in shared experiences with adults | | | C.24.2 Engage in interactions and self-selected activities for  increasing lengths of time | | | C.36.2 Maintain interest in self-selected activities and may seek to engage others or ask questions | | | C.48.2 Maintain interest in exploring specific topics over time | | | C.60.2 Express interest in learning about a specific topic over time | | |
| C.60.3 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high interest activities 15 minutes or longer | | |
| HELP  Strands and  Items | Multiple items from the strands:   * **1-3: Sound Awareness and Localization** * **4-1: Visual Response and Tracking** | | | | | | | | | | | | | | | | | | | | |
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| Strand A: Early learning experiences will support children to develop effective approaches to learning. | | | | | | | | | | | | | | | | | | | | | |
|  | | | 0-6 months | | | 6-12 months | | | 12-18 months | | | 18-24 months | | | 24-36 months | | | 3 to 4 years | | | 4 to 5 years |
| Eagerness to  Learn | | | C.6.3 Laugh, babble, increase movement,  and engage in repetition of a learning activity | | | C.12.3 Seek out new materials and experiences | | | C.18.3 Explore new ways to use objects and observe results | | | C.24.3 Demonstrate a desire to accomplish a new skill. May look to others for approval and congratulations | | | C.36.3 Demonstrate enthusiasm for new learning (may be within familiar contexts) | | | C.48.3 Seek out new challenges and novel experiences | | | C.60.4 Show pride in accomplishment when reaching mastery of a skill and share experiences with others |
| HELP  Strands and  Items | | | Individual items in the Strand:   * **5-3: Expression of Emotions and Feelings** (5.07,2.06, 2.10) | | | | | | | | | | | | | | | | | | |
| Cooperation with Peers  in Learning  Experiences | | |  |  | | |  | | |  | | |  | | | C.48.4 Engage in and complete learning activities with peers | | | C.60.5 Plan and complete learning activity with a peer | | |
| C.48.5 Help and cooperate in group | | | C.60.6 Model or teach peers how to use materials or complete a task | | |
| HELP  Strands and  Items | | | The precursors to the skills in this learning progression are represented in the HELP strand **5-5** **Social Interactions and Play.** | | | | | | | | | | | | | | | | | | |
| Cause and  Effect | | | C.6.4 Show interest in the results of their actions and “accidental” discoveries | | C.12.4 Recognize effect of actions  on object - cause and effect (e.g., shake a rattle and it makes a sound) | | | C.18.4 Learn  by observing or listening to others and repeating their actions or verbalizations | | | C.24.4 Repeat actions over and over and notice results | | | C.36.4 Vary actions to observe different results (e.g., hit lever harder to see if result changes) | | | C.48.6 Manipulate materials and communicate about the impact of own actions | | | C.60.7 Try multiple uses of same materials and observe differing results | |
| HELP  Strands and  Items | | | **1-4 B: Problem Solving: Means-Ends** | | | | | | | | | | | | | | | | | | |
| **1-4 C: Problem Solving: Cause and Effect** | | | | | | | | | | | | | | | | | | |

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| Strand B: Early learning experiences will support children to use logic and reasoning. | | | | | | | |
|  | 0-6 months | 6-12 months | 12-18 months | 18-24 months | 24-36 months | 3 to 4 years | 4 to 5 years |
| Attributes, Sorting and Patterns | C.6.5 Recognize familiar people  or objects in the immediate environment (e.g., notice differences between various people and objects) | C.12.5 Respond to new or  novel objects with interest, recognizing differences | C.18.5 Match objects that are the same (simple categorizing) | C.24.5 Sort objects by type (e.g., cars and blocks) and put some objects in order (e.g., lines up three objects from smallest to biggest) | C.36.5 Identify differences between objects across multiple characteristics (e.g., texture, color,  shape, size) | C.48.7 Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same  or different colors, loud or soft sound) | C.60.8 Compare relative attributes of objects, people, events, sounds (e.g.,  louder, more, less) |
| C.48.8 Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language | C.60.9 Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today  we will...) |
| C.60.10 Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the  teacher shares information with class, says, “But my dad says…”) |
| HELP  Strands and  Items | **1-7 A: Discrimination/Classification: Matching and Sorting** | | | | | | |

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| Strand B: Early learning experiences will support children to use logic and reasoning (continued). | | | | | | | |
|  | 0-6 months | 6-12 months | 12-18 months | 18-24 months | 24-36 months | 3 to 4 years | 4 to 5 years |
| Problem  Solving | C.6.6 Sometimes will show they  can solve problems by reaching for desired toys or blanket | C.12.6 Use a variety of actions to obtain desired objects | C.18.6  Purposefully experiment with the effects of  new actions upon objects | C.24.6 Try a successful strategy in a new situation (e.g., tugging or prying on something that is stuck) | C.36.6 Use objects in new and unexpected ways to solve problems through trial and error | C.48.9 Think of and try an alternative strategy when a  first attempt at solving a problem is unsuccessful | C.60.11 Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas) |
| C.12.7 Solve  simple manipulative challenges through observation and imitation (e.g., putting something “into a bucket”) | C.18.7 Utilize shapes and sorting boxes. May use trial and error to fit objects together | C.24.7 Take things apart and try to put them back together | C.36.7 Use spatial relationships to solve problems (e.g., fit pieces into puzzle) |
| HELP  Strands and  Items | **1-4 A-C: Problem Solving (Object Permanence, Means-End and Cause and Effect)** | | | | | | |
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| Strand B: Early learning experiences will support children to use logic and reasoning (continued). | | | | | | | |
|  | 0-6 months | 6-12 months | 12-18 months | 18-24 months | 24-36 months | 3 to 4 years | 4 to 5 years |
| Symbolic  Representation |  |  | C.18.8 Use  dolls and stuffed animals as if they were real (e.g., rocks doll, pets stuffed dog) | C.24.8 Play with dolls or stuffed animals and realistic props together (e.g., use a play spoon to feed a doll) | C.36.8 Use a similar object to represent another object in play (e.g., pretend a pencil is a spoon) | C.48.10 Use or make a prop to represent  an object (e.g., build a telephone) | C.60.12 Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand) |
| C.18.9 Engage in pretend play with realistic objects (e.g., uses a play phone to pretend to make a phone call) | C.24.9 Act out familiar functions in play (e.g., sweeping floor, pouring milk) | C.36.9 Act out relational roles in play (e.g., mom or dad with baby) | C.48.11 Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter) | C.60.13 Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality |
| C.48.12 Represent people, places  or things through simple drawings, movements and three-dimensional construction | C.60.14 Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an “X” that marks the location of the treasure) |
| HELP  Strands and  Items | **1-1: Development of Symbolic Play** | | | | | | |

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| Strand C: Early learning experiences will support children to strengthen executive function. | | | | | | | | |
|  | 0-6 months | | 6-12 months | 12-18 months | 18-24 months | 24-36 months | 3 to 4 years | 4 to 5 years |
| Choosing and  Planning |  | | C.12.8 Indicate preferences nonverbally | C.18.10 Indicate preferences by pointing and using one or two words | C.24.10 Indicate preferences using simple language | C.36.10 Make choices based on preferences | C.48.13 With adult assistance, choose activities and plan what to do | C.60.15 Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals and follow plan |
| HELP  Strands and  Items | There are no HELP strands or skills that match this learning progression. | | | | | | | |
| Task  Persistence | C.6.7 Repeat actions to obtain similar results | | C.12.9 Practice an activity many times until successful | C.18.11 Complete simple activities | C.24.11 Complete simple activities despite frustration | C.36.11 Complete self- selected short-term activities many times to gain mastery | C.48.14 Continue working through moderately difficult activities, despite some frustration | C.60.16 Complete longer term and more complex tasks with a focus on the goal, despite frustration |
| HELP  Strands and  Items | **0.0: Regulatory/Sensory Organization**  This strand addresses related skills and developmental milestones, but not necessarily the specific skills or progression of task persistence. | | | | | | | |
| Cognitive  Flexibility |  | |  | C.18.12 Use objects in new and unexpected ways | C.24.12 Purposefully try multiple ways of using the same objects | C.36.12 Realize when something is not working and with adult assistance can try another approach | C.48.15 With adult assistance, stop and consider alternatives when encountering a problem | C.60.17 Generate or seek out multiple solutions to a problem |
| HELP  Strands and  Items | There are no HELP strands or skills that match this learning progression. | | | | | | | |
| Working  Memory |  | |  |  | C.24.13 Hold in mind a simple task long enough to complete it (e.g., wiping a table, walking across the room to throw something in the garbage) | C.36.13 Remember where recently used objects were placed | C.48.16 Engage in games that involve remembering (e.g., memory) | LR.60.18 Hold in mind the topic of group discussion and contribute personal experience (e.g., when  talking about something that is broken says, “My mom used a screwdriver to fix our shelf.”) |
| HELP  Strands and  Items | | There are no HELP strands or skills that match this learning progression. | | | | | | |
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| Strand C: Early learning experiences will support children to strengthen executive function. | | | | | | | | |
|  | 0-6 months | | 6-12 months | 12-18 months | 18-24 months | 24-36 months | 3 to 4 years | 4 to 5 years |
| Regulation of Attention and Impulses |  | |  |  | C.24.14 Engage in interactions and self-selected activities for increasing  length of time | C.36.14 Maintain focus on high-interest activities in the face of routine distractions | C.48.17 Maintain focus on high-interest activities in the face  of minor social or sensory distractions | C.60.19 Engage in preferred and some non-preferred activities for longer periods  of time. Remain with some high-interest activities 15 minutes or longer |
| C.36.15 With adult support, resist impulses in structured settings  for brief, but increasing periods of time | C.48.18 With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond  to question or prompt in group setting) | C.60.20 Typically resists impulses and can wait longer to respond in more structured settings (e.g., at  a restaurant, in circle time in preschool) |
| HELP  Strands and  Items | **0.0: Regulatory/Sensory Organization**  The HELP strand is more focused on sensory organization while the CT ELDS is more focused on self-regulation specific to attention and impulses. | | | | | | | |

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| **Social and Emotional Development** | | | | | | | | | |
|  | 0-6 months | 6-12 months | 12-18 months | | 18-24 months | 24-36 months | 3 to 4 years | | 4 to 5 years |
| Learning  Progression | Indicators  *This is evident, for example, when children:* | Indicators  *This is evident, for example, when children:* | Indicators  *This is evident, for example, when children:* | | Indicators  *This is evident, for example, when children:* | Indicators  *This is evident, for example, when children:* | Indicators  *This is evident, for example, when children:* | | Indicators  *This is evident, for example, when children:* |
| Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers. | | | | | | | | | |
| Trusting  Relationships | SE.6.1 Attend and respond to familiar adults and are able to be soothed when distressed | SE.12.1  Prefer primary caregiver(s)  to others and usually accept guidance from  trusted adults | SE.18.1 Look to trusted caregivers for cues about how to respond to their environment for comfort and support | | SE.24.1 Use familiar adults as secure base through behaviors such as glancing back at caregiver while playing | SE.36.1 Approach caregivers for support and  comfort, particularly during stressful or frustrating situations | SE.48.1 Engage in interactions with less familiar adults | | SE.60.1 Seek help and approval from a wider array of adults in trusted roles |
| HELP  Strands and  Items | **5-1: Attachment/Separation/Autonomy**  Individual items from the strand:   * **0.0 Regulatory/Sensory Organization** (1.01, 5.01, 5.05) | | | | | | | | |
| Managing  Separation | SE.6.2 Show recognition of familiar faces and awareness if someone is a stranger | SE.12.2 Display preference  for trusted adults which may include exhibiting fear  and protesting at separation | SE.18.2 Display attachment to trusted adults and feelings  of security which  may include a fear of strangers and new and unfamiliar places | | SE.24.2 Manage  routine separations from caregivers with little distress and calm quickly after a separation | SE.36.2 Manage most separations without distress and adjust to new  settings with support from a trusted adult | SE.48.2 Manage most separations without distress and adjust  to new settings in the presence of trusted adult | | SE.60.2 Through expanding relationships with adults (e.g., teacher, play group leader, friends’ caregivers), exhibit comfort in exploring more new settings, although they  may need to periodically check-in with a familiar adult |
| HELP  Strands and  Items | **5:1 Attachment/Separation/Autonomy** | | | | | | | | |
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| Strand B: Early learning experiences will support children to develop self-regulation. | | | | | | | | | |
|  | 0-6 months | 6-12 months | 12-18 months | 18-24 months | | 24-36 months | 3 to 4 years | 4 to 5 years | |
| Regulation of Emotions and Behavior | SE.6.3 In addition to being comforted by familiar adult,  can also get comfort from sucking thumb, fist, or pacifier | SE.12.3 Have ways to comfort self, which may involve items such as a stuffed animal or a special blanket that help them feel safe and secure | SE.18.3 Show increasing regulation through daily routines, activities and familiar adults | SE.24.3 With adult assistance, find comfort in rituals and routines. May use special comfort object to self-soothe (especially at nap time) | | SE.36.3 With adult support, use self- soothing techniques to calm | SE.48.3 Use strategies to self-soothe with limited adult support | SE.60.3 Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family | |
| SE 60.4 Demonstrate increased ability to consider the social standards of  the environment when responding to their emotional state | |
| HELP  Strands and  Items | **5-3: Expression of Emotions and Feelings**  Multiple items from the strand of   * **0.0: Regulatory/Sensory Organization** | | | | | | | | |

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| Strand B: Early learning experiences will support children to develop self-regulation (continued) | | | | | | | | | | | | | |
|  | 0-6 months | 6-12 months | | 12-18 months | | 18-24 months | | 24-36 months | | 3 to 4 years | | 4 to 5 years | |
| Regulation of Impulses and Behavior | SE.6.4 Respond to having needs met (e.g., is comforted by being picked up or fed) | SE.12.4  Respond to adult interactions, including tone of voice, expression and gestures (e.g., shaking head and frowning) | | SE.18.4 Respond to adult guidance to accept an  alternative to initial desire or impulse (e.g., a truck from the shelf vs. one another child has, food choices) | | SE. 24.4 Accept some redirection from adults | | SE.36.4 Begin to control behavior by responding to choice and limits provided by an adult | | SE.48.4 With adult guidance and support, wait for short period of time to get something wanted (e.g., waiting for turn with a toy or waiting for next step in daily routine) | | SE.60.5 Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support | |
| SE.12.5 Show anticipation  and respond to familiar routines in their lives | | SE.18.5 Within the context of a responsive adult relationship, will begin to tolerate a brief wait for needs to be met | | SE.24.5 Is aware of typical routine and shows some  understanding of rules, but may need adult support | | SE.36.5 Make transitions and follow basic routines and rules with adult supervision | | SE.48.5 Make transitions and follow basic schedule, routines and rules with occasional reminders | | SE.60.6 Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity) | |
| SE.18.6 Show anticipation of next step in daily routine (e.g., reaches or signs for bib when placed in high chair) | | SE.60.7 Recall and follow daily routines with little support, including adapting to changes in rules and routines | |
| HELP  Strands and  Items | **5-4 Learning Rules and Expectations** | | | | | | | | | | | | |
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| Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.  emotions. | | | | | | | | | | | | | |
|  | 0-6 months | 6-12 months | | 12-18 months | | 18-24 months | | 24-36 months | | 3 to 4 years | | 4 to 5 years | |
| Emotional  Expression | SE.6.5 Display varied responses (e.g., will smile or kick when a caregiver interacts with them. May stiffen when something displeases them,  or may turn away from something they dislike) | SE.12.6 Express basic emotions (e.g., sadness, frustration,  anger) through facial expressions, movements, crying, smiling, laughing | | SE.18.7 Express emotions through physical means such as hugging, throwing. May be cooperative or uncooperative and look to adult for reaction | | SE.24.6 Express more complex emotions (e.g., excitement, embarrassment, pride, sadness) and begin to communicate feelings (although this remains an emerging skill  which is only partially effective) | | SE.36.6 Begin to communicate about feelings, including the cause and reaction to these feelings (e.g., “I miss my mommy. I sad,” “He mad you took his toy.” “I sad so Papa hug me.”) | | SE.48.6 Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored  activity, pride) through language and gesturing rather than physical ways | | SE.60.8 Describe emotions and feelings to trusted adults and peers | |
| HELP  Strands and  Items | **5-3: Expression of Emotions and Feelings** | | | | | | | | | | | | |
| Recognition and Response to Emotions in Others | SE.6.6 React to different emotions of familiar adults  (e.g., smile and coo at smiling faces,  turn away from sad faces) | | SE.12.7 Notice and react to feelings of others. (e.g., may frown when another baby  is crying or be upset if hears yelling) | | SE.18.8 Recognize basic feelings in self and others | | SE.24.7 Recognize and respond to basic feelings in others (e.g., gives item to peer who is upset) | | SE.36.7 Label a variety of emotions in pictures and others’ expressions | | SE.48.7 Recognize, label and respond to a wide variety of emotions in others | | SE.60.9 Recognize and show acknowledgement  of the feelings, needs and rights of others through behavior (e.g., say “thank you,” share with others, notice issues of fairness) |
| SE.18.9 Begin to respond to others’ feelings and show interest in them. Show awareness  of when an adult is pleased or upset with behavior | | SE 36.8 Show  awareness of appropriate responses to the emotional state of others (e.g., may occasionally comfort someone who is upset or may nurture a doll during dramatic play) | |
| SE.48.8 Make connections  between emotional  reaction of others and own emotional experiences | | SE.60.10 Begin to  understand that different people may have different emotional reactions |
| HELP  Strands and  Items | Individual items from the strand:   * **5-3: Expression of Emotions and Feelings** (1.39, 5.63) | | | | | | | | | | | | |

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| Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence. | | | | | | | | | | | | | |
|  | 0-6 months | | 6-12 months | 12-18 months | | 18-24 months | | | 24-36 months | | 3 to 4 years | | 4 to 5 years |
| Sense of self | SE.6.7 React when hearing their own name through movement or expressions | SE.12.8  Consistently respond to their name | | | SE.18.10  Demonstrates self- awareness though response to name and use of “me” and “mine” | | SE.24.8 Identify own family members by relationship and/or name | SE.36.9 Identify self, family members, teacher and some peers by name | | SE.48.9 Refer to themselves by first and last name and identify  some characteristics (e.g., gender, hair color, etc.) and skills | | SE.60.11 Identify themselves as an individual and a part of a group  by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates) | |
| SE.6.8 Begin to realize their hands and feet belong to them and explore them as well as face, eyes and mouth | SE.12.9 Show awareness of body parts of self and others | | | SE.18.11 Recognize self in mirror | |
| HELP  Strands and  Items | **5-2: Development of Self**  **2-1B: Understanding the Meaning of Words: Body Parts**  Individual items from the strand:   * **2-3 Expressive Vocabulary** (2.52, 2.66) | | | | | | | | | | | | |
| Personal  Preferences | SE 6.9 Express preferences for familiar people and some objects. (e.g., stop crying more quickly with a familiar person; move their legs, arms and smile at a familiar person) | SE.12.10  Develop preferences for food, objects, textures. May reject non- preferred items (e.g., pushing them away) | | | SE.18.12 Begin to communicate own likes and dislikes | | SE.24.9 Use words and/or gestures to express interests (e.g., points and says, “Look, airplane.”) | SE.36.10 May want to keep what belongs to them close by and often will not want to share | | SE.48.10 Recognize and describe themselves in terms of basic preferences | | SE.60.12 Describe self by referring to preferences, thoughts and feelings | |
| HELP  Strands and  Items | **5-2: Development of Self**  Individual items from the strands:   * **2-3 Expressive Vocabulary** (2.41) * **2-4A Communicating with Others: Gesturally** (1.73, 2.38) * **2-4B 2-4 Communicating with Others: Verbally** (2.38, 2.44, 2.46, 2.88) | | | | | | | | | | | | |

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| Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence (continued). | | | | | | | | | |
|  | 0-6 months | 6-12 months | 12-18 months | 18-24 months | 24-36 months | | | 3 to 4 years | 4 to 5 years |
| Self-  Concept and  Competency |  | SE.12.11  Demonstrate anticipation of results from own actions (e.g., drops toy so adult will pick it up,  repeats action that makes loud noise) | SE.18.13 Show confidence when supported to complete familiar tasks and will attempt new tasks with adult support | SE.24.10  Complete simple familiar tasks with confidence (e.g., puts on article of clothing). Engage  in new experiences with support from a familiar adult | SE.36.11 Regularly engage in familiar tasks. Begin to show independence by  frequently attempting to do things on their own even when tasks are difficult for them | | | SE.48.11 Demonstrate confidence in a range of activities, routines and tasks and take initiative in attempting unfamiliar tasks | SE.60.13 Demonstrate increased confidence and a willingness to take risks  when attempting new tasks and making decisions regarding activities and materials |
| SE.12.12  Respond to own actions with pleasure (e.g., coos, laughs) | SE.18.14 React positively (e.g., smiles, claps) to accomplishments | SE. 36.12 Express feeling of pleasure over accomplishment and share this with others (e.g., “Look what I made.”) | | | SE.60.14 Show pride in accomplishments and abilities |
| HELP  Strands and  Items | **5-1: Attachment/Separation/Autonomy**  Individual Items from the strand:   * **1-4C Problem Solving: Cause and Effect** (1.14, 1.21) | | | | | | | | |
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| Strand E: Early learning experiences will support children to develop social relationships. | | | | | | | | | |
| Adult Relationships (see note below) | SE.6.10 Respond differently to different people. Respond to familiar people by smiling, cooing and moving their body | SE.12.13  Engage in social interactions not connected to getting physical needs met (e.g., peek-a-boo, performing, copying others and babbling) | SE.18.15 Show affection or shared attention (e.g., pointing out something  of interest) to an increasing number of familiar people | SE.24.11 Enjoy games and other social exchanges with familiar adults. May seek out repeated patterns  of interaction | | SE.36.13 Enjoy sharing new experiences with familiar adults | SE.48.12 Communicate with familiar adults and accept or request guidance | | SE.60.15 Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc. |
| SE.6.11 Show interest in interacting with others. May  gain an adult’s attention and wait for a response | SE.12.14 Notice the activity of adults and other children and attend closely |
| HELP  Strands and  Items | **5-5: Social Interactions and Play**  **5-1: Attachment/Separation/Autonomy** | | | | | | | | |

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

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

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| Physical Development and Health | | | | | | | |
|  | 0-6 months | 6-12 months | 12-18 months | 18-24 months | 24-36 months | 3 to 4 years | 4 to 5 years |
| Learning  Progression | Indicators  This is evident, for example, when children: | Indicators  This is evident, for example, when children: | Indicators  This is evident, for example, when children: | Indicators  This is evident, for example, when children: | Indicators  This is evident, for example, when children: | Indicators  This is evident, for example, when children: | Indicators  *This is evident, for example, when children:* |
| Strand A: Early learning experiences will support children to develop gross motor skills. | | | | | | | |
| Mobility  \*Children may use adaptive equipment or an assistive device to achieve independence on these indicators | PH.6.1 Show head control when in any position  and during transitional movement | PH.12.1 Get into sitting position  on own and  play while in this position | PH.18.1 Use walking as main means of mobility and pull toy when walking | PH.24.1 Walk with legs closer together and able to change directions smoothly and carry objects | PH.36.1 Walk and run on various surfaces and level changes with balance and control of speed | PH.48.1 Walk up and down stairs alternating feet while carrying an object | PH.60.1 Alternate direction while running and stop easily without losing balance |
| PH.6.2 Roll over, usually from both directions | PH.12.2 Move when on the floor by rolling,  creeping, crawling with purpose | PH.18.2 Stand from a squat position using arms to push off floor | PH.24.2 Begin to run |
| PH.6.3 Reach, grasp and bat for objects overhead and eventually reach and play with feet when on back | PH.36.2 Walk up and down stairs alternating feet on steps with railing held |
| PH.6.4 Push up and support weight on forearms when on stomach | PH.12.3 Pull to stand, cruise  along furniture and stand alone. May take a few steps independently or with help | PH.18.3 Creep up and down stairs | PH.24.3 Walk up and down steps holding onto rail, often leading with the same foot and negotiating one step at  a time |
| PH.6.5 Sit with support |
| HELP  Strands and  Items | **3-1: Prone**  **3-2: Supine**  **3-3: Sitting**  **3-4: Weight-bearing in Standing**  **3-5: Mobility and Transitional Movements**  **3-7A: Standing**  **3-8B: Walking/Running**  **3-8E: Stairs** | | | | | | |

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| Strand A: Early learning experiences will support children to develop gross motor skills (continued). | | | | | | | |
|  | 0-6 months | 6-12 months | 12-18 months | 18-24 months | 24-36 months | 3 to 4 years | 4 to 5 years |
| Large Muscle Movement and Coordination |  |  | PH.18.4 Throw ball in forward direction | PH.24.4 Use more complicated series of movements such as climbing onto and down from furniture without help, propelling self on ride-on toys | PH.36.3 Catch and throw a playground  ball with an adult short distance away | PH.48.2 Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives | PH.60.2 Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle) |
| PH.36.4 Jump with two feet |
| PH.48.3 Hop on one foot |
| PH.24.5 Catch a large ball tossed from a short distance against their body using  both arms | PH.36.5 Kick a ball in forward direction | PH.48.4 Kick ball at target a short distance away with accuracy and speed |
| PH.48.5 Throw small  ball overhand at target a short distance away with accuracy |
| HELP  Strands and  Items | **3-7C: Jumping**  **3-7D: Climbing**  **3-7E: Catching/Throwing**  **3-7G: Riding a Tricycle**  **3-7H: Balance Beam** | | | | | | |
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| Strand B: Early learning experiences will support children to develop fine motor skills. | | | | | | | |
|  | 0-6 months | 6-12 months | 12-18 months | 18-24 months | 24-36 months | 3 to 4 years | 4 to 5 years |
| Visual Motor  Integration | PH.6.6 Locate an object using vision or sound, reach and grasp the object | PH.12.4 Reach into containers or reach to activate a simple cause and effect toy | PH.18.5 Engage in play that requires using vision and hands such as building a tower or structure, with several  blocks balanced on top of each other or placing a large peg in a pegboard base | PH.24.6 Orient pieces to match opening and complete a simple inset form board/puzzle or shape sorter | PH.36.6 Use common tools that require eye- hand coordination  with precision and for their intended purpose (e.g., hammer peg, twist handle to open latch, put body parts  on Mr. Potato) | PH.48.6 Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.) | PH.60.3 Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects  (e.g., thumb up position while using scissors) |
| PH.6.7 Follow an object with eyes across body, crossing the middle | PH.12.5 Combine and separate toys (e.g., replace and remove large rings from post in any order) |  |
| HELP  Strands and  Items | **Visual Responses and Tracking**  **Grasp and Prehension**  **Reach/Approach**  Individual Items from the strand:   * **1-5 Spatial Relationships** (4.48, , 1.147) | | | | | | |

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| Strand B: Early learning experiences will support children to develop fine motor skills (continued). | | | | | | | | | | | | | | |
|  | 0-6 months | | | 6-12 months | 12-18 months | | 18-24 months | | 24-36 months | | 3 to 4 years | | 4 to 5 years | |
| Small Muscle Movement and Coordination | PH.6.8 Use voluntary and purposeful movements to bring hands to mouth | | | PH.12.6 Move objects from one hand to another and combine items at center of body (e.g., banging two blocks together) | PH.18.6 Use both hands at the same time for different purposes (e.g., may stabilize  tower with one hand and add an additional block with other hand) | | PH.24.7 Use a writing tool to scribble purposefully and imitate vertical and  horizontal stroke. May use a  fisted grasp | | PH.36.7 Use writing tools or paint objects with some control and purpose | | PH.48.7 Use writing/ drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft | | PH.60.4 Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar) | |
| PH.6.9 Bring hands together while lying on back | | | PH.12.7 Use index finger to poke and point and grasp small objects between thumb  and fingertips | PH.60.5 Use a mature pencil grasp with 3 fingers on writing implement | |
| HELP  Strands and  Items | **4-5: Bilateral and Midline Skills**  **4-6 A-D: Spatial (Pre-Writing, Block Construction, Formboard, Paper Activities)**  **4-7 A-D: Manipulative Prehension (Pages, Pegboard, Stringing Beads, Scissors)** | | | | | | | | | | | | | |
| Strand C: Early learning experiences will support children to acquire adaptive skills.  Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical. | | | | | | | | | | | | | | |
| Feeding Routines/ Nutrition | | PH.6.10 Participate in feeding routines with consistent caregivers by holding onto bottle, and/or leaning forward in anticipation of food  offered via bottle, breast or spoon | | PH.12.8  Participate in feeding routines by holding cups or bottles, using fingers for self- feeding and/  or using eating utensils | PH.18.7  Demonstrate increased proficiency using eating utensils and cups. May begin  to serve self some food, but spills are common | | PH.24.8 Begin to serve self food (dishing out helpings and pouring liquids) with adult assistance | | PH.36.8 Feed self with minimal spilling | | PH.48.8 Pour liquid from a small pitcher | | PH.60.6 Use butter knife to spread and cut. Open most containers to remove food | |
| HELP  Strands and  Items | | **6-3 Independent Feeding** | | | | | | | | | | | | |
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| Strand C: Early learning experiences will support children to acquire adaptive skills (continued). | | | | | | | | | | | | | | |
|  | | 0-6 months | | 6-12 months | 12-18 months | | 18-24 months | | 24-36 months | | 3 to 4 years | | 4 to 5 years | |
| Safety and  Responsibility | |  | |  | PH.18.8 Typically respond to adult requests to stop unsafe behavior | | PH. 24.9 Show awareness of items that are unsafe and point them out to familiar adults (e.g., point out open gate above stairs, show them a knife that is left on counter) | | PH.36.9 Tell several basic safety rules  at home and in familiar settings (e.g., school, library and playground).  Bring other children’s rule-breaking to the attention of adults | | PH.48.9 Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow  rules and bring other children’s rule-breaking to the attention of adults | | PH.60.7 Understand the reason for most basic safety rules at home, in familiar settings and in the community | |
| HELP Strands | | **5-4: Learning Rules and Expectations** | | | | | | | | | | | | |
| Dressing and  Hygiene | |  | PH.12.9 Participate in dressing, undressing and bathing by holding arms out, taking off socks, etc. | | | PH.18.9 Show interest in doing things for self, including dressing. Put arm in sleeve, step out of pants, attempt to put on socks or shoes | | PH.24.10 Engage in dressing and hygiene routines with increasing intention: pull pants up and down, take off jacket, dry own hands | | PH.36.10 Attempt to complete basic self- care routines (e.g., dressing, undressing, toileting and washing) although may still need caregiver assistance | | PH.48.10 Manage most aspects of dressing, toileting, hand washing and tooth brushing independently with minimal caregiver reminders to guide and support | | PH.60.8 Typically manage own dressing, toileting and basic hygiene |
| HELP Strands | | **6-2: Dressing**  **6-5: Grooming and Hygiene**  **6-6: Toileting** | | | | | | | | | | | | |

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| Strand D: Early learning experiences will support children to maintain physical health status and well-being.  Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical. | | | | | | | | | | | | | |
|  | 0-6 months | | 6-12 months | | 12-18 months | | 18-24 months | | 24-36 months | | 3 to 4 years | | 4 to 5 years |
| Physical  Health Status | Children’s physical health status impacts learning and development in all areas. Children who possess good overall health (including oral, visual and auditory) with any appropriate supports (such as glasses, hearing aids, or alternative communication systems) have a solid foundation to help them grow and learn. Maintaining good overall health status involves regular screenings, a lack of illness or preventable diseases, age appropriate amounts of sleep and rest and healthy growth patterns (e.g., height and weight). | | | | | | | | | | | | |
| HELP  Strands and  Items | **6-4: Sleep Patterns and Behaviors** | | | | | | | | | | | | |
| Physical  Activity | PH.6.11 Interact with caregivers in daily physical activities that involve varying positions  and promote development of movement skills | PH.12.10 Interact with caregivers in daily physical activities that involve exploration and movement | | PH.18.10 Interact with caregivers in a variety of physical activity experiences | | PH.24.11 Engage in physical activity in both indoor and outdoor environments that require use of large muscles | | PH.36.11  Demonstrate increasing strength and endurance sufficient to actively engage in a total of  60 minutes of physical activity spread over  the course of a day | | PH.48.11 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course  of a day | | PH.60.9 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate  to vigorous physical activity spread over the course of a day | |
| HELP  Strands and  Items | There are no HELP strands or skills that match this learning progression. Connections to all Gross Motor items may be made although the focus in this learning  progression is on activity level, strength and endurance. | | | | | | | | | | | | |
| Healthy  Behaviors | Children participate in self-care routines, hygiene and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands:  • Dressing and Hygiene  • Feeding Routines/Nutrition | | | | | | | PH.36.12 Discuss healthy practices including hygiene, nutrition and sleep | | PH.48.12 Name examples of healthy practice including hygiene, nutrition and sleep | | PH.60.10 Identify healthy practices including hygiene, nutrition and sleep | |
| HELP  Strands and  Items | **6-2: Dressing**  **6-3: Independent Feeding**  **6-4: Sleep Patterns and Behaviors**  **6-5: Grooming and Hygiene**  **6-6: Toileting** | | | | | | | | | | | | |

The language, communication, and literacy learning progressions included here are intended to represent common development of language skills in a child’s primary language or modes of communication. Children who are learning multiple languages or children who are learning to communicate in modes of communication different from that of their primary caregiver may demonstrate individual variation in their progress toward these

language and literacy goals. Those supporting children who are learning multiple languages may also want to refer to the supplemental Dual Language Learner Framework to be used in conjunction with considering a child’s progress in their primary language or mode of communication through the use of this domain.

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| Early Language, Communication, and Literacy | | | | | | Language and Literacy | |
|  | 0-6 months | 6-12 months | 12-18 months | 18-24 months | 24-36 months | 3 to 4 years | 4 to 5 years |
| **Learning**  **Progression** | Indicators:  *This is evident, for example, when children:* | Indicators:  *This is evident, for example, when children:* | Indicators:  *This is evident, for example, when children:* | Indicators:  *This is evident, for example, when children:* | Indicators:  *This is evident, for example, when children:* | Indicators:  *This is evident, for example, when children:* | Indicators:  *This is evident, for example, when children:* |
| **Strand A: Early learning experiences will support children to understand language (receptive language).** | | | | | | | |
| Word  Comprehension | L.6.1 Respond to facial expressions  or voices by changing own facial expression, crying or altering movements | L.12.1  Understand that words, gestures and/or signs represent objects, people or experiences | L.18.1 Understand that words, gestures or  signs stand for people, objects, or experiences that are not present | L.24.1 Demonstrate in a variety of ways understanding of most of what is communicated through gestures,  signs or oral language | L.36.1 Demonstrate an understanding  of an increased vocabulary, influenced by experiences and relationships | L.48.1 Understand words  or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts | L.60.1 Understand an increasing  variety and specificity of words  for objects, actions and attributes encountered in both real and symbolic contexts |
| L60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures  or concrete objects |
| L 24.2 Point to familiar objects, people and body parts |
| HELP  Strands and  Items | **2-1 A-B: Understanding the meaning of words (Objects, Events and Relationships; Body Parts)** | | | | | | |
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| **Strand A: Early learning experiences will support children to understand language (receptive language). (continued)** | | | | | | | |
|  | 0-6 months | 6-12 months | 12-18 months | 18-24 months | 24-36 months | 3 to 4 years | 4 to 5 years |
| Language  Comprehension | L.6.2 Orient to the direction of sound or visual cues | L.12.2 Can  carry out simple requests (e.g., “wave bye-bye”) | L.18.2 Remember language heard repeatedly in stories, poems  and interactive language experiences | L.24.3 Respond to questions and follow simple directions | L.36.2 Follow two- step directions | L.48.2 Understand increasingly complex sentences that include 2 - 3 concepts (e.g., “Put the blue paper under the box.”) | L.60.3 Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight and water.”) |
| L.6.3 React when hearing own name or to positive facial expression |
| HELP  Strands and  Items | **2-2: Understanding and Following Directions**  Individual skills from the strands:   * **0-0 Regulatory/Sensory Organization** (1.06, 1.07) * **1-3 Sound Awareness and Locations** (1.04, 1.10, 1.16, 1.19) | | | | | | |

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| **Strand B: Early learning experiences will support children to use language (expressive language).** | | | | | | | | |
|  | | 0-6 months | 6-12 months | 12-18 months | 18-24 months | 24-36 months | 3 to 4 years | 4 to 5 years |
| Vocabulary | | L.6.4 Use a variety of facial expressions and sounds (e.g., cooing, babbling and varied cries) to communicate | L.12.3 Begin to use word approximations (e.g., ”ma-ma” or “da-da”) or conventional gestures (e.g., waving, signing “more”) | L.18.3 Begin to use words or conventional gestures to communicate | L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”) | L.36.3 Use nouns and verbs to label experiences, actions or events | L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts | L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts |
| L.36.4 Use some personal pronouns when referring to others (e.g., you, he, she) | L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she) |
| L.18.4 Has a 20+  word vocabulary | L.24.5 Use new words frequently to talk  about familiar things or activities | L.36.5 May occasionally use more sophisticated words than they typically use in conversational speech but that have been learned through books  and personal experiences (e.g., large, fast, angry, car, run) | L.48.5 Begin to use some words that are not a part  of everyday conversational speech but that are  learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog) | L.60.5 Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs) |
| HELP  Strands and  Items | | **2-3: Expressive Vocabulary**  **2-4 A-B: Communicating with Others (Gesturally, Verbally)** | | | | | | |
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| **Strand B: Early learning experiences will support children to use language (expressive language) (continued).** | | | | | | | | |
|  | | 0-6 months | 6-12 months | 12-18 months | 18-24 months | 24-36 months | 3 to 4 years | 4 to 5 years |
| Expression of Ideas, Feelings and Needs | | L.6.5 “Talk” to self and others using various vocalizations | L.12.4  Communicate wants and needs through a combination of crying, babbling and  occasional word approximations, and/or gestures | L.18.5 Respond to questions  with sounds, sometimes including words and oftentimes gestures | L.24.6 Use words to request objects, have needs met or gain attention | L.36.6 Use  inflection in phrases or sentences to ask a question | L.48.6 Communicate about current or removed events and/or objects | L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”) |
| L.36.7 Comment on a variety of experiences, interactions or observations | L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas |
| HELP  Strands and  Items | **2-4 A-B: Communicating with Others (Gesturally, Verbally)** | | | | | | | |

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| **Strand B: Early learning experiences will support children to use language (expressive language) (continued).** | | | | | | | | |
|  | 0-6 months | 6-12 months | 12-18 months | | 18-24 months | 24-36 months | 3 to 4 years | 4 to 5 years |
| Language  Structure |  |  | L.18.6  Increasingly use gestures and sounds in coordination to communicate | | L.24.7 Combine words and speak in short, two-word  phrases such as “Me up!” | L.36.8 Use basic grammar rules including pronouns, plurals, possessives and regular past tense  Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community | L.48.8 Use basic grammar rules including irregular past tense and questions  Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community | L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals  Note: Variations in applying grammar rules may be due to dual language learning and/ or alternative grammar usage in home or community |
| L.36.9 Use speech that is mostly intelligible to familiar adults | L.48.9 Use speech that is  mostly intelligible to familiar and unfamiliar adults | L.60.8 Use an increasing  variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts |
| HELP  Strands and  Items | **2-5: Learning Grammar and Sentence Structures** | | | | | | | |
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| **Strand C: Early learning experiences will support children to use language for social interaction.** | | | | | | | | |
|  | 0-6 months | 6-12 months | 12-18 months | 18-24 months | | 24-36 months | 3 to 4 years | 4 to 5 years |
| Conventions of  Conversation | L.6.6 Show interest in  back and forth pretend games | L.12.5 Begin to understand that  a conversation is about taking turns | L.18.7 Pay attention to a speaker by pausing  physical activity, shifting gaze or looking toward speaker | L.24.8 Take turns in conversations by initiating and  sustaining a simple conversation over two turns | | L.36.10 Have conversations with adults and peers  that include four or more exchanges | L.48.10 Maintain a topic of conversation over the course of several turns | L.60.9 Initiate, maintain and end conversations by repeating what other person says and/or by asking questions |
| L.18.8 Repeat or try another mode of communicating desire if initial attempts are unsuccessful |
| HELP  Strands and  Items | There are no HELP strands or skills that match this learning progression. | | | | | | | |

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| **Strand C: Early learning experiences will support children to use language for social interaction (continued).** | | | | | | | | | | | | | | |
|  | 0-6 months | | 6-12 months | | | 12-18 months | 18-24 months | | 24-36 months | | 3 to 4 years | | 4 to 5 years | |
| Language for  Interaction | L.6.7 Coo, gurgle, smile  in response to stimulation and to initiate social contact | | L.12.6 Enjoy opportunities to “converse” with adults in a more sustained fashion, including playing simple imitation games | | | L.18.9 Use gestures and/or sounds to interact (e.g., waves, shakes head no, reaches to be lifted up) | L.24.9 Answer a basic question with a word | | L.36.11 Converse with adults and peers about common experiences or events | | L.48.11 Answer simple who, what, where and why questions | | L.60.10 Use language to share ideas and gain information | |
| L.6.8 Express pleasure as adults imitate the faces and sounds they make | | L.12.7  Intentionally use gestures and/  or vocalizations to regulate the behavior of others and engage in social interaction | | | L.24.10 Use language to express wants, needs, likes and dislikes to others | |
| HELP  Strands and  Items | **2-4 A-B: Communicating with Others (Gesturally, Verbally)** | | | | | | | | | | | | | |
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| **Strand D: Early learning experiences will support children to gain book appreciation and knowledge.** | | | | | | | | | | | | | | |
|  | 0-6 months | | 6-12 months | 12-18 months | | | 18-24 months | | 24-36 months | | 3 to 4 years | | 4 to 5 years | |
| Interest and Engagement with Books | L.6.9 Respond  to music, stories and pictures shared with an adult | | L.12.8 Engage with adults, showing shared attention to a book | L.18.10 Point to preferred pictures in books or texts | | | L.24.11 Point to named pictures; may name or comment on familiar pictures | | L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book | | L.48.12 Select fiction and non- fiction books to be read and attend with interest | | L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction | |
| L.36.13 Recite familiar phrases of songs, books and rhymes; may chime in with rhyme in familiar text or song | |
| L.24.12 Chime- in on nursery rhymes or repeat words or phrases from familiar stories | |
| HELP  Strands and  Items | **1-6 A: Concepts (Pictures)** | | | | | | | | | | | | | |
| Understanding of Stories or Information  (Stories or information may be shared through oral storytelling, sharing of pictures and/or books) |  |  | | |  | | | L.24.13 Answer simple specific questions about familiar stories (e.g., “What does the cat say?”). Ask basic questions  about pictures (e.g., “Who is that?”) | | L.36.14 Enjoy telling  and retelling stories and information | | L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text | | L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text |
| L.48.14 Ask and answer simple who, what, where and why questions related to story or text | | L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text) |
| L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures | | L.60.14 Use connections between self and character, experience and emotions to increase comprehension |  |  |  |  |  | L.60.14 Use connections between self and character, experience and emotions to increase comprehension |
| HELP  Strands and  Items | **1-5 Spatial Relationships** (1.128)  Individual items from the strands:   * **1-6 A: Concepts: Pictures** (1.107, 1.117, 1.129) * **2-4 B: Communicating with Others: Verbally** (2.90) | | | | | | | | | | | | | |  |  |  |  |  |  |

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| **Strand E: Early learning experiences will support children to gain knowledge of print and its uses.** | | | | | | | |
|  | 0-6 months | 6-12 months | 12-18 months | 18-24 months | 24-36 months | 3 to 4 years | 4 to 5 years |
| Book Concepts |  |  |  | L.24.14 Hold book upright | L.36.15 Turn pages of a book | L.48.16 Look at pages of  a book from left to right (or according to conventions of home language) | L.60.15 Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language) |
| L.48.17 Recognize that print represents spoken words (e.g., first name in print, environmental labels) | L.60.16 Know that books have titles, authors, illustrators or photographers |
| L.60.17 Recognize words as a unit of print and that letters are grouped to form words |
| HELP  Strands and  Items | Individual items from the strand:   * **1-5 Spatial Relations** (1.105) | | | | | | |
| Print Concepts |  |  |  |  | L.36.16 Recognize some familiar signs and sym- bols in the environment (e.g., logos, signs for  familiar store) | L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment | L.60.18 Identify some familiar printed words out of context |
| L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text |
| HELP  Strands and  Items | There are no HELP strands or skills that match this learning progression. | | | | | | |

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| **Strand E: Early learning experiences will support children to gain knowledge of print and its uses (continued).** | | | | | | | | |
|  | 0-6 months | | 6-12 months | 12-18 months | 18-24 months | 24-36 months | 3 to 4 years | 4 to 5 years |
| Letter  Recognition |  | |  |  |  |  | L.48.19 Recognize some letters especially those in one’s own name | L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words |
| L.60.21 Make some letter-sound connections |
| HELP  Strands and  Items | There are no HELP strands or skills that match this learning progression. | | | | | | | |
| **Strand F: Early learning experiences will support children to develop phonological awareness.** | | | | | | | | |
| Phonological  Awareness |  | |  |  |  | L.36.17 Recognize envi- ronmental sounds (e.g., animal or vehicle sounds such as “Baa-baa” or “Beep-beep”) | L.48.20 Recognize rhyming words in songs, chants or poems | L.60.22 Produce rhyming words or words that have same initial sound |
| L.48.21 Identify when initial sounds in words are the same | L.60.23 Recognize which words in a set of words begin with the same sound |
| L. 48.212 Distinguish individual words in a sentence | L.60.24 Distinguish syllables in words |
| HELP  Strands and  Items | There are no HELP strands or skills that match this learning progression. | | | | | | | |
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| **Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.** | | | | | | | | |
|  | | 0-6 months | 6-12 months | 12-18 months | 18-24 months | 24-36 months | 3 to 4 years | 4 to 5 years |
| Drawing and  Writing | |  |  | L.18.11 Use writing tools to make scribbles | L.24.15 Use writing tools to make scribbles | L.36.18 Draw simple shapes to represent  ideas and write message using controlled linear scribble | L.48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others) | L.60.25 Draw original stories with a beginning, middle and end |
| L.48.24 Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms | L.60.26 Use early developmental spelling. May use one letter for the initial or final sound to represent whole word |
| HELP  Strands and  Items | | **4-6: Spatial (Pre-writing)** | | | | | | |

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| Creative Arts | | | | | | | |
|  | 0-6 months | 6-12 months | 12- 18 Months | 18-24 Months | 24 to 36 Months | 3 to 4 years | 4 to 5 years |
| Learning  Progression | Indicators  *This is evident, for example, when children:* | Indicators  *This is evident, for example, when children:* | Indicators  *This is evident, for example, when children:* | *Indicators*  *This is evident, for example, when children:* | Indicators  *This is evident, for example, when children:* | Indicators  *This is evident, for example, when children:* | Indicators  *This is evident, for example, when children:* |
| Strand A: Early learning experiences will support children to engage in and enjoy the arts. | | | | | | | |
| Music | CA.6.1 React to music by turning to a sound source, cooing  in response, wiggling or moving, soothing themselves, etc. | CA.12.1 Show interest in singing, moving and dancing, using their body | CA.18.1 Use instruments to explore rhythm and melody | CA.24.1 React to changes in music by joining in with more extended segments of familiar music using voice, physical gestures and/or instruments | CA.36.1 Show response to qualities of different music with variations in physical movement (e.g., children walk, bounce, slide, rock, sway in response to qualities of rhythm) | CA.48.1 Adapt to changes in the basic qualities of music and move in more organized ways to same/ different qualities of music | CA.60.1 Initiate new musical activities with voices/ instruments (e.g., apply new words, add instruments to familiar song) |
| CA.12.2 Move body (e.g., nod head, bounce, wiggle, rock)  in response  to qualities of music whether melody, volume,  or rhythm is same or different (fast/ slow; low/high; calm/jazzy) | CA.18.2 Respond to music by joining in on one or two words in a song or moving  physically upon hearing a familiar melody or rhythm (e.g., hand gestures) | CA.24.2 Initiate words to songs and song gestures (e.g., naming animals in  a song or patting, nodding) | CA. 36.2 Respond with voice, body and/  or instruments to longer segments/or patterns of music | CA.48.2 Imitate or spontaneously sing an entire verse of song | CA.60.2 Invent own music (through humming, singing, creating rhythms, etc.) |
| CA.48.3 Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance) | CA.60.3 Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/  low), rhythm (patterns), and dynamics (loud/soft) |
| CA.12.3 Use musical sounds to aid in communication  prior to the advent of language (e.g., babbles in a sing- song manner) | CA.18.3 Imitate parts of songs with words and/ or gestures | CA.24.3 Repeat words to songs,  song gestures and/or sounds (pitches) | CA.36.3 Repeat parts of simple songs | CA.48.4 Spontaneously sing songs and/or participate in songs with gestures | CA.60.4 Create music using their voices and/or a variety of instruments and materials |
| HELP  Strands and  Items | **2-7: Communicating Through Rhythm** | | | | | | |

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| Strand A: Early learning experiences will support children to engage in and enjoy the arts (continued). | | | | | | | | | | | | | |
|  | 0-6 months | | 6-12 months | | 12- 18 Months | | 18-24 Months | | 24 to 36 Months | | 3 to 4 years | | 4 to 5 years |
| Visual Arts | CA.6.2 React  to stimulation in the environment. This can  include drawing, sculptures  or painting. Response may be slight such as a glance or stopping an activity | | CA.12.4 Respond and explore through sensory experiences such as water play, texture-books or toys and jumbo crayons | | CA.18.4 Experiment with a variety of media, including painting with  a paint brush, finger painting, scribbling, gluing and taping, age appropriate art software | | CA.24.4 Use a wide variety of  art materials and media (e.g., clay, dough, wet sand) for purposeful sensory exploration | | CA.36.4 Create art in  a variety of media with some control and own purpose | | CA.48.5 Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge | | CA.60.5 Use a variety  of tools and materials to represent ideas through the visual arts |
| CA.24.5 Experiment with strokes and lines using brushes, crayons, markers, etc. | |
| HELP  Strands and  Items | **4-6 D: Spatial** (Paper Activities) | | | | | | | | | | | | |
| Drama |  | |  | |  | | CA.24.6 Imitate simple aspects of a role using realistic props and sounds | | CA.36.5 Engage in simple pretend play activities | | CA.48.6 Act out simple scenarios, taking on  a familiar role for brief periods during dramatic play | | CA.60.6 Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time) |
| CA.60.7 Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play |
| HELP  Strands and  Items | **1-1: Development of Symbolic Play** | | | | | | | | | | | | |
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| Strand A: Early learning experiences will support children to engage in and enjoy the arts (continued). | | | | | | | | | | | | | |
|  | 0-6 months | | 6-12 months | | 12-18 months | | 18-24 months | | 24-36 months | | 3 to 4 years | | 4 to 5 years |
| Dance |  | | CA.12.5 Respond to music with full body movements | | CA.18.5 Show increasing body awareness through gross motor movement (e.g., walking, bouncing, swaying, rocking, climbing) and bilateral movement (patting), show directional awareness in movements, and  use non-locomotor movements (simple finger plays) | | CA.24.7  Demonstrate developing ability to balance, awareness of body (e.g., name body parts, move distinct body parts) | | CA.36.6 Demonstrate directional and spatial awareness involving time (fast/slow), space (high, middle, low), or energy (hard/soft) (e.g., moving like a turtle, jumping like a frog, floating like a feather, etc.) | | CA.48.7 Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet) | | CA.60.8 Use multiple dance concepts as a way to communicate meaning, ideas and feelings  (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground) |
| CA.24.8 Move creatively while listening to music (e.g., stamp feet, wave arms, sway). | |
| HELP  Strands and  Items | **2-7: Communicating Through Rhythm**  **3-7A-D: Advancing Postural Control (Standing, Walking/Running, Jumping, Climbing)** | | | | | | | | | | | | |
| Strand B: Early learning experiences will support children to explore and respond to creative works. | | | | | | | | | | | | | |
| Appreciation of the  Arts |  |  | |  | |  | | CA.36.7 Describe or ask questions about a work of art | | CA.48.8 Respond to the materials, techniques, ideas and emotions  of artworks (2- and  3-dimensional (e.g. explain a picture or sculpture including several details) | | CA.60.9 Describe the attributes of various arts media (e.g., used a lot  of colors and the paint is thick, sculpture is bumpy) | |
| CA.36.8 Express interest in and show appreciation for the creative work of others (e.g., through  body language, facial expression or oral language) | | CA.48.9 Demonstrate increased appreciation  of the work of others and identify preferences | |  | |
| HELP  Strands and  Items | There are no HELP strands or skills that match this learning progression. | | | | | | | | | | | | |

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| Early Mathematical Discovery | | | | | | | | | | | | Mathematics | | |
|  | 0-6 months | | 6-12 months | | 12-18 months | | 18-24 months | | | 24-36 months | | 3 to 4 years | | 4 to 5 years |
| Learning  Progression | Indicators  *This is evident, for example, when children:* | | Indicators  *This is evident, for example, when children:* | | Indicators  *This is evident, for example, when children:* | | Indicators  *This is evident, for example, when children:* | | | Indicators  *This is evident, for example, when children:* | | Indicators  *This is evident, for example, when children:* | | Indicators  *This is evident, for example, when children:* |
| Strand A: Early learning experiences will support children to understand counting and cardinality. | | | | | | | | | | | | | | |
| Number  Names |  | |  | | M.18.1 Say or sign a few number names, but may not necessarily  recite them in the correct order | | M.24.1 Say or sign a few number names, with beginning evidence of correct sequence (e.g., starts with “one”) | | | M.36.1 Say or sign number sequence up to at least five. Use other number names but not necessarily in the correct order | | M.48.1 Say or sign the number sequence up to at least 10 | | M.60.1 Say or sign the number sequence up to at least 20 |
| HELP  Strands and  Items | **1-6 B: Concepts (numbers)** | | | | | | | | | | | | | |
| Cardinality |  | |  | | M.18.2  Demonstrate one-to-one or one-to-many correspondence (e.g., may  fill each  compartment in  a egg carton with one or several objects) | | M.24.2 Put objects in one-to-one correspondence (e.g., puts one  item in each compartment) | | | M.36.2 Count two to three objects using one- to-one correspondence | | M.48.2 Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted  to represent the total number of objects in a set | | M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set |
| M.48.3 Count out a set of objects up to four | | M.60.3 Count out a set of  objects up to five |
| HELP  Strands and  Items | **1-6 B: Concepts (numbers)** | | | | | | | | | | | | | |
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| Strand A: Early learning experiences will support children to understand counting and cardinality (continued). | | | | | | | | | | | | | | |
|  | | 0-6 months | | 6-12 months | 12-18 months | | 18-24 months | | | 24-36 months | | 3 to 4 years | | 4 to 5 years |
| Written  Numerals | |  | |  |  | |  | | |  | | M.48.4 Recognize written numerals  up to at least five | | M.60.4 Recognize written numerals up to at least 10 |
| HELP  Strands and  Items | | **1-6 B: Concepts (numbers)** | | | | | | | | | | | | |
| Recognition of Quantity | |  | |  | |  | | M.24.3 Name groups of one to two objects | M.36.3 Name and match a small collection of up to three objects | | M.48.5 Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects | | M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items | |
| HELP  Strands and  Items | | **1-6 B: Concepts (numbers)** | | | | | | | | | | | | |
| Comparison | |  | |  | |  | | M.24.4 Compare collections that are quite different in size | M.36.4 Compare collections of 1 to 4 similar items verbally or nonverbally | | M.48.6 Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or  the same | | M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same | |
| HELP  Strands and  Items | | **1-7 A-C: Discrimination/Classification (Matching and Sorting, Size and Associative)** | | | | | | | | | | | | |

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| Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking). | | | | | | | | |
| Number  Operations |  | |  |  |  | M.36.5 Use some vocabulary related to relative quantity (e.g., “more,” “less”) | M.48.7 Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group | M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five |
| M.60.8 Recognize and describe  parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects) |
| HELP  Strands and  Items | **1-6 B: Concepts (numbers)** | | | | | | | |
| Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data). | | | | | | | | |
| See Attributes, Sorting and Patterns learning progression in Cognition | | | | | | | | |
| Measurement | |  |  |  | M.24.5 Use  some vocabulary related to size  and quantity (e.g., say something is “big” or request “more”) | M.36.6 Have an increasing vocabulary related to number, size and quantity (e.g., use words such as “tall,” “long”) | M.48.8 Recognize measurable attribute of an object such as length, weight or capacity | M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer,  shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount) |
| M.60.10 Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools |
| HELP  Strands and  Items | | **1-7 B: Discrimination/Classification (Size)** | | | | | | |

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| Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (continued). | | | | | | | |
|  | 0-6 months | 6-12 months | 12-18 months | 18-24 months | 24-36 months | 3 to 4 years | 4 to 5 years |
| Data |  |  |  |  |  | M.48.9 Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more) | M. 60.11 Represent data using a concrete object or picture graph according to one attribute |
| HELP  Strands and  Items | **1-7 A: Discrimination/Classification (Matching and Sorting)** | | | | | | |
| Sorting and  Classifying |  |  | M.18.3 Match objects that are the same | M.24.6 Sort objects using inconsistent strategies (e.g., favorite items, colors) | M.36.7 Sort on the basis of one attribute with adult support | M.48.10 Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape) | M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute |
| HELP  Strands and  Items | **1-7 A: Discrimination/Classification (Matching and Sorting)** | | | | | | |
| Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense). | | | | | | | |
| Spatial  Relationships |  |  | M.18.4 Adjust their reach and grasp based upon distance, size and weight of an object | M.24.7 Show beginning understanding of positional  vocabulary (e.g., up/down, in/out, on/off, under) | M.36.8 Find objects or locations based upon landmarks and position words (e.g., “Your  blanket is on the couch.”) | M.48.11 Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object | M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object |
| HELP  Strands and  Items | **4-6 B and C: Spatial (Block Construction and Formboard)**  Multiple items in the strand:   * **4-3: Reach-Approach**   Individual items in the strand::   * **2-3 Expressive Vocabulary** (2.80, 2.93, 2.100) | | | | | | |
|  | | | | | | | |
| Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense). | | | | | | | |
|  | 0-6 months | 6-12 months | 12-18 months | 18-24 months | 24-36 months | 3 to 4 years | 4 to 5 years |
| Identification  of Shapes |  |  |  | M.24.8 Match familiar shapes (e.g., circle, square and typical triangle) with same size and orientation | M.36.9 Match familiar shapes with different size and orientation | M.48.12 Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes | M.60.14 Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/ cylinder) regardless of orientation and size |
| HELP  Strands and  Items | Individual Items from:   * **1-7A: Discrimination/Classification: Matching and Sorting** (1.146, 1.156)   **4-6C: Spatial: Formboard** | | | | | | |
| Composition of Shapes |  |  |  |  |  | M.48.13 Combine two or more shapes to create a new shape or to represent an object in the environment | M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose |
| HELP  Strands and  Items | There are no HELP strands or skills that match this learning progression. | | | | | | |

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| Early Scientific Inquiry | | | | | | | | | Science | |
|  | 0-6 months | | 6-12 months | | 12-18 months | | 18-24 months | 24 to 36 months | 3 to 4 years | 4 to 5 years |
| Learning  Progression | Indicators  *This is evident, for example, when children:* | | Indicators  *This is evident, for example, when children:* | | Indicators  *This is evident, for example, when children:* | | Indicators  *This is evident, for example, when children:* | Indicators  *This is evident, for example, when children:* | Indicators:  *This is evident, for example, when children:* | Indicators:  *This is evident, for example, when children:* |
| Strand A: Early learning experiences will support children to apply scientific practices. | | | | | | | | | | |
| Questioning and Defining Problems | See Curiosity and Initiative learning progression in Cognition | | | | | | S.24.1 Observe and make comments on things observed through the senses | S.36.1 Ask simple questions related to things observed through the senses (“what” and “why”) | S.48.1 Ask more detailed questions including the  relationship between two things or cause and effect relationships | S.60.1 Define a problem to be solved, including details and limitations to be considered (e.g., “We need to figure out how to reach that shelf, but we aren’t allowed to stand on the chairs.”) |
| HELP  Strands and  Items | Individual items in the strand:   * **2-4B: Communicating with Others: Verbally** (2.97) | | | | | | | | | |
| Investigating | See Cause and Effect learning progression in Cognition | | | | | | | S.36.2 Manipulate materials and comment on the impact of own actions | S.48.2 Intentionally vary actions in order to observe the effect of these actions on materials | S.60.2 Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships |
| S.60.3 Gather data by drawing, counting or otherwise documenting observations |
| HELP  Strands and  Items | **1-4 B-C: Problem Solving (Means-End, Cause and Effect)** | | | | | | | | | |
| Using  Evidence | See Personal Preferences learning progression in Social and  Emotional Development | | | | | | | S.36.3 Provide personal reasons or evidence for decisions or opinions (e.g., “I made this picture green because my mom likes green.”) | S.48.3 Cite examples to support their ideas (e.g., “I think the plant will die because when I forgot to water my plant it died.”) | S.60.4 Give evidence from observations or investigations |
| S.60.5 Begin to distinguish evidence from opinion |
| HELP  Strands and  Items | There are no HELP strands or skills that match this learning progression. | | | | | | | | | |
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| Strand B: Early learning experiences will support children to engage in the process of engineering. | | | | | | | | | | |
|  | 0-6 months | 6-12 months | | 12-18 months | | 18-24 months | | 24 to 36 months | 3 to 4 years | 4 to 5 years |
| Design Cycle |  |  | |  | |  | | S.36.4 Gather information to help determine if something has been designed by humans | S.48.4 Identify a problem and, with adult assistance design a solution (e.g., device or process) to address that problem | S.60.6 Identify a problem and, with adult assistance, design a solution, test and refine design elements |
| HELP  Strands and  Items | **1-4 B-C: Problem Solving (Means-End, Cause and Effect)** | | | | | | | | | |
| Unity and Diversity of Life |  |  | |  | | S.24.2 Explore characteristics of different plants and animals | | S.36.5 Observe features of plants and animals and explore function of features | S.48.5 Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups | S.60.7 Group and classify living things based upon features, providing evidence to support groupings |
| S.48.6 Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults | S.60.8 Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death) |
| HELP  Strands and  Items | **1-7 C:** **Discrimination/Classification (Associative)** | | | | | | | | | |

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| Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things. | | | | | | | |
|  | 0-6 months | 6-12 months | 12-18 months | 18-24 months | 24 to 36 months | 3 to 4 years | 4 to 5 years |
| Living Things and Their Interactions with the Environment and Each Other |  |  |  | S.24.3 Observe living things | S.36.6 Observe how a variety of living things obtain food as a source of energy for surviving | S.48.7 Explore how animals depend upon the environment for food, water and shelter | S.60.9 Provide examples of how animals depend on plants and other animals for food |
| HELP  Strands and  Items | **1-7 A and C: Discrimination/Classification (Matching and Sorting, Associative)** | | | | | | |
| Strand D: Early learning experiences will support children to understand physical sciences. | | | | | | | |
| Energy, Force and Motion |  |  |  | S.24.4 Use trial  and error to explore the way different objects move | S.36.7 Observe different ways objects move (e.g., roll, bounce, spin, slide) and what happens when they interact (collide) | S.48.8 Investigate how objects’  speed and direction can be varied | S.60.10 Make predictions and conduct simple experiments to change direction, speed and distance objects move |
| S.60.11 Determine cause and effect of push/pull/collision that make objects, start, stop and change direction |
| HELP  Strands and  Items | **1-4 C: Problem Solving (Cause and Effect)** | | | | | | |
| Matter and its  Properties |  |  |  | S.24.5 Observe simple attributes of materials (e.g., hard, soft) | S.36.8 Observe and describe attributes of materials that are related to their function (e.g., flexibility, transparency, strength) | S.48.9 Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength) | S.60.12 Evaluate the appropriateness of a material for a given purpose based upon its properties |
| S.60.13 Observe how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.) |
| HELP  Strands and  Items | There are no HELP strands or skills that match this learning progression. | | | | | | |

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| Strand E: Early learning experiences will support children to understand features of earth. | | | | | | | | |
|  | 0-6 months | 6-12 months | 12-18 months | 18-24 months | 24 to 36 months | | 3 to 4 years | 4 to 5 years |
| Earth’s Features and the Effects of Weather and Water |  |  |  | S.24.6 Observe natural features  of the earth (e.g., land, rain) | S.36.9 Describe common features of the earth (e.g., sky, land and water) and what is found there (e.g., birds, fish, stars) | | S.48.10 Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.) | S.60.14 Give examples of ways in which weather variables  (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth’s features (e.g., The stream has greater water flow after snow melts.) |
| S.48.11 Investigate how water interacts with other earth materials (e.g., sand, dirt, pebbles) |
| HELP  Strands and  Items | There are no HELP strands or skills that match this learning progression. | | | | | | | |
| Earth and Human Activity |  |  |  | S.24.7 Talk about different foods humans eat | | S.36.10 Give examples of natural resources that humans use to survive (e.g., food, water) | S.48.12 Investigate how humans use design solutions to adapt natural resources to meet basic needs (e.g., cut trees to build houses, make applesauce out of apples) | S.60.15 Explore how humans’ use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be  a food source. Cutting down trees can cause erosion.) |
| HELP  Strands and  Items | **1-7: A and C: Discrimination/Classification (Matching and Sorting, Associative)** | | | | | | | |