

# Crosswalk of the Head Start Child Development and Early Learning Framework Promoting Positive Outcomes in Early Childhood Programs Serving Children 3-5 Years Old With HighReach Learning Curriculum

The following table links the Head Start Child Development and Early Learning Framework with objectives of the HighReach Learning curriculum for children ages 3–5. The tables show the eleven domains from the Head Start Child Development and Early Learning Framework and the elements for each one. Use this document find objectives in HighReach experiences that are particularly helpful in addressing each Head Start domain and its elements. The *HighReach GRO Ongoing Observation Tool* provides further information on how children develop within each of the elements as well as strategies for scaffolding instruction.

All HighReach Learning curriculum is integrated and interest-driven organized by topic. Within each Learning Experience Guide there are four subtopics comprised of over 120 center-based activities and events, which can be selected by the teacher based on children’s needs, development levels, and interests. The curriculum is standards based, and all activities link to objectives. There is a proven connection to educational theories and a balanced approach of child-guided and adult-guided experiences. The curriculum’s pedagogy is “intentionality,” which is supported by research.

Head Start Child Development and Early Learning Framework	HighReach Learning Curriculum Objectives
<b>Domain: Physical Development and Health</b>	
Domain Element: Physical Health Status <i>The maintenance of healthy and age appropriate physical well-being.</i>	<ul style="list-style-type: none"> <li>• <b>PHD7</b> Progresses in physical growth, strength, stamina, and flexibility.</li> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> <li>• <b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> <li>• <b>PHD11</b> Develops increasing ability to use senses including aids and assistive technology as needed.</li> </ul>
Domain Element: Health Knowledge and Practice <i>The understanding of healthy and safe habits and practicing healthy habits.</i>	<ul style="list-style-type: none"> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> <li>• <b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>SE7</b> Develops increasing ability to discriminate between risk-taking behavior that is</li> </ul>

	<p>appropriate and not appropriate or dangerous.</p> <ul style="list-style-type: none"> <li>• <b>ATL1</b> Chooses to participate in an increasing variety of tasks and activities.</li> </ul>
<p>Domain Element: Gross Motor Skills <i>The control of large muscles for movement, navigation, and balance.</i></p>	<ul style="list-style-type: none"> <li>• <b>PHD4</b> Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</li> <li>• <b>PHD5</b> Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</li> <li>• <b>PHD6</b> Chooses to actively explore large muscle equipment such as climbers, slides, balls, and adaptive physical activities as appropriate.</li> <li>• <b>PHD7</b> Progresses in physical growth, strength, stamina, and flexibility.</li> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> </ul>
<p>Domain Element: Fine Motor Skills <i>The control of small muscles for such purposes as using utensils, self-care, building, and exploring.</i></p>	<ul style="list-style-type: none"> <li>• <b>PHD1</b> Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer.</li> <li>• <b>PHD2</b> Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors.</li> <li>• <b>PHD3</b> Progresses in abilities to use writing, drawing, and art tools, including pencils, markers, chalk, paintbrushes, and various types of technology.</li> <li>• <b>LT18</b> Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.</li> <li>• <b>LT19</b> Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</li> <li>• <b>CA3</b> Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</li> </ul>

**Domain: Social and Emotional Development**

Domain Element: Social Relationships  
*The healthy relationships and interactions with adults and peers.*

- **SE5** Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.
- **SE8** Progresses in ability to distinguish between intentional and unintentional acts of others.
- **SE10** Increases abilities to sustain interactions with peers by helping, sharing, and discussion.
- **SE11** Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.
- **SE12** Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.
- **SE14** Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.
- **SE15** Shows progress in developing friendships with peers.
- **SE16** Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.

Domain Element: Self-Concept and Self-Efficacy  
*The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.*

- **SE1** Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.
- **SE2** Develops growing capacity for independence in a range of activities, routines, and tasks.
- **SE3** Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.

Domain Element: Self-Regulation  
*The ability to recognize and regulate emotions, attention, impulses, and behavior.*

- **SE2** Develops growing capacity for independence in a range of activities, routines, and tasks.
- **SE11** Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.
- **SE4** Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.
- **SE5** Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.
- **SE6** Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.
- **SE7** Develops increasing ability to discriminate between risk-taking behavior that is appropriate and not appropriate or dangerous.
- **SE8** Progresses in ability to distinguish between intentional and unintentional acts of others.

	<ul style="list-style-type: none"> <li>• <b>SE9</b> Demonstrates increased ability to self-regulate behavior during transition times.</li> <li>• <b>ATL2</b> Develops increased ability to make independent choices.</li> <li>• <b>ATL6</b> Demonstrates increasing ability to set goals and develop and follow through on plans.</li> <li>• <b>ATL7</b> Shows growing capacity to maintain concentration over time on a task, question, set of directions, or interactions, despite distractions and interruptions.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
<p>Domain Element: Emotional and Behavioral Health  <i>A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.</i></p>	<ul style="list-style-type: none"> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>SE2</b> Develops growing capacity for independence in a range of activities, routines, and tasks.</li> <li>• <b>SE3</b> Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</li> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> <li>• <b>SE5</b> Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.</li> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>SE7</b> Develops increasing ability to discriminate between risk-taking behavior that is appropriate and not appropriate or dangerous.</li> <li>• <b>SE8</b> Progresses in ability to distinguish between intentional and unintentional acts of others.</li> <li>• <b>SE9</b> Demonstrates increased ability to self-regulate behavior during transition times.</li> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• <b>SE15</b> Shows progress in developing friendships with peers.</li><li>• <b>SE16</b> Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</li></ul> |
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<b>Domain: Approaches to Learning</b>	
<p>Domain Element: Initiative and Curiosity  <i>An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.</i></p>	<ul style="list-style-type: none"> <li>• <b>ATL1</b> Chooses to participate in an increasing variety of tasks and activities.</li> <li>• <b>ATL2</b> Develops increased ability to make independent choices.</li> <li>• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> </ul>
<p>Domain Element: Persistence and Attentiveness  <i>The ability to begin and finish activities with persistence and attention.</i></p>	<ul style="list-style-type: none"> <li>• <b>ATL5</b> Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.</li> <li>• <b>ATL6</b> Demonstrates increasing ability to set goals and develop and follow through on plans.</li> <li>• <b>ATL7</b> Shows growing capacity to maintain concentration over time on a task, question, set of directions, or interactions, despite distractions and interruptions.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> </ul>
<p>Domain Element: Cooperation  <i>An interest and engagement in group experiences.</i></p>	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> <li>• <b>SE13</b> Demonstrates increasing ability to manage personal belongings and share in the care of equipment and materials in the environment.</li> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</li> </ul>

**Domain: Logic and Reasoning**

Domain Element: Reasoning and Problem Solving  
*The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.*

- **S5** Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.
- **S9** Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.
- **M7** Begins to recognize, describe, compare, and name common shapes, their parts, and attributes.
- **M13** Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.
- **M14** Begins to make comparisons between several objects based on a single attribute.
- **ATL9** Develops increasing ability to find more than one solution to a question, task, or problem.
- **ATL10** Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.
- **ATL11** Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.
- **SE4** Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.
- **SE11** Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.

Domain Element: Symbolic Representation  
*The use of symbols or objects to represent something else.*

- **LT8** Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.
- **LT17** Begins to represent stories and experiences through pictures, dictation, and in play.
- **LT19** Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their name.
- **L5** Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.
- **L7** Uses an increasingly complex and varied spoken vocabulary.
- **L10** Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.
- **CA3** Gains ability in using different art media and materials in a variety of ways for creative expression and representation.

	<ul style="list-style-type: none"><li>• <b>CA11</b> Participates in a variety of dramatic play activities that become more extended and complex.</li><li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li><li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li></ul>
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<b>Domain: Language Development</b>	
Domain Element: Receptive Language <i>The ability to comprehend or understand language.</i>	<ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>L2</b> Shows progress in understanding and following simple and multiple-step directions.</li> <li>• <b>L3</b> Understands an increasingly complex and varied vocabulary.</li> <li>• <b>L4</b> For non-English-speaking children, progresses in listening to and understanding English.</li> </ul>
Domain Element: Expressive Language <i>The ability to use language.</i>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>L8</b> Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</li> <li>• <b>L9</b> For non-English-speaking children, progresses in speaking English.</li> <li>• <b>L10</b> Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.</li> <li>• <b>L11</b> Begins to adjust volume, tone, expression, and inflection as situationally appropriate.</li> </ul>

<b>Domain: Literacy Knowledge and Skills</b>	
<p>Domain Element: Book Appreciation and Knowledge  <i>The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.</i></p>	<ul style="list-style-type: none"> <li>• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</li> <li>• <b>LT7</b> Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children.</li> <li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li> <li>• <b>LT9</b> Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.</li> <li>• <b>LT10</b> Begins to connect own life with related events in books.</li> </ul>
<p>Domain Element: Phonological Awareness  <i>An awareness that language can be broken into words, syllables, and smaller pieces of sound.</i></p>	<ul style="list-style-type: none"> <li>• <b>LT1</b> Shows increasing ability to discriminate and identify sounds in spoken language.</li> <li>• <b>LT2</b> Shows growing awareness of beginning and ending sounds of words.</li> <li>• <b>LT3</b> Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</li> <li>• <b>LT4</b> Shows growing ability to hear and discriminate separate syllables in words.</li> </ul>
<p>Domain Element: Alphabet Knowledge  <i>The names and sounds associated with letters.</i></p>	<ul style="list-style-type: none"> <li>• <b>LT20</b> Shows progress in associating the names of letters with their shapes and sounds.</li> <li>• <b>LT21</b> Increases in ability to notice the beginning letters in familiar words.</li> <li>• <b>LT22</b> Identifies at least 10 letters of the alphabet, especially those in their own name.</li> <li>• <b>LT23</b> Knows that letters of the alphabet are a special category of visual graphics that can be individually named.</li> </ul>
<p>Domain Element: Print Concepts and Conventions  <i>The concepts about print and early decoding (identifying letter-sound relationships).</i></p>	<ul style="list-style-type: none"> <li>• <b>LT5</b> Associates sounds with written words, such as awareness that different words begin with the same sound.</li> <li>• <b>LT11</b> Shows increasing awareness of print in classroom, home, and community settings.</li> <li>• <b>LT12</b> Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</li> <li>• <b>LT13</b> Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>LT14</b> Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.</li> <li>• <b>LT15</b> Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.</li> </ul>
<p>Domain Element: Early Writing  <i>The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.</i></p>	<ul style="list-style-type: none"> <li>• <b>LT16</b> Develops understanding that writing is a way of communicating for a variety of purposes.</li> <li>• <b>LT17</b> Begins to represent stories and experiences through pictures, dictation, and in play.</li> <li>• <b>LT18</b> Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.</li> <li>• <b>LT19</b> Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</li> <li>• <b>PHD3</b> Progresses in abilities to use writing, drawing, and art tools, including pencils, markers, chalk, paintbrushes, and various types of technology.</li> </ul>

<b>Domain: Mathematics Knowledge and Skills</b>	
<p>Domain Element: Number Concepts and Quantities  <i>The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).</i></p>	<ul style="list-style-type: none"> <li>• <b>M1</b> Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.</li> <li>• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</li> <li>• <b>M3</b> Develops increasing ability to count in sequence to 10 and beyond.</li> <li>• <b>M4</b> Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</li> <li>• <b>M5</b> Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.</li> <li>• <b>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> </ul>
<p>Domain Element: Number Relationships and Operations  <i>The use of numbers to describe relationships and solve problems.</i></p>	<ul style="list-style-type: none"> <li>• <b>M1</b> Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.</li> <li>• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</li> <li>• <b>M3</b> Develops increasing ability to count in sequence to 10 and beyond.</li> <li>• <b>M4</b> Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</li> <li>• <b>M5</b> Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.</li> <li>• <b>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> </ul>
<p>Domain Element: Geometry and Spatial Sense  <i>The understanding of shapes, their properties, and how objects are related to one another.</i></p>	<ul style="list-style-type: none"> <li>• <b>M7</b> Begins to recognize, describe, compare, and name common shapes, their parts, and attributes.</li> <li>• <b>M8</b> Progresses in ability to put together and take apart shapes.</li> <li>• <b>M9</b> Begins to be able to determine whether or not two shapes are the same size and shape.</li> <li>• <b>M10</b> Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.</li> <li>• <b>M11</b> Builds an increasing understanding of directionality, order, and positions of objects, and words, such as up, down, over, under, top, bottom, inside, outside, in front, and behind.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
<p>Domain Element: Patterns  <i>The recognition of patterns, sequencing, and critical thinking</i></p>	<ul style="list-style-type: none"> <li>• <b>M12</b> Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.</li> </ul>

<p><i>skills necessary to predict and classify objects in a pattern.</i></p>	<ul style="list-style-type: none"> <li>• <b>M13</b> Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.</li> <li>• <b>M14</b> Begins to make comparisons between several objects based on a single attribute.</li> </ul>
<p>Domain Element: Measurement and Comparison  <i>The understanding of attributes and relative properties of objects as related to size, capacity, and area.</i></p>	<ul style="list-style-type: none"> <li>• <b>M5</b> Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.</li> <li>• <b>M7</b> Begins to recognize, describe, compare, and name common shapes, their parts, and attributes.</li> <li>• <b>M13</b> Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.</li> <li>• <b>M14</b> Begins to make comparisons between several objects based on a single attribute.</li> <li>• <b>M15</b> Shows progress in using standard and nonstandard measures.</li> </ul>

**Domain: Science Knowledge and Skills**

Domain Element: Scientific Skills and Method

*The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.*

- **S1** Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.
- **S2** Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.
- **S3** Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.
- **S4** Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.
- **S5** Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.
- **S11** Expands use and knowledge of various technologies.

Domain Element: Conceptual Knowledge of the Natural and Physical World

*The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.*

- **S6** Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.
- **S7** Expands knowledge of and respect for their body and the environment.
- **S8** Develops growing awareness of ideas and language related to attributes of time and temperature.
- **S9** Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.
- **S10** Builds increasing knowledge of the environment and environmental changes through play.
- **S11** Expands use and knowledge of various technologies.

<b>Domain: Creative Arts Expression</b>	
<p>Domain Element: Music <i>The use of voice and instruments to create sounds.</i></p>	<ul style="list-style-type: none"> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> <li>• <b>CA2</b> Experiments with a variety of musical instruments.</li> <li>• <b>CA8</b> Exhibits growing sense of wonder, awe, and pleasure.</li> </ul>
<p>Domain Element: Creative Movement and Dance <i>The use of the body to move to music and express oneself.</i></p>	<ul style="list-style-type: none"> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> <li>• <b>CA8</b> Exhibits growing sense of wonder, awe, and pleasure.</li> <li>• <b>CA9</b> Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</li> <li>• <b>CA10</b> Shows growth in moving in time to different patterns of beat and rhythm in music.</li> <li>• <b>PHD4</b> Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</li> <li>• <b>PHD7</b> Progresses in physical growth, strength, stamina, and flexibility.</li> </ul>
<p>Domain Element: Art <i>The use of a range of media and materials to create drawings, pictures, or other objects.</i></p>	<ul style="list-style-type: none"> <li>• <b>CA3</b> Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</li> <li>• <b>CA4</b> Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.</li> <li>• <b>CA5</b> Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.</li> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> <li>• <b>CA7</b> Demonstrates increasing delight in beauty and respect for the creative work of others.</li> <li>• <b>CA8</b> Exhibits growing sense of wonder, awe, and pleasure.</li> </ul>
<p>Domain Element: Drama <i>The portrayal of events, characters, or stories through acting and using props and language.</i></p>	<ul style="list-style-type: none"> <li>• <b>CA11</b> Participates in a variety of dramatic play activities that become more extended and complex.</li> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> <li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li> </ul>

**Domain: Social Studies Knowledge and Skills**

Domain Element: Self, Family, and Community  
*The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.*

- **SE1** Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.
- **SE6** Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.
- **SE17** Develops ability to identify personal characteristics, including gender, and family composition.
- **SE18** Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.
- **SE19** Develops growing awareness of jobs and what is required to perform them.
- **SE20** Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.
- **SE22** Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.

Domain Element: People and the Environment  
*The understanding of the relationship between people and the environment in which they live.*

- **SE4** Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.
- **SE6** Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.
- **S10** Builds increasing knowledge of the environment and environmental changes through play.
- **SE13** Demonstrates increasing ability to manage personal belongings and share in the care of equipment and materials in the environment.
- **SE20** Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.
- **S5** Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.
- **S7** Expands knowledge of and respect for their body and the environment.
- **M14** Begins to make comparisons between several objects based on a single attribute.
- **PHD11** Develops increasing ability to use senses including aids and assistive technology as needed.

Domain Element: History and Events  
*The understanding that events happened in the past and how these events relate to one's self, family, and community.*

- **S5** Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.
- **S8** Develops growing awareness of ideas and language related to attributes of time and temperature.

	<ul style="list-style-type: none"><li>• <b>SE21</b> Increases ability to observe and identify changes in themselves and their families over time.</li></ul>
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<b>Domain: English Language Development</b>	
<p>Domain Element: Receptive English Language Skills <i>The ability to comprehend or understand the English language.</i></p>	<ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>L2</b> Shows progress in understanding and following simple and multiple-step directions.</li> <li>• <b>L4</b> For non-English-speaking children, progresses in listening to and understanding English.</li> <li>• <b>L10</b> Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.</li> <li>• <b>LT2</b> Shows growing awareness of beginning and ending sounds of words.</li> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> </ul>
<p>Domain Element: Expressive English Language Skills <i>The ability to speak or use English.</i></p>	<ul style="list-style-type: none"> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>L8</b> Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</li> <li>• <b>L9</b> For non-English-speaking children, progresses in speaking English.</li> <li>• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</li> <li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li> <li>• <b>LT10</b> Begins to connect own life with related events in books.</li> <li>• <b>LT11</b> Shows increasing awareness of print in classroom, home, and community settings.</li> </ul>
<p>Domain Element: Engagement in English Literacy Activities <i>Understanding and responding to books, storytelling, and songs presented in English.</i></p>	<ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>L4</b> For non-English-speaking children, progresses in listening to and understanding English.</li> <li>• <b>L9</b> For non-English-speaking children, progresses in speaking English.</li> <li>• <b>LT3</b> Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</li> <li>• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</li> <li>• <b>LT7</b> Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in</li> </ul>

	<p>pretend-reading with other children.</p> <ul style="list-style-type: none"><li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li><li>• <b>LT11</b> Shows increasing awareness of print in classroom, home, and community settings.</li></ul>
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For more information, visit the HighReach Learning, Inc., Web site at [www.highreach.com](http://www.highreach.com); contact, Jenn Siegfried, at [jsiegfried@highreach.com](mailto:jsiegfried@highreach.com); or call the company at (800) 729-9988, ext. 5164.