

# Ontario ELECT

## Crosswalk with HighReach Learning, Inc., Curriculum for Ages Birth to Five

The following table links the Ontario ELECT with objectives of the HighReach Learning curriculum for ages birth to five.

All HighReach Learning curriculum is integrated and topic-driven. Within each topic 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 theorists and a balanced approach of child-guided and adult-guided experiences. The curriculum’s pedagogy is “intentionality,” which is supported by research.

<b>HighReach Learning, Inc., Curriculum for Ages Birth to Five Alignment with the Ontario Framework for Early Childhood Settings</b>		
<b>DOMAIN: 1. SOCIAL</b>		
<b>Skills of the Ontario Framework for Early Childhood Settings</b>	<b>Indicators of the Ontario Framework for Early Childhood Settings</b>	<b>HighReach Learning Curriculum Objectives</b>
<b>INFANTS (BIRTH TO 24 MONTHS)</b>		
<b>1.1 Social Interest</b>	Preferring human faces to inanimate objects or animals	<b>SO1</b> Demonstrates trusting attachments with adults <i>Indicators:</i> Seeks comfort from and calms with a recognized adult Engages in play with toys or others, “checking in” with trusted adult Seeks help from a trusted adult when needed Plays independently for increasingly long periods of time
	Smiling at an adult	<b>SO1</b> Demonstrates trusting attachments with adults <i>Indicators:</i>

		<p>Seeks comfort from and calms with a recognized adult  Engages in play with toys or others, “checking in” with trusted adult  Seeks help from a trusted adult when needed  Plays independently for increasingly long periods of time</p>
	Returning the gaze of an adult	<p><b>SO1</b> Demonstrates trusting attachments with adults  <i>Indicators:</i>  Seeks comfort from and calms with a recognized adult  Engages in play with toys or others, “checking in” with trusted adult  Seeks help from a trusted adult when needed  Plays independently for increasingly long periods of time</p>
	Seeking adults for play, stretching arms to be picked up	<p><b>SO1</b> Demonstrates trusting attachments with adults  <i>Indicators:</i>  Seeks comfort from and calms with a recognized adult  Engages in play with toys or others, “checking in” with trusted adult  Seeks help from a trusted adult when needed  Plays independently for increasingly long periods of time</p>
	Examining objects with others as a means of forming relationships	<p><b>SO2</b> Engages in social interactions  <i>Indicators:</i>  Focuses on play object in give-and-take with a trusted adult or peer partner  Responds well to positive feedback  Engages in parallel play</p>
	Observing peers	<p><b>SO2</b> Engages in social interactions  <i>Indicators:</i>  Focuses on play object in give-and-take with a trusted adult or peer partner  Responds well to positive feedback  Engages in parallel play</p>
<b>1.2 Imitation</b>	Imitating adult behavior	<p><b>DP1</b> Engages in pretend play  <i>Indicators:</i>  Imitates sounds and facial expressions  Plays interactive games with adults  Uses an object to symbolize another (e.g., block is used as a cup)  Uses dramatic play props in realistic ways  Attempts to include others in dramatic play</p>

		Begins to take roles during dramatic play
	Take part in pretend play with simple scenarios like caring for dolls	<b>DP1</b> Engages in pretend play <i>Indicators:</i> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways Attempts to include others in dramatic play Begins to take roles during dramatic play
<b>1.3 Simple Turn Taking</b>	Playing simple one-to-one games such as peekaboo	<b>SO2</b> Engages in social interactions <i>Indicators:</i> Focuses on play object in give-and-take with a trusted adult or peer partner Responds well to positive feedback Engages in parallel play <b>SO3</b> Begins to cooperate with others <i>Indicators:</i> Begins to cooperate, but may be reluctant Participates in simple back-and-forth interactions with others Interacts positively with other children and adults Participates in simple games
<b>1.4 Maintaining Connection Across Space</b>	Uses gestures, vocalizations, and her emerging expressive language to keep connected to an adult across space	<b>SO2</b> Engages in social interactions <i>Indicators:</i> Focuses on play object in give-and-take with a trusted adult or peer partner Responds well to positive feedback Engages in parallel play
<b>TODDLERS (14 MONTHS TO 3 YEARS)</b>		
<b>1.1 Social Interest</b>	Observing and imitating peers	<b>SO2</b> Engages in social interactions <i>Indicators:</i> Focuses on play object in give-and-take with a trusted adult or peer partner Responds well to positive feedback

		<p>Engages in parallel play</p> <p><b>DP1</b> Engages in pretend play</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Imitates sounds and facial expressions</li> <li>Plays interactive games with adults</li> <li>Uses an object to symbolize another (e.g., block is used as a cup)</li> <li>Uses dramatic play props in realistic ways</li> <li>Attempts to include others in dramatic play</li> <li>Begins to take roles during dramatic play</li> </ul>
	Beginning to play ‘ “follow the peer” games’	<p><b>SO3</b> Begins to cooperate with others</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Begins to cooperate, but may be reluctant</li> <li>Participates in simple back-and-forth interactions with others</li> <li>Interacts positively with other children and adults</li> <li>Participates in simple games</li> </ul> <p><b>SL2</b> Begins to understand and follow simple rules</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Responds appropriately to reminders</li> <li>Able to follow simple rules, but may not do so all the time</li> </ul>
	Observing and playing briefly with peers – may turn into struggle for possession	<p><b>SO2</b> Engages in social interactions</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Focuses on play object in give-and-take with a trusted adult or peer partner</li> <li>Responds well to positive feedback</li> <li>Engages in parallel play</li> </ul> <p><b>SO3</b> Begins to cooperate with others</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Begins to cooperate, but may be reluctant</li> <li>Participates in simple back-and-forth interactions with others</li> <li>Interacts positively with other children and adults</li> <li>Participates in simple games</li> </ul>
	Offering toys	<p><b>SO2</b> Engages in social interactions</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Focuses on play object in give-and-take with a trusted adult or peer partner</li> </ul>

		<p>Responds well to positive feedback Engages in parallel play</p> <p><b>SO3</b> Begins to cooperate with others</p> <p><i>Indicators:</i> Begins to cooperate, but may be reluctant Participates in simple back-and-forth interactions with others Interacts positively with other children and adults Participates in simple games</p>
	Engaging in short group activities	<p><b>SO2</b> Engages in social interactions</p> <p><i>Indicators:</i> Focuses on play object in give-and-take with a trusted adult or peer partner Responds well to positive feedback Engages in parallel play</p> <p><b>SO3</b> Begins to cooperate with others</p> <p><i>Indicators:</i> Begins to cooperate, but may be reluctant Participates in simple back-and-forth interactions with others Interacts positively with other children and adults Participates in simple games</p>
<b>1.2 Perspective Taking</b>	In simple situations beginning to take the point of view of others	<p><b>SL1</b> Demonstrates emerging self-regulation</p> <p><i>Indicators:</i> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others' feelings</p>

<b>1.3 Parallel Play</b>	Playing in proximity of peers with similar playthings without an exchange of ideas or things	<b>SO2</b> Engages in social interactions <i>Indicators:</i> Focuses on play object in give-and-take with a trusted adult or peer partner Responds well to positive feedback Engages in parallel play
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**PRESCHOOL KINDERGARTEN (2.5 TO 6 YEARS)**

<b>1.1 Making Friends</b>	Seeking out others to play with	<ul style="list-style-type: none"> <li>• <b>SE15</b> Shows progress in developing friendships with peers.</li> </ul>
	Offering play materials and roles to others	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> </ul>
	Playing with others co-operatively	<ul style="list-style-type: none"> <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> </ul>
	Inviting others to play	<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>SE15</b> Shows progress in developing friendships with peers.</li> </ul>
	Exchanging ideas, materials, and points of view with others	<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> </ul>
	Sustaining play with others	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> </ul>

		<ul style="list-style-type: none"> <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> </ul>
<b>1.2 Conflict Resolution and Social Problem-Solving Skills</b>	Beginning to express what they want and are thinking and feeling	<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>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> </ul>
	Regulating emotions in order to solve conflicts	<ul style="list-style-type: none"> <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>SE8</b> Progresses in ability to distinguish between intentional and unintentional acts of others.</li> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> </ul>
	Beginning to attend and listen to peers	<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>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> </ul>
	Beginning to identify solutions to conflict	<ul style="list-style-type: none"> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with</li> </ul>

		peers.
	Beginning to identify consequences	<ul style="list-style-type: none"> <li>• <b>SE5</b> Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.</li> </ul>
	Making decisions and choices and accepting the consequences	<ul style="list-style-type: none"> <li>• <b>SE2</b> Develops growing capacity for independence in a range of activities, routines, and tasks.</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>SE7</b> Develops increasing ability to discriminate between risk-taking behavior that is appropriate and not appropriate or dangerous.</li> </ul>
<b>1.3 Peer Group Entry Skills</b>	Observing before entering play	<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>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> </ul>
	Offering objects or ideas that are relevant to play	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> </ul>
	Entering play by assuming available roles	<ul style="list-style-type: none"> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</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> </ul>
<b>1.4 Helping Skills</b>	Offering assistance	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> </ul>
	Identifying the emotions of others	<ul style="list-style-type: none"> <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>
	Regulating their own behaviour in the face of the needs of others	<ul style="list-style-type: none"> <li>• <b>SE5</b> Develops growing understanding of how their actions affect others and begins to accept the consequences of their</li> </ul>

		actions.
	Offering comfort	<ul style="list-style-type: none"> <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>
	Being generous	<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>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> <li>• <b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li> </ul>
<b>1.5 Interacting Positively and Respectfully</b>	Beginning to show respect for other children's belongings and work	<ul style="list-style-type: none"> <li>• <b>CA7</b> Demonstrates increasing delight in beauty and respect for the creative work of others.</li> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> </ul>
	Playing with others who have differing abilities and characteristics	<ul style="list-style-type: none"> <li>• <b>SE15</b> Shows progress in developing friendships with peers.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
	Beginning to become aware of stereotypes found in books, etc.	<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>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>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
	Beginning to develop ideas of and to practise co-operation, fairness, and justice	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> </ul>

		<ul style="list-style-type: none"> <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> </ul>
	Learning music and art forms from a variety of cultures, racial, and ethnic groups	<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>CA3</b> Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</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>CA9</b> Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
	Using artifacts from a variety of cultures, racial, and ethnic groups in socio-dramatic play	<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>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
<b>1.6 Co-operating</b>	Exchanging ideas and materials during play	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> </ul>
	Taking part in setting and following rules, and inviting others to join them in play	<ul style="list-style-type: none"> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> </ul>

		<ul style="list-style-type: none"> <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> </ul>
	Listening, thinking, and responding appropriately as others speak during group time	<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>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> </ul>
	Engaging in group decision making with voting and accepting that the majority vote will be followed by the entire group	<ul style="list-style-type: none"> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</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>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> </ul>
<b>1.7 Empathy</b>	Sharing emotions, communicating and expressing feelings with adults and peers	<ul style="list-style-type: none"> <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>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> <li>• <b>SE15</b> Shows progress in developing friendships with peers.</li> </ul>
	Sharing experiences, relating and respecting each other	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
	Beginning to see the world from another's perspective	<ul style="list-style-type: none"> <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>SE8</b> Progresses in ability to distinguish between intentional and unintentional acts of others.</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>
	Beginning to identify with others	<ul style="list-style-type: none"> <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>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>
	Putting themselves in the other person's shoes	<ul style="list-style-type: none"> <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>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>
	Seeing an injustice and taking action to change it	<ul style="list-style-type: none"> <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>
<b>1.8 Taking Another Person's Point of View</b>	Describing their ideas and emotions	<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> </ul>

		<ul style="list-style-type: none"> <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>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ul>
	Recognizing that other people have ideas and emotions	<ul style="list-style-type: none"> <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>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</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> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ul>
	Understanding the ideas and emotions of others	<ul style="list-style-type: none"> <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>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> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ul>
	Beginning to accept that the ideas and emotions of others may be different from their own	<ul style="list-style-type: none"> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
	Adapting behaviour to take other people's points of	<ul style="list-style-type: none"> <li>• <b>SE5</b> Develops growing understanding of how their actions</li> </ul>

	view into consideration	<p>affect others and begins to accept the consequences of their actions.</p> <ul style="list-style-type: none"> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
	Beginning to respond appropriately to the feelings of others	<ul style="list-style-type: none"> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts 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>
	Beginning to take another's point of view	<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> </ul>
	Engaging in the exchange of ideas and points of view with others	<ul style="list-style-type: none"> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</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> </ul>
<b>1.9 Interacting with Adults</b>	Approaching adults as sources of security and	<ul style="list-style-type: none"> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and</li> </ul>

	support	accepting guidance and directions from a range of familiar adults.
	Engaging adults in activities in positive ways	<ul style="list-style-type: none"> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> </ul>
	Seeing adults as resources in exploration and problem solving	<ul style="list-style-type: none"> <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>

**DOMAIN: 2. EMOTIONAL**

Skills of the Ontario Framework for Early Childhood Settings	Indicators of the Ontario Framework for Early Childhood Settings	HighReach Learning Curriculum Objectives
<b>INFANTS (BIRTH TO 24 MONTHS)</b>		
<b>2.1 Expression of Emotion</b>	Expressing comfort and discomfort	<p><b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses gestures or sign language to communicate</li> <li>Vocalizes during play</li> <li>Uses single words meaningfully</li> <li>Imitates adult speech</li> <li>Increasingly uses nouns and verbs when speaking</li> <li>Uses increasingly complex sentences</li> </ul> <p><b>SE2</b> Develops awareness of own feelings and those of others</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses expressions and emotions to communicate</li> <li>Indicates likes/dislikes through gestures</li> <li>Indicates likes/dislikes verbally</li> <li>Develops ability to discern others' feelings through body language and facial expressions</li> </ul>
	Expressing pleasure and displeasure	<p><b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses gestures or sign language to communicate</li> <li>Vocalizes during play</li> <li>Uses single words meaningfully</li> </ul>

		<p>Imitates adult speech          Increasingly uses nouns and verbs when speaking          Uses increasingly complex sentences  <b>SE2</b> Develops awareness of own feelings and those of others  <i>Indicators:</i>          Uses expressions and emotions to communicate          Indicates likes/dislikes through gestures          Indicates likes/dislikes verbally          Develops ability to discern others' feelings through body language and facial expressions</p>
	Expressing anger, anxiety, fear, sadness, joy, excitement	<p><b>SE2</b> Develops awareness of own feelings and those of others  <i>Indicators:</i>          Uses expressions and emotions to communicate          Indicates likes/dislikes through gestures          Indicates likes/dislikes verbally          Develops ability to discern others' feelings through body language and facial expressions</p>
	Showing affection with hugs	<p><b>SO1</b> Demonstrates trusting attachments with adults  <i>Indicators:</i>          Seeks comfort from and calms with a recognized adult          Engages in play with toys or others, "checking in" with trusted adult          Seeks help from a trusted adult when needed          Plays independently for increasingly long periods of time  <b>SO2</b> Engages in social interactions  <i>Indicators:</i>          Focuses on play object in give-and-take with a trusted adult or peer partner          Responds well to positive feedback          Engages in parallel play</p>
	Showing anxiety at separation from parents	<p><b>SO1</b> Demonstrates trusting attachments with adults  <i>Indicators:</i>          Seeks comfort from and calms with a recognized adult          Engages in play with toys or others, "checking in" with trusted adult          Seeks help from a trusted adult when needed          Plays independently for increasingly long periods of time</p>

		<p><b>SE2</b> Develops awareness of own feelings and those of others</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses expressions and emotions to communicate</li> <li>Indicates likes/dislikes through gestures</li> <li>Indicates likes/dislikes verbally</li> <li>Develops ability to discern others' feelings through body language and facial expressions</li> </ul>
	Showing clear attachment to parents	<p><b>SO1</b> Demonstrates trusting attachments with adults</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Seeks comfort from and calms with a recognized adult</li> <li>Engages in play with toys or others, "checking in" with trusted adult</li> <li>Seeks help from a trusted adult when needed</li> <li>Plays independently for increasingly long periods of time</li> </ul>
<b>2.2 Self-Regulation</b>	Becoming calm when comforted by familiar adults	<p><b>SO1</b> Demonstrates trusting attachments with adults</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Seeks comfort from and calms with a recognized adult</li> <li>Engages in play with toys or others, "checking in" with trusted adult</li> <li>Seeks help from a trusted adult when needed</li> <li>Plays independently for increasingly long periods of time</li> </ul>
	Comforting self with thumb	<p><b>SL1</b> Demonstrates emerging self-regulation</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses ways to calm and soothe self</li> <li>Plays independently for an increasing amount of time</li> <li>Shows comfort in routines</li> <li>Begins to express disagreement in an appropriate way</li> <li>Begins to express wants and needs appropriately</li> <li>Begins to show empathy and understanding of others' feelings</li> </ul>
	Recovering from distress and over-stimulation in a secure relationship	<p><b>SO1</b> Demonstrates trusting attachments with adults</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Seeks comfort from and calms with a recognized adult</li> <li>Engages in play with toys or others, "checking in" with trusted adult</li> <li>Seeks help from a trusted adult when needed</li> <li>Plays independently for increasingly long periods of time</li> </ul>
<b>2.3 Sense of Self</b>	Sucking fingers, observing own hands	<p><b>SE1</b> Demonstrates a positive sense of self</p> <p><i>Indicators:</i></p>

		<p>Enjoys looking at self in mirror          Explores materials freely, without hesitation          Tries new activities without hesitation          Demonstrates growing independence during daily activities          Refers to self by name          Uses the words me, I, mine</p> <p><b>HS1</b> Becomes more aware of body</p> <p><i>Indicators:</i>          Explores different ways to move body parts          Points to body parts on toy or person when named          Points to body parts on self when named          Begins to name body parts</p>
	Showing preference for being held by familiar people	<p><b>SO1</b> Demonstrates trusting attachments with adults</p> <p><i>Indicators:</i>          Seeks comfort from and calms with a recognized adult          Engages in play with toys or others, “checking in” with trusted adult          Seeks help from a trusted adult when needed          Plays independently for increasingly long periods of time</p>
	Beginning to distinguish known people from strangers	<p><b>SO1</b> Demonstrates trusting attachments with adults</p> <p><i>Indicators:</i>          Seeks comfort from and calms with a recognized adult          Engages in play with toys or others, “checking in” with trusted adult          Seeks help from a trusted adult when needed          Plays independently for increasingly long periods of time</p> <p><b>KF1</b> Demonstrates knowledge of home, school, and community</p> <p><i>Indicators:</i>          Recognizes family members          Recognizes teacher and other adults at school          Able to identify places at school that correspond to places at home          Understands similarities and differences between home and school          Begins to recognize familiar places in the community</p>
	Showing pleasure in mastery	<p><b>SE1</b> Demonstrates a positive sense of self</p> <p><i>Indicators:</i>          Enjoys looking at self in mirror          Explores materials freely, without hesitation</p>

		<p>Tries new activities without hesitation          Demonstrates growing independence during daily activities          Refers to self by name          Uses the words me, I, mine</p>
	Playing confidently in the presence of caregiver and frequently checking in with her (social referencing)	<p><b>SO1</b> Demonstrates trusting attachments with adults  <i>Indicators:</i>          Seeks comfort from and calms with a recognized adult          Engages in play with toys or others, “checking in” with trusted adult          Seeks help from a trusted adult when needed          Plays independently for increasingly long periods of time</p>
	Increasing awareness of opportunities to make things happen yet limited understanding of consequences of own actions	<p><b>SL2</b> Begins to understand and follow simple rules  <i>Indicators:</i>          Responds appropriately to reminders          Able to follow simple rules, but may not do so all the time  <b>IC1</b> Shows curiosity about new things and new experiences  <i>Indicators:</i>          Joins in new activities and explores new materials or events          Asks questions          Makes independent choices</p>
<b>2.4 Empathy</b>	Noticing and responding to distress of others	<p><b>SE2</b> Develops awareness of own feelings and those of others  <i>Indicators:</i>          Uses expressions and emotions to communicate          Indicates likes/dislikes through gestures          Indicates likes/dislikes verbally          Develops ability to discern others’ feelings through body language and facial expressions  <b>SL1</b> Demonstrates emerging self-regulation  <i>Indicators:</i>          Uses ways to calm and soothe self          Plays independently for an increasing amount of time          Shows comfort in routines          Begins to express disagreement in an appropriate way          Begins to express wants and needs appropriately          Begins to show empathy and understanding of others’ feelings</p>
	Offering comfort by touching	<b>SE2</b> Develops awareness of own feelings and those of others

		<p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses expressions and emotions to communicate</li> <li>Indicates likes/dislikes through gestures</li> <li>Indicates likes/dislikes verbally</li> <li>Develops ability to discern others' feelings through body language and facial expressions</li> </ul> <p><b>SL1</b> Demonstrates emerging self-regulation</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses ways to calm and soothe self</li> <li>Plays independently for an increasing amount of time</li> <li>Shows comfort in routines</li> <li>Begins to express disagreement in an appropriate way</li> <li>Begins to express wants and needs appropriately</li> <li>Begins to show empathy and understanding of others' feelings</li> </ul>
<b>2.5 Agency</b>	Beginning to sense that her behaviour can have an effect on others	<p><b>SL1</b> Demonstrates emerging self-regulation</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses ways to calm and soothe self</li> <li>Plays independently for an increasing amount of time</li> <li>Shows comfort in routines</li> <li>Begins to express disagreement in an appropriate way</li> <li>Begins to express wants and needs appropriately</li> <li>Begins to show empathy and understanding of others' feelings</li> </ul> <p><b>SL2</b> Begins to understand and follow simple rules</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Responds appropriately to reminders</li> <li>Able to follow simple rules, but may not do so all the time</li> </ul>
<b>TODDLERS (14 MONTHS TO 3 YEARS)</b>		
<b>2.1 Expression of Feelings</b>	Expressing aggressive feelings and behaviour	<p><b>SE2</b> Develops awareness of own feelings and those of others</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses expressions and emotions to communicate</li> <li>Indicates likes/dislikes through gestures</li> <li>Indicates likes/dislikes verbally</li> <li>Develops ability to discern others' feelings through body language</li> </ul>

		<p>and facial expressions</p> <p><b>SL1</b> Demonstrates emerging self-regulation</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses ways to calm and soothe self</li> <li>Plays independently for an increasing amount of time</li> <li>Shows comfort in routines</li> <li>Begins to express disagreement in an appropriate way</li> <li>Begins to express wants and needs appropriately</li> <li>Begins to show empathy and understanding of others' feelings</li> </ul>
	Beginning to show self-conscious emotions (shame, embarrassment, guilt, and pride)	<p><b>SE2</b> Develops awareness of own feelings and those of others</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses expressions and emotions to communicate</li> <li>Indicates likes/dislikes through gestures</li> <li>Indicates likes/dislikes verbally</li> <li>Develops ability to discern others' feelings through body language and facial expressions</li> </ul>
	Expressing feelings in language and pretend play	<p><b>SE2</b> Develops awareness of own feelings and those of others</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses expressions and emotions to communicate</li> <li>Indicates likes/dislikes through gestures</li> <li>Indicates likes/dislikes verbally</li> <li>Develops ability to discern others' feelings through body language and facial expressions</li> </ul> <p><b>DP1</b> Engages in pretend play</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Imitates sounds and facial expressions</li> <li>Plays interactive games with adults</li> <li>Uses an object to symbolize another (e.g., block is used as a cup)</li> <li>Uses dramatic play props in realistic ways</li> <li>Attempts to include others in dramatic play</li> <li>Begins to take roles during dramatic play</li> </ul>
<b>2.2 Self-Regulation</b>	Beginning to use language to assist in emotion regulation	<p><b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses gestures or sign language to communicate</li> </ul>

		<p>Vocalizes during play          Uses single words meaningfully          Imitates adult speech          Increasingly uses nouns and verbs when speaking          Uses increasingly complex sentences</p> <p><b>SE2</b> Develops awareness of own feelings and those of others  <i>Indicators:</i>          Uses expressions and emotions to communicate          Indicates likes/dislikes through gestures          Indicates likes/dislikes verbally          Develops ability to discern others' feelings through body language and facial expressions</p> <p><b>SL1</b> Demonstrates emerging self-regulation  <i>Indicators:</i>          Uses ways to calm and soothe self          Plays independently for an increasing amount of time          Shows comfort in routines          Begins to express disagreement in an appropriate way          Begins to express wants and needs appropriately          Begins to show empathy and understanding of others' feelings</p>
	<p>Beginning to recover from emotion in the presence of familiar adults</p>	<p><b>SO1</b> Demonstrates trusting attachments with adults  <i>Indicators:</i>          Seeks comfort from and calms with a recognized adult          Engages in play with toys or others, "checking in" with trusted adult          Seeks help from a trusted adult when needed          Plays independently for increasingly long periods of time</p> <p><b>SL1</b> Demonstrates emerging self-regulation  <i>Indicators:</i>          Uses ways to calm and soothe self          Plays independently for an increasing amount of time          Shows comfort in routines          Begins to express disagreement in an appropriate way          Begins to express wants and needs appropriately          Begins to show empathy and understanding of others' feelings</p>
	<p>Being overwhelmed and recovering</p>	<p><b>SL1</b> Demonstrates emerging self-regulation</p>

		<p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses ways to calm and soothe self</li> <li>Plays independently for an increasing amount of time</li> <li>Shows comfort in routines</li> <li>Begins to express disagreement in an appropriate way</li> <li>Begins to express wants and needs appropriately</li> <li>Begins to show empathy and understanding of others' feelings</li> </ul>
Elevating positive emotions		<p><b>SE2</b> Develops awareness of own feelings and those of others</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses expressions and emotions to communicate</li> <li>Indicates likes/dislikes through gestures</li> <li>Indicates likes/dislikes verbally</li> <li>Develops ability to discern others' feelings through body language and facial expressions</li> </ul>
Seeking out adults as secure base		<p><b>SO1</b> Demonstrates trusting attachments with adults</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Seeks comfort from and calms with a recognized adult</li> <li>Engages in play with toys or others, "checking in" with trusted adult</li> <li>Seeks help from a trusted adult when needed</li> <li>Plays independently for increasingly long periods of time</li> </ul>
Responding to cues to stop actions		<p><b>SL2</b> Begins to understand and follow simple rules</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Responds appropriately to reminders</li> <li>Able to follow simple rules, but may not do so all the time</li> </ul>
Showing emerging impulse control with peers		<p><b>SL1</b> Demonstrates emerging self-regulation</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses ways to calm and soothe self</li> <li>Plays independently for an increasing amount of time</li> <li>Shows comfort in routines</li> <li>Begins to express disagreement in an appropriate way</li> <li>Begins to express wants and needs appropriately</li> <li>Begins to show empathy and understanding of others' feelings</li> </ul> <p><b>SL2</b> Begins to understand and follow simple rules</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Responds appropriately to reminders</li> </ul>

		Able to follow simple rules, but may not do so all the time
	Waiting for peers increases	<b>SO3</b> Begins to cooperate with others <i>Indicators:</i> Begins to cooperate, but may be reluctant Participates in simple back-and-forth interactions with others Interacts positively with other children and adults Participates in simple games
	Attending may be interrupted by actions of others	<b>SL1</b> Demonstrates emerging self-regulation <i>Indicators:</i> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others' feelings <b>PS2</b> Shows increasing persistence when facing challenges <i>Indicators:</i> Attempts task for a minute or two before asking for help Tries to solve problems or challenges with a toy or task
	Attending distracted by several objects to focus on	<b>SL1</b> Demonstrates emerging self-regulation <i>Indicators:</i> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others' feelings <b>PS2</b> Shows increasing persistence when facing challenges <i>Indicators:</i> Attempts task for a minute or two before asking for help Tries to solve problems or challenges with a toy or task
	Focusing attention, making choices, and avoiding distractions	<b>SL1</b> Demonstrates emerging self-regulation <i>Indicators:</i> Uses ways to calm and soothe self Plays independently for an increasing amount of time

		<p>Shows comfort in routines          Begins to express disagreement in an appropriate way          Begins to express wants and needs appropriately          Begins to show empathy and understanding of others' feelings  <b>PS2</b> Shows increasing persistence when facing challenges  <i>Indicators:</i>          Attempts task for a minute or two before asking for help          Tries to solve problems or challenges with a toy or task</p>
<b>2.3 Empathy</b>	Showing awareness of own feelings and the feelings of others	<p><b>SE2</b> Develops awareness of own feelings and those of others  <i>Indicators:</i>          Uses expressions and emotions to communicate          Indicates likes/dislikes through gestures          Indicates likes/dislikes verbally          Develops ability to discern others' feelings through body language and facial expressions</p>
	Showing concern for others demonstrated with caring behaviour	<p><b>SL1</b> Demonstrates emerging self-regulation  <i>Indicators:</i>          Uses ways to calm and soothe self          Plays independently for an increasing amount of time          Shows comfort in routines          Begins to express disagreement in an appropriate way          Begins to express wants and needs appropriately          Begins to show empathy and understanding of others' feelings</p>
	Beginning to recognize the rights of others	<p><b>SO3</b> Begins to cooperate with others  <i>Indicators:</i>          Begins to cooperate, but may be reluctant          Participates in simple back-and-forth interactions with others          Interacts positively with other children and adults          Participates in simple games</p>
<b>2.4 Sense of Self</b>	Saying “no” in response to adult requests	<p><b>SE1</b> Demonstrates a positive sense of self  <i>Indicators:</i>          Enjoys looking at self in mirror          Explores materials freely, without hesitation          Tries new activities without hesitation          Demonstrates growing independence during daily activities</p>

		<p>Refers to self by name          Uses the words me, I, mine  <b>SE2</b> Develops awareness of own feelings and those of others  <i>Indicators:</i>          Uses expressions and emotions to communicate          Indicates likes/dislikes through gestures          Indicates likes/dislikes verbally          Develops ability to discern others' feelings through body language and facial expressions</p>
	Seeing self as “doer” who is powerful	<p><b>SE1</b> Demonstrates a positive sense of self  <i>Indicators:</i>          Enjoys looking at self in mirror          Explores materials freely, without hesitation          Tries new activities without hesitation          Demonstrates growing independence during daily activities          Refers to self by name          Uses the words me, I, mine  <b>IC1</b> Shows curiosity about new things and new experiences  <i>Indicators:</i>          Joins in new activities and explores new materials or events          Asks questions          Makes independent choices</p>
	Saying “good” and “bad” (shows emerging self-evaluation)	<p><b>SE1</b> Demonstrates a positive sense of self  <i>Indicators:</i>          Enjoys looking at self in mirror          Explores materials freely, without hesitation          Tries new activities without hesitation          Demonstrates growing independence during daily activities          Refers to self by name          Uses the words me, I, mine</p>
	Using name of self and others	<p><b>SE1</b> Demonstrates a positive sense of self  <i>Indicators:</i>          Enjoys looking at self in mirror          Explores materials freely, without hesitation          Tries new activities without hesitation</p>

		<p>Demonstrates growing independence during daily activities  Refers to self by name  Uses the words me, I, mine  <b>KF1</b> Demonstrates knowledge of home, school, and community  <i>Indicators:</i>  Recognizes family members  Recognizes teacher and other adults at school  Able to identify places at school that correspond to places at home  Understands similarities and differences between home and school  Begins to recognize familiar places in the community</p>
	Recognizing self in mirror	<p><b>SE1</b> Demonstrates a positive sense of self  <i>Indicators:</i>  Enjoys looking at self in mirror  Explores materials freely, without hesitation  Tries new activities without hesitation  Demonstrates growing independence during daily activities  Refers to self by name  Uses the words me, I, mine</p>
	Pointing to parts of own body and the corresponding parts of others	<p><b>SE1</b> Demonstrates a positive sense of self  <i>Indicators:</i>  Enjoys looking at self in mirror  Explores materials freely, without hesitation  Tries new activities without hesitation  Demonstrates growing independence during daily activities  Refers to self by name  Uses the words me, I, mine  <b>HS1</b> Becomes more aware of body  <i>Indicators:</i>  Explores different ways to move body parts  Points to body parts on toy or person when named  Points to body parts on self when named  Begins to name body parts</p>
<b>2.5 Autonomy</b>	Initiating activities	<p><b>IC1</b> Shows curiosity about new things and new experiences  <i>Indicators:</i>  Joins in new activities and explores new materials or events</p>

	Asks questions Makes independent choices
Setting own goals and persisting in achieving them	<p><b>PS1</b> Uses a variety of problem-solving techniques <i>Indicators:</i> Tries one or two ways to solve a play dilemma Uses repetition to discover new skills Uses objects as tools Understands that some tasks require more than one step</p> <p><b>PS2</b> Shows increasing persistence when facing challenges <i>Indicators:</i> Attempts task for a minute or two before asking for help Tries to solve problems or challenges with a toy or task</p>
Rejecting the intrusion of redirection, saying “no” and “I do”	<p><b>SE1</b> Demonstrates a positive sense of self <i>Indicators:</i> Enjoys looking at self in mirror Explores materials freely, without hesitation Tries new activities without hesitation Demonstrates growing independence during daily activities Refers to self by name Uses the words me, I, mine</p>
Seeking to control others, saying “mine”	<p><b>SO2</b> Engages in social interactions <i>Indicators:</i> Focuses on play object in give-and-take with a trusted adult or peer partner Responds well to positive feedback Engages in parallel play</p> <p><b>SE1</b> Demonstrates a positive sense of self <i>Indicators:</i> Enjoys looking at self in mirror Explores materials freely, without hesitation Tries new activities without hesitation Demonstrates growing independence during daily activities Refers to self by name Uses the words me, I, mine</p>
Making choices and avoiding distractions increases	<b>IC1</b> Shows curiosity about new things and new experiences

		<p><i>Indicators:</i>          Joins in new activities and explores new materials or events          Asks questions          Makes independent choices  <b>PS2</b> Shows increasing persistence when facing challenges  <i>Indicators:</i>          Attempts task for a minute or two before asking for help          Tries to solve problems or challenges with a toy or task</p>
	Distinguishing own intended actions from unintended ones	<p><b>SE1</b> Demonstrates a positive sense of self  <i>Indicators:</i>          Enjoys looking at self in mirror          Explores materials freely, without hesitation          Tries new activities without hesitation          Demonstrates growing independence during daily activities          Refers to self by name          Uses the words me, I, mine</p>
<b>2.6 Identity Formation</b>	Identifying self and in relation to others	<p><b>SE1</b> Demonstrates a positive sense of self  <i>Indicators:</i>          Enjoys looking at self in mirror          Explores materials freely, without hesitation          Tries new activities without hesitation          Demonstrates growing independence during daily activities          Refers to self by name          Uses the words me, I, mine  <b>KF1</b> Demonstrates knowledge of home, school, and community  <i>Indicators:</i>          Recognizes family members          Recognizes teacher and other adults at school          Able to identify places at school that correspond to places at home          Understands similarities and differences between home and school          Begins to recognize familiar places in the community</p>

<b>PRESCHOOL KINDERGARTEN (2.5 TO 6 YEARS)</b>		
<b>2.1 Self-Concept</b>	Talking about their personal characteristics	<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>SE17</b> Develops ability to identify personal characteristics, including gender, and family composition.</li> </ul>
	Identifying what they can do and what they have yet to learn	<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>SE3</b> Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</li> </ul>
	Developing responsibility for themselves during dressing and eating routines and in daily living	<ul style="list-style-type: none"> <li>• <b>SE2</b> Develops growing capacity for independence in a range of activities, routines, and tasks.</li> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> </ul>
	Seeing self as competent and capable of self-direction	<ul style="list-style-type: none"> <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>ATL2</b> Develops increased ability to make independent choices.</li> </ul>
<b>2.2 Identity Formation</b>	Increasing identity formation	<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> </ul>
	Noticing their own abilities	<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>SE3</b> Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</li> </ul>
	Recognizing shared abilities	<ul style="list-style-type: none"> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
	Expressing joy in their characteristics and identity	<ul style="list-style-type: none"> <li>• <b>SE3</b> Demonstrates growing confidence in a range of abilities</li> </ul>

		<p>and expresses pride in accomplishments.</p> <ul style="list-style-type: none"> <li>• <b>SE17</b> Develops ability to identify personal characteristics, including gender, and family composition.</li> </ul>
	Expressing curiosity and sensitivity to physical characteristics	<ul style="list-style-type: none"> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
	Understanding culture in concrete daily living within own family through language, family stories, values, and celebrations	<ul style="list-style-type: none"> <li>• <b>SE17</b> Develops ability to identify personal characteristics, including gender, and family composition.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
	Beginning to make connections between family and larger cultural group	<ul style="list-style-type: none"> <li>• <b>SE17</b> Develops ability to identify personal characteristics, including gender, and family composition.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> <li>• <b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li> </ul>
	Asserting own choices in the face of stereotype	<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>SE17</b> Develops ability to identify personal characteristics, including gender, and family composition.</li> <li>• <b>ATL2</b> Develops increased ability to make independent choices.</li> </ul>
<b>2.3 Self-Esteem</b>	Judging themselves as worthy individuals	<ul style="list-style-type: none"> <li>• <b>SE3</b> Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</li> </ul>
	Seeing themselves as a valued member of the group	<ul style="list-style-type: none"> <li>• <b>SE3</b> Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</li> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>SE15</b> Shows progress in developing friendships with peers.</li> <li>• <b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li> </ul>
	Setting goals for themselves and working towards them	<ul style="list-style-type: none"> <li>• <b>SE3</b> Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</li> <li>• <b>ATL6</b> Demonstrates increasing ability to set goals and develop and follow through on plans.</li> </ul>
	Acting responsibly towards others	<ul style="list-style-type: none"> <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>SE13</b> Demonstrates increasing ability to manage personal belongings and share in the care of equipment and materials in the environment.</li> <li>• <b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li> </ul>
<b>2.4 Recognizing and Expressing Emotions</b>	Identifying their emotions	<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>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> </ul>
	Increasing or decreasing emotional energy in keeping with the situation	<ul style="list-style-type: none"> <li>• <b>SE7</b> Develops increasing ability to discriminate between risk-taking behavior that is appropriate and not appropriate or dangerous.</li> <li>• <b>SE9</b> Demonstrates increased ability to self-regulate behavior during transition times.</li> </ul>
	Expressing negative emotions in ways that do not harm others	<ul style="list-style-type: none"> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> </ul>

<b>2.5 Regulating Attention, Emotions, and Behaviour</b>	Increasingly expressing emotions appropriately	<ul style="list-style-type: none"> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> </ul>
	Focusing attention	<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> </ul>
	Avoiding distracting stimulation	<ul style="list-style-type: none"> <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> </ul>
	Returning attention after checking in or after a distraction	<ul style="list-style-type: none"> <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> </ul>
	Stopping and starting their own actions	<ul style="list-style-type: none"> <li>• <b>ATL2</b> Develops increased ability to make independent choices.</li> </ul>
	Delaying gratification	<ul style="list-style-type: none"> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</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> </ul>
	Persisting when frustrated	<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>ATL7</b> Shows growing capacity to maintain concentration over time on a task, question, set of directions, or interactions, despite distractions and interruptions.</li> </ul>
	Using language to communicate needs and regulate emotions	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas,</li> </ul>

		<p>feelings, opinions, needs, questions, and for other varied purposes.</p> <ul style="list-style-type: none"> <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>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> </ul>
	Gaining control of their behaviour	<ul style="list-style-type: none"> <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>SE9</b> Demonstrates increased ability to self-regulate behavior during transition times.</li> </ul>
	Increasingly coping with challenges and disappointments	<ul style="list-style-type: none"> <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>ATL5</b> Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.</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> </ul>
	Using effective strategies for self-calming	<ul style="list-style-type: none"> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> </ul>

<b>2.6 Positive Attitudes towards Learning</b>	Persevering when faced with challenging or new tasks	<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>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>
	Coping with defeats and errors	<ul style="list-style-type: none"> <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>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>
	Asking for and accepting help when needed	<ul style="list-style-type: none"> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> </ul>
	Accepting challenges and taking risks when learning	<ul style="list-style-type: none"> <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>SE7</b> Develops increasing ability to discriminate between risk-taking behavior that is appropriate and not appropriate or dangerous.</li> <li>• <b>ATL5</b> Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.</li> </ul>
	Expressing satisfaction and joy when accomplishing tasks	<ul style="list-style-type: none"> <li>• <b>SE3</b> Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</li> <li>• <b>ATL5</b> Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.</li> </ul>

**DOMAIN: 3. COMMUNICATION, LANGUAGE, AND LITERACY**

Skills of the Ontario Framework for Early Childhood Settings	Indicators of the Ontario Framework for Early Childhood Settings	HighReach Learning Curriculum Objectives
<b>INFANTS (BIRTH TO 24 MONTHS)</b>		
<b>3.1 Non-verbal Communication Skills</b>	Checking in with caregiver using eye contact	<b>SO1</b> Demonstrates trusting attachments with adults <i>Indicators:</i> Seeks comfort from and calms with a recognized adult Engages in play with toys or others, “checking in” with trusted adult Seeks help from a trusted adult when needed Plays independently for increasingly long periods of time
	Looking at what an adult is looking at	<b>SO1</b> Demonstrates trusting attachments with adults <i>Indicators:</i> Seeks comfort from and calms with a recognized adult Engages in play with toys or others, “checking in” with trusted adult Seeks help from a trusted adult when needed Plays independently for increasingly long periods of time
	Pointing to direct the adult’s attention	<b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.) <i>Indicators:</i> Uses gestures or sign language to communicate Vocalizes during play Uses single words meaningfully Imitates adult speech Increasingly uses nouns and verbs when speaking Uses increasingly complex sentences
	Sharing attention with an adult, looking at the same thing as the adult	<b>LU1</b> Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal)

		<p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Shows interest in conversations by looking/watching</li> <li>Responds verbally/nonverbally in conversation</li> <li>Points to objects when named</li> <li>Follows a two-part oral direction</li> <li>Understands many words, including action words and prepositions</li> <li>Understands increasingly complex sentences</li> </ul>
Looking at photos and books with adults		<p><b>BK1</b> Enjoys books and stories</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Points at pictures</li> <li>Vocalizes while book is read</li> <li>Imitates adult actions and speech when reading</li> <li>Shows preferences for favorite books</li> <li>Names familiar objects in books</li> <li>Predicts a word or phrase that comes next in a familiar story</li> <li>Begins to understand story sequence</li> </ul>
Shaking head to mean “no”		<p><b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses gestures or sign language to communicate</li> <li>Vocalizes during play</li> <li>Uses single words meaningfully</li> <li>Imitates adult speech</li> <li>Increasingly uses nouns and verbs when speaking</li> <li>Uses increasingly complex sentences</li> </ul> <p><b>SC2</b> Uses communication for many purposes</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Initiates interactions with others</li> <li>Shows protest or disagreement (verbally or nonverbally)</li> <li>Uses words to communicate wants and needs</li> <li>Takes several back-and-forth turns in conversations</li> </ul>
Using gestures in the presence of objects that show the purpose or function of an object		<p><b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses gestures or sign language to communicate</li> <li>Vocalizes during play</li> <li>Uses single words meaningfully</li> </ul>

		<p>Imitates adult speech          Increasingly uses nouns and verbs when speaking          Uses increasingly complex sentences</p>
Showing intentional communication, e.g., waving		<p><b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.)  <i>Indicators:</i>          Uses gestures or sign language to communicate          Vocalizes during play          Uses single words meaningfully          Imitates adult speech          Increasingly uses nouns and verbs when speaking          Uses increasingly complex sentences</p>
Using gestures when objects are not present that show purpose or function of the object		<p><b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.)  <i>Indicators:</i>          Uses gestures or sign language to communicate          Vocalizes during play          Uses single words meaningfully          Imitates adult speech          Increasingly uses nouns and verbs when speaking          Uses increasingly complex sentences</p>
Using gestures with the intention of meeting goals		<p><b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.)  <i>Indicators:</i>          Uses gestures or sign language to communicate          Vocalizes during play          Uses single words meaningfully          Imitates adult speech          Increasingly uses nouns and verbs when speaking          Uses increasingly complex sentences  <b>SC2</b> Uses communication for many purposes  <i>Indicators:</i>          Initiates interactions with others          Shows protest or disagreement (verbally or nonverbally)          Uses words to communicate wants and needs          Takes several back-and-forth turns in conversations</p>
Taking turns in simple games like peekaboo		<p><b>SO3</b> Begins to cooperate with others  <i>Indicators:</i></p>

		<p>Begins to cooperate, but may be reluctant  Participates in simple back-and-forth interactions with others  Interacts positively with other children and adults  Participates in simple games</p>
	Taking pleasure in back-and-forth vocal play	<p><b>SC2</b> Uses communication for many purposes  <i>Indicators:</i>  Initiates interactions with others  Shows protest or disagreement (verbally or nonverbally)  Uses words to communicate wants and needs  Takes several back-and-forth turns in conversations  <b>SO3</b> Begins to cooperate with others  <i>Indicators:</i>  Begins to cooperate, but may be reluctant  Participates in simple back-and-forth interactions with others  Interacts positively with other children and adults  Participates in simple games</p>
<b>3.2 Receptive Language Skills</b>	Responding to human voices and distinguishing familiar voices from other sounds	<p><b>LU1</b> Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal)  <i>Indicators:</i>  Shows interest in conversations by looking/watching  Responds verbally/nonverbally in conversation  Points to objects when named  Follows a two-part oral direction  Understands many words, including action words and prepositions  Understands increasingly complex sentences  <b>LU2</b> Recognizes familiar environmental sounds  <i>Indicators:</i>  Points to picture or object to indicate source of environmental sound  Names source of environmental sound  <b>SO1</b> Demonstrates trusting attachments with adults  <i>Indicators:</i>  Seeks comfort from and calms with a recognized adult  Engages in play with toys or others, “checking in” with trusted adult  Seeks help from a trusted adult when needed  Plays independently for increasingly long periods of time</p>

	By 6 months distinguishing sounds of home language	<p><b>LU1</b> Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Shows interest in conversations by looking/watching</li> <li>Responds verbally/nonverbally in conversation</li> <li>Points to objects when named</li> <li>Follows a two-part oral direction</li> <li>Understands many words, including action words and prepositions</li> <li>Understands increasingly complex sentences</li> </ul>
	Responding to a verbal request	<p><b>LU1</b> Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Shows interest in conversations by looking/watching</li> <li>Responds verbally/nonverbally in conversation</li> <li>Points to objects when named</li> <li>Follows a two-part oral direction</li> <li>Understands many words, including action words and prepositions</li> <li>Understands increasingly complex sentences</li> </ul>
	Recognizing named objects and body parts	<p><b>LU1</b> Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Shows interest in conversations by looking/watching</li> <li>Responds verbally/nonverbally in conversation</li> <li>Points to objects when named</li> <li>Follows a two-part oral direction</li> <li>Understands many words, including action words and prepositions</li> <li>Understands increasingly complex sentences</li> </ul> <p><b>HS1</b> Becomes more aware of body</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Explores different ways to move body parts</li> <li>Points to body parts on toy or person when named</li> <li>Points to body parts on self when named</li> <li>Begins to name body parts</li> </ul>
	Pointing to objects named	<p><b>LU1</b> Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal)</p>

		<p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Shows interest in conversations by looking/watching</li> <li>Responds verbally/nonverbally in conversation</li> <li>Points to objects when named</li> <li>Follows a two-part oral direction</li> <li>Understands many words, including action words and prepositions</li> <li>Understands increasingly complex sentences</li> </ul>
<b>3.3 Expressive Language Skills</b>	Crying to signal distress	<p><b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses gestures or sign language to communicate</li> <li>Vocalizes during play</li> <li>Uses single words meaningfully</li> <li>Imitates adult speech</li> <li>Increasingly uses nouns and verbs when speaking</li> <li>Uses increasingly complex sentences</li> </ul> <p><b>SE2</b> Develops awareness of own feelings and those of others</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses expressions and emotions to communicate</li> <li>Indicates likes/dislikes through gestures</li> <li>Indicates likes/dislikes verbally</li> <li>Develops ability to discern others' feelings through body language and facial expressions</li> </ul>
	Looking at others and opening body (i.e. arms and chest lifted) to others	<p><b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses gestures or sign language to communicate</li> <li>Vocalizes during play</li> <li>Uses single words meaningfully</li> <li>Imitates adult speech</li> <li>Increasingly uses nouns and verbs when speaking</li> <li>Uses increasingly complex sentences</li> </ul> <p><b>SO2</b> Engages in social interactions</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Focuses on play object in give-and-take with a trusted adult or peer partner</li> <li>Responds well to positive feedback</li> <li>Engages in parallel play</li> </ul>

	Raising arms to invite interaction	<b>SO2</b> Engages in social interactions <i>Indicators:</i> Focuses on play object in give-and-take with a trusted adult or peer partner Responds well to positive feedback Engages in parallel play
	Vocalizing to initiate social contact	<b>SC2</b> Uses communication for many purposes <i>Indicators:</i> Initiates interactions with others Shows protest or disagreement (verbally or nonverbally) Uses words to communicate wants and needs Takes several back-and-forth turns in conversations
	Babbling using a wide variety of sounds	<b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.) <i>Indicators:</i> Uses gestures or sign language to communicate Vocalizes during play Uses single words meaningfully Imitates adult speech Increasingly uses nouns and verbs when speaking Uses increasingly complex sentences
	Using one word to communicate	<b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.) <i>Indicators:</i> Uses gestures or sign language to communicate Vocalizes during play Uses single words meaningfully Imitates adult speech Increasingly uses nouns and verbs when speaking Uses increasingly complex sentences
	Speaking with words and gestures	<b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.) <i>Indicators:</i> Uses gestures or sign language to communicate Vocalizes during play Uses single words meaningfully Imitates adult speech Increasingly uses nouns and verbs when speaking Uses increasingly complex sentences

Beginning to speak with more words than gestures		<p><b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses gestures or sign language to communicate</li> <li>Vocalizes during play</li> <li>Uses single words meaningfully</li> <li>Imitates adult speech</li> <li>Increasingly uses nouns and verbs when speaking</li> <li>Uses increasingly complex sentences</li> </ul>
Beginning to repeat overheard words		<p><b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses gestures or sign language to communicate</li> <li>Vocalizes during play</li> <li>Uses single words meaningfully</li> <li>Imitates adult speech</li> <li>Increasingly uses nouns and verbs when speaking</li> <li>Uses increasingly complex sentences</li> </ul>
Beginning to use “me,” “you,” and “I”		<p><b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses gestures or sign language to communicate</li> <li>Vocalizes during play</li> <li>Uses single words meaningfully</li> <li>Imitates adult speech</li> <li>Increasingly uses nouns and verbs when speaking</li> <li>Uses increasingly complex sentences</li> </ul> <p><b>SE1</b> Demonstrates a positive sense of self</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Enjoys looking at self in mirror</li> <li>Explores materials freely, without hesitation</li> <li>Tries new activities without hesitation</li> <li>Demonstrates growing independence during daily activities</li> <li>Refers to self by name</li> <li>Uses the words me, I, mine</li> </ul>

<b>TODDLERS (14 MONTHS TO 3 YEARS)</b>		
<b>3.1 Receptive Language</b>	Listening to stories	<p><b>LU3</b> Attends to brief stories, rhymes, and songs</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Watches face of speaker sharing story, rhyme, or song</li> <li>Uses body language to show interest in story, rhyme, or song</li> <li>Imitates words from story, rhyme, or song</li> <li>Answers simple questions about story, rhyme, or song</li> </ul>
	Responding to names of body parts, commands, and personal pronouns	<p><b>LU1</b> Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Shows interest in conversations by looking/watching</li> <li>Responds verbally/nonverbally in conversation</li> <li>Points to objects when named</li> <li>Follows a two-part oral direction</li> <li>Understands many words, including action words and prepositions</li> <li>Understands increasingly complex sentences</li> </ul> <p><b>HS1</b> Becomes more aware of body</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Explores different ways to move body parts</li> <li>Points to body parts on toy or person when named</li> <li>Points to body parts on self when named</li> <li>Begins to name body parts</li> </ul>
	Responding to longer sentences and commands	<p><b>LU1</b> Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Shows interest in conversations by looking/watching</li> <li>Responds verbally/nonverbally in conversation</li> <li>Points to objects when named</li> <li>Follows a two-part oral direction</li> <li>Understands many words, including action words and prepositions</li> <li>Understands increasingly complex sentences</li> </ul>
	Combining words	<p><b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.)</p>

<b>3.2 Expressive Language</b>		<p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses gestures or sign language to communicate</li> <li>Vocalizes during play</li> <li>Uses single words meaningfully</li> <li>Imitates adult speech</li> <li>Increasingly uses nouns and verbs when speaking</li> <li>Uses increasingly complex sentences</li> </ul>
	Using common verbs and adjectives	<p><b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses gestures or sign language to communicate</li> <li>Vocalizes during play</li> <li>Uses single words meaningfully</li> <li>Imitates adult speech</li> <li>Increasingly uses nouns and verbs when speaking</li> <li>Uses increasingly complex sentences</li> </ul>
	Using simple sentences	<p><b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses gestures or sign language to communicate</li> <li>Vocalizes during play</li> <li>Uses single words meaningfully</li> <li>Imitates adult speech</li> <li>Increasingly uses nouns and verbs when speaking</li> <li>Uses increasingly complex sentences</li> </ul>
	Using compound sentences	<p><b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses gestures or sign language to communicate</li> <li>Vocalizes during play</li> <li>Uses single words meaningfully</li> <li>Imitates adult speech</li> <li>Increasingly uses nouns and verbs when speaking</li> <li>Uses increasingly complex sentences</li> </ul>
	Engaging in pretend play that includes language	<p><b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses gestures or sign language to communicate</li> <li>Vocalizes during play</li> </ul>

		<p>Uses single words meaningfully  Imitates adult speech  Increasingly uses nouns and verbs when speaking  Uses increasingly complex sentences</p> <p><b>DP1</b> Engages in pretend play</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Imitates sounds and facial expressions</li> <li>Plays interactive games with adults</li> <li>Uses an object to symbolize another (e.g., block is used as a cup)</li> <li>Uses dramatic play props in realistic ways</li> <li>Attempts to include others in dramatic play</li> <li>Begins to take roles during dramatic play</li> </ul>
	Increasing vocabulary	<p><b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses gestures or sign language to communicate</li> <li>Vocalizes during play</li> <li>Uses single words meaningfully</li> <li>Imitates adult speech</li> <li>Increasingly uses nouns and verbs when speaking</li> <li>Uses increasingly complex sentences</li> </ul>
	Identifying functions of household items	<p><b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses gestures or sign language to communicate</li> <li>Vocalizes during play</li> <li>Uses single words meaningfully</li> <li>Imitates adult speech</li> <li>Increasingly uses nouns and verbs when speaking</li> <li>Uses increasingly complex sentences</li> </ul>
	Asking simple “what” and “where” questions	<p><b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses gestures or sign language to communicate</li> <li>Vocalizes during play</li> <li>Uses single words meaningfully</li> <li>Imitates adult speech</li> <li>Increasingly uses nouns and verbs when speaking</li> </ul>

		<p>Uses increasingly complex sentences</p> <p><b>SC2</b> Uses communication for many purposes</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Initiates interactions with others</li> <li>Shows protest or disagreement (verbally or nonverbally)</li> <li>Uses words to communicate wants and needs</li> <li>Takes several back-and-forth turns in conversations</li> </ul>
	Observing and attempting to join conversations	<p><b>LU1</b> Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Shows interest in conversations by looking/watching</li> <li>Responds verbally/nonverbally in conversation</li> <li>Points to objects when named</li> <li>Follows a two-part oral direction</li> <li>Understands many words, including action words and prepositions</li> <li>Understands increasingly complex sentences</li> </ul> <p><b>SC2</b> Uses communication for many purposes</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Initiates interactions with others</li> <li>Shows protest or disagreement (verbally or nonverbally)</li> <li>Uses words to communicate wants and needs</li> <li>Takes several back-and-forth turns in conversations</li> </ul>
<b>PRESCHOOL KINDERGARTEN (2.5 TO 6 YEARS)</b>		
<b>3.1 Using Verbal and Non-Verbal Communication</b>	Using gestures and signs to communicate	<ul style="list-style-type: none"> <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> </ul>
	Expressing their ideas and describing their experiences with increasingly complex sentences	<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>L8</b> Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</li> </ul>
	Using facial expression and tone	<ul style="list-style-type: none"> <li>• <b>L10</b> Shows growing understanding that communication may take many</li> </ul>

	matched to the content of their communication	<p>forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.</p> <ul style="list-style-type: none"> <li>• <b>L11</b> Begins to adjust volume, tone, expression, and inflection as situationally appropriate.</li> </ul>
	Attending to and responding appropriately to the non- verbal communications of others	<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>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> </ul>
	Increasingly engaging in more complex interactions	<ul style="list-style-type: none"> <li>• <b>L3</b> Understands an increasingly complex and varied vocabulary.</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> </ul>
	Sharing songs and stories in home language	<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>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>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> </ul>
<b>3.2 Using English and the Child's Home Language</b>	Entering into play using both their home language and French or English	<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>L9</b> For non-English-speaking children, progresses in speaking English.</li> </ul>
	Greeting others in their home language and French or English	<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>L9</b> For non-English-speaking children, progresses in speaking English.</li> </ul>
	Teaching each other names of objects, actions, and events in their home language	<ul style="list-style-type: none"> <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</li> </ul>

		<p>understanding English.</p> <ul style="list-style-type: none"> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>L9</b> For non-English-speaking children, progresses in speaking English.</li> </ul>
	Talking about important people in their lives	<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>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li> </ul>
<b>3.3 Vocabulary</b>	Using new words in play	<ul style="list-style-type: none"> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> </ul>
	Asking questions to extend their understanding of words	<ul style="list-style-type: none"> <li>• <b>L3</b> Understands an increasingly complex and varied vocabulary.</li> <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>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ul>
	Linking new experiences with words they know	<ul style="list-style-type: none"> <li>• <b>L3</b> Understands an increasingly complex and varied vocabulary.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
	Defining words by function (i.e. a ball is something you bounce)	<ul style="list-style-type: none"> <li>• <b>L3</b> Understands an increasingly complex and varied vocabulary.</li> <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>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> </ul>
<b>3.4 Conversing with Peers and Adults</b>	Engaging in increasing longer interactions	<ul style="list-style-type: none"> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</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> </ul>
	Speaking in front of groups	<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> </ul>

		<ul style="list-style-type: none"> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>ATL1</b> Chooses to participate in an increasing variety of tasks and activities.</li> </ul>
	Understands many culturally accepted ways of adjusting language to fit the age, sex, and social status of speakers and listeners	<ul style="list-style-type: none"> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>L11</b> Begins to adjust volume, tone, expression, and inflection as situationally appropriate.</li> </ul>
<b>3.5 Using Descriptive Language to Explain, Explore and Extend</b>	Using sentences to describe objects and events	<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>L8</b> Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</li> </ul>
	Expanding descriptive language to sentences of five to seven words	<ul style="list-style-type: none"> <li>• <b>L8</b> Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</li> </ul>
	Using new vocabulary and grammatical constructions in their descriptive language	<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> </ul>
	Spontaneously using the language of mathematics, inquiry, and reasoning as they play	<ul style="list-style-type: none"> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</li> </ul>
<b>3.6 Listening to Others</b>	Listening to each other with attention without distraction or interruption	<ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> </ul>
	Engaging in give and take when interacting with others (communicative turn taking)	<ul style="list-style-type: none"> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> </ul>
	Understanding and following oral directions	<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> </ul>
<b>3.7 Enjoying Literacy</b>	Choosing to spend time with books	<ul style="list-style-type: none"> <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>

		pretend-reading with other children.
	Discussing and making connections between books and stories in their play	<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>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> </ul>
	Requesting specific stories, poems, songs	<ul style="list-style-type: none"> <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> </ul>
	Showing pleasure and enjoyment during activities with language, music, and print materials	<ul style="list-style-type: none"> <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>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> </ul>
<b>3.8 Using and Understanding the Power of Literacy</b>	Beginning to express self in print	<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>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>
	Connecting information and events in text to life and life to text	<ul style="list-style-type: none"> <li>• <b>LT10</b> Begins to connect own life with related events in books.</li> </ul>
	Dictating stories	<ul style="list-style-type: none"> <li>• <b>LT17</b> Begins to represent stories and experiences through pictures, dictation, and in play.</li> </ul>

	Creating stories orally and using a variety of media	<ul style="list-style-type: none"> <li>• <b>LT17</b> Begins to represent stories and experiences through pictures, dictation, and in play.</li> </ul>
	Referring to print in the physical environment for meaning, rules, and directions	<ul style="list-style-type: none"> <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> </ul>
	Understanding the functions of literature	<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>LT12</b> Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</li> </ul>
<b>3.9 Retelling Stories</b>	Retelling stories in pretend play and art activities	<ul style="list-style-type: none"> <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> </ul>
	Making connections from stories in their daily living	<ul style="list-style-type: none"> <li>• <b>LT10</b> Begins to connect own life with related events in books.</li> </ul>
	Dictating ideas and stories	<ul style="list-style-type: none"> <li>• <b>LT17</b> Begins to represent stories and experiences through pictures, dictation, and in play.</li> </ul>
<b>3.10 Phonological Awareness</b>	Identifying sounds in their environment, such as animal sounds, traffic noises, music, and human speech	<ul style="list-style-type: none"> <li>• <b>LT3</b> Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</li> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>PHD11</b> Develops increasing ability to use senses including aids and assistive technology as needed.</li> </ul>
	Creating sounds by singing and making music	<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> </ul>

	Taking part in sound games	<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>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> </ul>
	Filling in rhyming words in familiar poems, songs, and books	<ul style="list-style-type: none"> <li>• <b>LT3</b> Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</li> </ul>
	Identifying specific letter sounds and syllables	<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>LT4</b> Shows growing ability to hear and discriminate separate syllables in words.</li> <li>• <b>LT20</b> Shows progress in associating the names of letters with their shapes and sounds.</li> </ul>
	Isolating sound combinations	<ul style="list-style-type: none"> <li>• <b>LT1</b> Shows increasing ability to discriminate and identify sounds in spoken language.</li> </ul>
	Reciting nursery rhymes, poems, or sing-songs	<ul style="list-style-type: none"> <li>• <b>LT3</b> Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</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>
	Making up chants and rhymes	<ul style="list-style-type: none"> <li>• <b>LT3</b> Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</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> <li>• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</li> </ul>
<b>3.11 Letter Recognition</b>	Identifying the letter that begins their names and its sound	<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>LT22</b> Identifies at least 10 letters of the alphabet, especially those in their</li> </ul>

		<p>own name.</p> <ul style="list-style-type: none"> <li>• <b>LT23</b> Knows that letters of the alphabet are a special category of visual graphics that can be individually named.</li> </ul>
	Picking out other words that begin with the same letter or sound as their names	<ul style="list-style-type: none"> <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>
	Beginning to identify a few consonant letter-sound correspondences in words in familiar rhymes	<ul style="list-style-type: none"> <li>• <b>LT1</b> Shows increasing ability to discriminate and identify sounds in spoken language.</li> <li>• <b>LT3</b> Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</li> <li>• <b>LT20</b> Shows progress in associating the names of letters with their shapes and sounds.</li> </ul>
<b>3.12 Understanding of Orientation and Familiar Conventions of Print</b>	Pretending to read	<ul style="list-style-type: none"> <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> </ul>
	Using paper and pencil to scribble	<ul style="list-style-type: none"> <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> </ul>
	Pretending to write and writing letters and words	<ul style="list-style-type: none"> <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> </ul>
	Holding books the right way up	<ul style="list-style-type: none"> <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> </ul>
	Turning pages from the front to the back	<ul style="list-style-type: none"> <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> </ul>

	Using left to right directionality	<ul style="list-style-type: none"> <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>
	Gradually moving from scribbling to drawing to writing	<ul style="list-style-type: none"> <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> </ul>
	Writing their own books	<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>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> </ul>
<b>3.13 Matching Spoken Words with Written Ones</b>	Associating the spoken word with the written word by pointing or talking about connections	<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>
	Recognizing familiar signs (i.e. stop signs, logos, etc.)	<ul style="list-style-type: none"> <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> </ul>
<b>3.14 Beginning to Write Letters of the Alphabet and Some High-Frequency Words</b>	Recognizing and writing their own name	<ul style="list-style-type: none"> <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>LT22</b> Identifies at least 10 letters of the alphabet, especially those in their own name.</li> </ul>
	Writing most letters and some words when dictated	<ul style="list-style-type: none"> <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> </ul>
	Independently writing many uppercase and lowercase letters	<ul style="list-style-type: none"> <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> </ul>

	Using invented spelling	<ul style="list-style-type: none"><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></ul>
	Writing high-frequency words	<ul style="list-style-type: none"><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></ul>

**DOMAIN: 4. COGNITION**

Skills of the Ontario Framework for Early Childhood Settings	Indicators of the Ontario Framework for Early Childhood Settings	HighReach Learning Curriculum Objectives
<b>INFANTS (BIRTH TO 24 MONTHS)</b>		
<b>4.1 Attention Regulation</b>	Shifting attention with increasing ability	<b>PS2</b> Shows increasing persistence when facing challenges <i>Indicators:</i> Attempts task for a minute of two before asking for help Tries to solve problems or challenges with a toy or task
	Attending, disengaging, and returning attention	<b>PS2</b> Shows increasing persistence when facing challenges <i>Indicators:</i> Attempts task for a minute of two before asking for help Tries to solve problems or challenges with a toy or task
<b>4.2 Problem Solving</b>	Setting goals and acting to achieve them	<b>PS1</b> Uses a variety of problem-solving techniques <i>Indicators:</i> Tries one or two ways to solve a play dilemma Uses repetition to discover new skills Uses objects as tools Understands that some tasks require more than one step <b>PS2</b> Shows increasing persistence when facing challenges <i>Indicators:</i> Attempts task for a minute of two before asking for help Tries to solve problems or challenges with a toy or task
	Solving problems with actions by trial and error	<b>SS1</b> Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do

		<p>Uses objects in a variety of ways          Describes what is observed (e.g., “ball down”)  <b>PS1</b> Uses a variety of problem-solving techniques  <i>Indicators:</i>          Tries one or two ways to solve a play dilemma          Uses repetition to discover new skills          Uses objects as tools          Understands that some tasks require more than one step</p>
	Engaging others as agents in solving problems	<p><b>SS1</b> Utilizes different methods to gain information and solve problems  <i>Indicators:</i>          Uses senses when exploring          Manipulates new toys and materials to see what they will do          Uses objects in a variety of ways          Describes what is observed (e.g., “ball down”)  <b>PS1</b> Uses a variety of problem-solving techniques  <i>Indicators:</i>          Tries one or two ways to solve a play dilemma          Uses repetition to discover new skills          Uses objects as tools          Understands that some tasks require more than one step</p>
	Beginning to use objects as tools for solving problems; e.g., pulls a string to retrieve a toy	<p><b>PS1</b> Uses a variety of problem-solving techniques  <i>Indicators:</i>          Tries one or two ways to solve a play dilemma          Uses repetition to discover new skills          Uses objects as tools          Understands that some tasks require more than one step</p>
<b>4.3 Cause-and-Effect Exploration</b>	Repeating actions that produce outcomes	<p><b>SS2</b> Understands cause and effect  <i>Indicators:</i>          Repeats actions in attempt to repeat effect          Tries different methods to get the same result          Notices different results  <b>PS1</b> Uses a variety of problem-solving techniques  <i>Indicators:</i>          Tries one or two ways to solve a play dilemma          Uses repetition to discover new skills</p>

		<p>Uses objects as tools Understands that some tasks require more than one step</p>
	Distinguishing actions from outcomes	<p><b>SS2</b> Understands cause and effect <i>Indicators:</i> Repeats actions in attempt to repeat effect Tries different methods to get the same result Notices different results</p>
	Using actions that show the properties and functions of things	<p><b>SS1</b> Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) <b>SS2</b> Understands cause and effect <i>Indicators:</i> Repeats actions in attempt to repeat effect Tries different methods to get the same result Notices different results</p>
<b>4.4 Spatial Exploration</b>	Tracking moving objects with eyes	<p><b>GS1</b> Explores spatial relationships <i>Indicators:</i> Moves self over, under, through, and in objects Fills and dumps objects Explores how objects fit together and can be taken apart <b>SS1</b> Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”)</p>
	Looking for dropped toys	<p><b>GS1</b> Explores spatial relationships <i>Indicators:</i> Moves self over, under, through, and in objects Fills and dumps objects Explores how objects fit together and can be taken apart <b>SS1</b> Utilizes different methods to gain information and solve problems</p>

		<p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses senses when exploring</li> <li>Manipulates new toys and materials to see what they will do</li> <li>Uses objects in a variety of ways</li> <li>Describes what is observed (e.g., “ball down”)</li> </ul>
Elaborating search with watching and seeking after a number of changes		<p><b>SS1</b> Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses senses when exploring</li> <li>Manipulates new toys and materials to see what they will do</li> <li>Uses objects in a variety of ways</li> <li>Describes what is observed (e.g., “ball down”)</li> </ul> <p><b>PS1</b> Uses a variety of problem-solving techniques</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Tries one or two ways to solve a play dilemma</li> <li>Uses repetition to discover new skills</li> <li>Uses objects as tools</li> <li>Understands that some tasks require more than one step</li> </ul> <p><b>PS2</b> Shows increasing persistence when facing challenges</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Attempts task for a minute or two before asking for help</li> <li>Tries to solve problems or challenges with a toy or task</li> </ul>
Identifying objects from different points of view (perspective)		<p><b>GS1</b> Explores spatial relationships</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Moves self over, under, through, and in objects</li> <li>Fills and dumps objects</li> <li>Explores how objects fit together and can be taken apart</li> </ul> <p><b>SK1</b> Observes and describes things in the environment</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Names a few living things (dog, flower, etc.)</li> <li>Shows interest in things in the environment (clouds, rocks, etc.)</li> <li>Recognizes ways living things interact with the environment</li> <li>Describes things in the environment by one or two characteristics</li> <li>Begins to classify things that belong together</li> </ul>
Using body to explore space by crawling in, by, and through various		<p><b>GS1</b> Explores spatial relationships</p> <p><i>Indicators:</i></p>

	objects	<p>Moves self over, under, through, and in objects          Fills and dumps objects          Explores how objects fit together and can be taken apart</p> <p><b>GM1</b> Improves gross motor skills and strength</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Walks with help</li> <li>Walks without help</li> <li>Begins to climb</li> <li>Runs</li> <li>Kicks a ball</li> <li>Demonstrates increasing balance</li> <li>Climbs up and down stairs with increasing skill</li> <li>Shows stamina and energy during daily activities</li> </ul>
	Exploring objects in space by dropping toys into containers and dumping them out	<p><b>GS1</b> Explores spatial relationships</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Moves self over, under, through, and in objects</li> <li>Fills and dumps objects</li> <li>Explores how objects fit together and can be taken apart</li> </ul>
<b>4.5 Spatial Problem-Solving</b>	Persisting in search for hidden toy	<p><b>SS1</b> Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses senses when exploring</li> <li>Manipulates new toys and materials to see what they will do</li> <li>Uses objects in a variety of ways</li> <li>Describes what is observed (e.g., “ball down”)</li> </ul> <p><b>PS2</b> Shows increasing persistence when facing challenges</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Attempts task for a minute or two before asking for help</li> <li>Tries to solve problems or challenges with a toy or task</li> </ul>
	Searching for toy that rolled under furniture by crawling around to the other side	<p><b>GS1</b> Explores spatial relationships</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Moves self over, under, through, and in objects</li> <li>Fills and dumps objects</li> <li>Explores how objects fit together and can be taken apart</li> </ul> <p><b>PS1</b> Uses a variety of problem-solving techniques</p> <p><i>Indicators:</i></p>

		<p>Tries one or two ways to solve a play dilemma</p> <p>Uses repetition to discover new skills</p> <p>Uses objects as tools</p> <p>Understands that some tasks require more than one step</p>
	Solving spatial problems involving barriers by moving over, around, or through barriers	<p><b>GS1</b> Explores spatial relationships</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Moves self over, under, through, and in objects</li> <li>Fills and dumps objects</li> <li>Explores how objects fit together and can be taken apart</li> </ul> <p><b>PS1</b> Uses a variety of problem-solving techniques</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Tries one or two ways to solve a play dilemma</li> <li>Uses repetition to discover new skills</li> <li>Uses objects as tools</li> <li>Understands that some tasks require more than one step</li> </ul>
	Stacking blocks	<p><b>GS1</b> Explores spatial relationships</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Moves self over, under, through, and in objects</li> <li>Fills and dumps objects</li> <li>Explores how objects fit together and can be taken apart</li> </ul> <p><b>FM1</b> Improves fine motor coordination by manipulating materials</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Picks up objects</li> <li>Explores textures with hands</li> <li>Makes marks with writing materials</li> <li>Stacks blocks or toys</li> <li>Begins to use a spoon or other utensil to feed self</li> <li>Uses crayons, markers, and paintbrushes with increasing control</li> <li>Builds simple block structures</li> <li>Puts connecting toys together and takes them apart</li> <li>Begins to work simple puzzles</li> </ul>
<b>4.6 Object Permanence</b>	Searching for playthings that move out of sight	<p><b>SS1</b> Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses senses when exploring</li> <li>Manipulates new toys and materials to see what they will do</li> </ul>

		<p>Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) <b>PS1</b> Uses a variety of problem-solving techniques <i>Indicators:</i> Tries one or two ways to solve a play dilemma Uses repetition to discover new skills Uses objects as tools Understands that some tasks require more than one step</p>
	Finding hidden objects	<p><b>SS1</b> Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) <b>PS1</b> Uses a variety of problem-solving techniques <i>Indicators:</i> Tries one or two ways to solve a play dilemma Uses repetition to discover new skills Uses objects as tools Understands that some tasks require more than one step</p>
<p><b>4.7 Symbolic Thought, Representation, and Root Skills of Literacy</b></p>	Creating internal image of an absent object or past event	<p><b>SK1</b> Observes and describes things in the environment <i>Indicators:</i> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together <b>LU1</b> Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal) <i>Indicators:</i> Shows interest in conversations by looking/watching Responds verbally/nonverbally in conversation Points to objects when named Follows a two-part oral direction Understands many words, including action words and prepositions</p>

<p>Using gestures and materials to stand for ideas</p>	<p>Understands increasingly complex sentences</p>	<p><b>LU1</b> Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal)  <i>Indicators:</i>  Shows interest in conversations by looking/watching  Responds verbally/nonverbally in conversation  Points to objects when named  Follows a two-part oral direction  Understands many words, including action words and prepositions  Understands increasingly complex sentences  <b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.)  <i>Indicators:</i>  Uses gestures or sign language to communicate  Vocalizes during play  Uses single words meaningfully  Imitates adult speech  Increasingly uses nouns and verbs when speaking  Uses increasingly complex sentences  <b>DP1</b> Engages in pretend play  <i>Indicators:</i>  Imitates sounds and facial expressions  Plays interactive games with adults  Uses an object to symbolize another (e.g., block is used as a cup)  Uses dramatic play props in realistic ways  Attempts to include others in dramatic play  Begins to take roles during dramatic play</p>
<p>Pointing to photos, pictures in books</p>	<p><b>BK1</b> Enjoys books and stories</p>	<p><i>Indicators:</i>  Points at pictures  Vocalizes while book is read  Imitates adult actions and speech when reading  Shows preferences for favorite books  Names familiar objects in books  Predicts a word or phrase that comes next in a familiar story  Begins to understand story sequence</p>

		<p><b>PR1</b> Understands symbols/pictures can be “read” by others and have meaning  <i>Indicators:</i>          Begins to identify common symbols (logos, stop sign, traffic light, etc.)          Explores different writing materials          Scribbles          Attempts to communicate through scribbling</p>
	Imitating adult actions	<p><b>DP1</b> Engages in pretend play  <i>Indicators:</i>          Imitates sounds and facial expressions          Plays interactive games with adults          Uses an object to symbolize another (e.g., block is used as a cup)          Uses dramatic play props in realistic ways          Attempts to include others in dramatic play          Begins to take roles during dramatic play</p>
<b>4.8 Memory</b>	Recognizing previously seen faces and objects	<p><b>SO1</b> Demonstrates trusting attachments with adults  <i>Indicators:</i>          Seeks comfort from and calms with a recognized adult          Engages in play with toys or others, “checking in” with trusted adult          Seeks help from a trusted adult when needed          Plays independently for increasingly long periods of time</p> <p><b>KF1</b> Demonstrates knowledge of home, school, and community  <i>Indicators:</i>          Recognizes family members          Recognizes teacher and other adults at school          Able to identify places at school that correspond to places at home          Understands similarities and differences between home and school          Begins to recognize familiar places in the community</p> <p><b>SK1</b> Observes and describes things in the environment  <i>Indicators:</i>          Names a few living things (dog, flower, etc.)          Shows interest in things in the environment (clouds, rocks, etc.)          Recognizes ways living things interact with the environment          Describes things in the environment by one or two characteristics          Begins to classify things that belong together</p>
	Increasing capacity of recognition	<p><b>KF1</b> Demonstrates knowledge of home, school, and community</p>

	memory	<i>Indicators:</i> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community
<b>4.9 Sorting</b>	Grouping like objects together	<b>PM1</b> Demonstrates an awareness of patterns <i>Indicators:</i> Shows interest in colors, patterns, and textures Uses simple nesting and stacking toys Matches like objects Sorts objects by color, size, or shape <b>SK1</b> Observes and describes things in the environment <i>Indicators:</i> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together
<b>TODDLERS (14 MONTHS TO 3 YEARS)</b>		
<b>4.1 Self-Regulation</b>	Maintaining attention for increasing periods of time	<b>PS2</b> Shows increasing persistence when facing challenges <i>Indicators:</i> Attempts task for a minute or two before asking for help Tries to solve problems or challenges with a toy or task
	Ignoring distracting variables	<b>PS2</b> Shows increasing persistence when facing challenges <i>Indicators:</i> Attempts task for a minute or two before asking for help Tries to solve problems or challenges with a toy or task
<b>4.2 Problem Solving</b>	Setting goals and acting to achieve them	<b>PS1</b> Uses a variety of problem-solving techniques <i>Indicators:</i> Tries one or two ways to solve a play dilemma Uses repetition to discover new skills Uses objects as tools

		<p>Understands that some tasks require more than one step</p> <p><b>PS2</b> Shows increasing persistence when facing challenges</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Attempts task for a minute or two before asking for help</li> <li>Tries to solve problems or challenges with a toy or task</li> </ul>
	Solving problems in actions by trial and error	<p><b>PS1</b> Uses a variety of problem-solving techniques</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Tries one or two ways to solve a play dilemma</li> <li>Uses repetition to discover new skills</li> <li>Uses objects as tools</li> <li>Understands that some tasks require more than one step</li> </ul>
	Seeking out adults to help meet goals	<p><b>PS2</b> Shows increasing persistence when facing challenges</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Attempts task for a minute or two before asking for help</li> <li>Tries to solve problems or challenges with a toy or task</li> </ul>
	Using objects as tools to solve problems	<p><b>PS1</b> Uses a variety of problem-solving techniques</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Tries one or two ways to solve a play dilemma</li> <li>Uses repetition to discover new skills</li> <li>Uses objects as tools</li> <li>Understands that some tasks require more than one step</li> </ul>
	Figuring out who is missing from a group by looking at those in attendance	<p><b>PS1</b> Uses a variety of problem-solving techniques</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Tries one or two ways to solve a play dilemma</li> <li>Uses repetition to discover new skills</li> <li>Uses objects as tools</li> <li>Understands that some tasks require more than one step</li> </ul> <p><b>KF1</b> Demonstrates knowledge of home, school, and community</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Recognizes family members</li> <li>Recognizes teacher and other adults at school</li> <li>Able to identify places at school that correspond to places at home</li> <li>Understands similarities and differences between home and school</li> <li>Begins to recognize familiar places in the community</li> </ul>
<b>4.3 Cause-and-Effect Exploration</b>	Responding with joy to the predictable	<b>SS1</b> Utilizes different methods to gain information and solve problems

	outcomes of exploration	<p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses senses when exploring</li> <li>Manipulates new toys and materials to see what they will do</li> <li>Uses objects in a variety of ways</li> <li>Describes what is observed (e.g., “ball down”)</li> </ul> <p><b>SS2</b> Understands cause and effect</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Repeats actions in attempt to repeat effect</li> <li>Tries different methods to get the same result</li> <li>Notices different results</li> </ul> <p><b>IC1</b> Shows curiosity about new things and new experiences</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Joins in new activities and explores new materials or events</li> <li>Asks questions</li> <li>Makes independent choices</li> </ul>
	Exploring the functions of objects; opening and shutting doors	<p><b>SS1</b> Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses senses when exploring</li> <li>Manipulates new toys and materials to see what they will do</li> <li>Uses objects in a variety of ways</li> <li>Describes what is observed (e.g., “ball down”)</li> </ul> <p><b>IC1</b> Shows curiosity about new things and new experiences</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Joins in new activities and explores new materials or events</li> <li>Asks questions</li> <li>Makes independent choices</li> </ul>
<b>4.4 Spatial Exploration</b>	Exploring containment by putting objects in containers and by dumping them	<p><b>GS1</b> Explores spatial relationships</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Moves self over, under, through, and in objects</li> <li>Fills and dumps objects</li> <li>Explores how objects fit together and can be taken apart</li> </ul>
	Putting things together and taking them apart	<p><b>GS1</b> Explores spatial relationships</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Moves self over, under, through, and in objects</li> <li>Fills and dumps objects</li> </ul>

		Explores how objects fit together and can be taken apart
<b>4.5 Spatial Problem Solving</b>	Pushing obstacles out of the way	<p><b>GS1</b> Explores spatial relationships</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Moves self over, under, through, and in objects</li> <li>Fills and dumps objects</li> <li>Explores how objects fit together and can be taken apart</li> </ul> <p><b>PS1</b> Uses a variety of problem-solving techniques</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Tries one or two ways to solve a play dilemma</li> <li>Uses repetition to discover new skills</li> <li>Uses objects as tools</li> <li>Understands that some tasks require more than one step</li> </ul>
	Using tools to overcome barriers	<p><b>SS1</b> Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses senses when exploring</li> <li>Manipulates new toys and materials to see what they will do</li> <li>Uses objects in a variety of ways</li> <li>Describes what is observed (e.g., “ball down”)</li> </ul> <p><b>PS1</b> Uses a variety of problem-solving techniques</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Tries one or two ways to solve a play dilemma</li> <li>Uses repetition to discover new skills</li> <li>Uses objects as tools</li> <li>Understands that some tasks require more than one step</li> </ul>
<b>4.6 Temporal</b>	Using terms related to time “tomorrow” and “yesterday”	<p><b>PM2</b> Begins to understand the concept of time</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Begins to understand time words such as before and after</li> <li>Begins to understand time sequence of daily routines</li> <li>Identifies times of daily routines (time to eat, time to nap, etc.)</li> </ul>
	Understanding of “now” versus “later” emerges	<p><b>PM2</b> Begins to understand the concept of time</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Begins to understand time words such as before and after</li> <li>Begins to understand time sequence of daily routines</li> <li>Identifies times of daily routines (time to eat, time to nap, etc.)</li> </ul>

<b>4.7 Symbolic Thought, Representation and Root Skills of Literacy</b>	Using objects to stand for other things	<b>DP1</b> Engages in pretend play <i>Indicators:</i> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways Attempts to include others in dramatic play Begins to take roles during dramatic play
	Acting out simple themes in pretend play: cooking, caring for babies	<b>DP1</b> Engages in pretend play <i>Indicators:</i> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways Attempts to include others in dramatic play Begins to take roles during dramatic play
	Identifying objects in photos	<b>BK1</b> Enjoys books and stories <i>Indicators:</i> Points at pictures Vocalizes while book is read Imitates adult actions and speech when reading Shows preferences for favorite books Names familiar objects in books Predicts a word or phrase that comes next in a familiar story Begins to understand story sequence <b>PR1</b> Understands symbols/pictures can be “read” by others and have meaning <i>Indicators:</i> Begins to identify common symbols (logos, stop sign, traffic light, etc.) Explores different writing materials Scribbles Attempts to communicate through scribbling
	Pointing to objects in books on request	<b>BK1</b> Enjoys books and stories <i>Indicators:</i> Points at pictures Vocalizes while book is read

		<p>Imitates adult actions and speech when reading  Shows preferences for favorite books  Names familiar objects in books  Predicts a word or phrase that comes next in a familiar story  Begins to understand story sequence  <b>PR1</b> Understands symbols/pictures can be “read” by others and have meaning  <i>Indicators:</i>  Begins to identify common symbols (logos, stop sign, traffic light, etc.)  Explores different writing materials  Scribbles  Attempts to communicate through scribbling</p>
	Identifying objects in books	<p><b>BK1</b> Enjoys books and stories  <i>Indicators:</i>  Points at pictures  Vocalizes while book is read  Imitates adult actions and speech when reading  Shows preferences for favorite books  Names familiar objects in books  Predicts a word or phrase that comes next in a familiar story  Begins to understand story sequence  <b>PR1</b> Understands symbols/pictures can be “read” by others and have meaning  <i>Indicators:</i>  Begins to identify common symbols (logos, stop sign, traffic light, etc.)  Explores different writing materials  Scribbles  Attempts to communicate through scribbling</p>
<b>4.8 Memory</b>	Increasing memory capacity	<p><b>PM2</b> Begins to understand the concept of time  <i>Indicators:</i>  Begins to understand time words such as before and after  Begins to understand time sequence of daily routines  Identifies times of daily routines (time to eat, time to nap, etc.)  <b>KF1</b> Demonstrates knowledge of home, school, and community  <i>Indicators:</i>  Recognizes family members  Recognizes teacher and other adults at school</p>

		<p>Able to identify places at school that correspond to places at home</p> <p>Understands similarities and differences between home and school</p> <p>Begins to recognize familiar places in the community</p>
	Following routines	<p><b>PM2</b> Begins to understand the concept of time</p> <p><i>Indicators:</i></p> <p>Begins to understand time words such as before and after</p> <p>Begins to understand time sequence of daily routines</p> <p>Identifies times of daily routines (time to eat, time to nap, etc.)</p>
	Establishing rituals	<p><b>PM2</b> Begins to understand the concept of time</p> <p><i>Indicators:</i></p> <p>Begins to understand time words such as before and after</p> <p>Begins to understand time sequence of daily routines</p> <p>Identifies times of daily routines (time to eat, time to nap, etc.)</p>
<b>4.9 Sorting</b>	Sorting and labelling objects by characteristics, such as hard and soft or big and small	<p><b>PM1</b> Demonstrates an awareness of patterns</p> <p><i>Indicators:</i></p> <p>Shows interest in colors, patterns, and textures</p> <p>Uses simple nesting and stacking toys</p> <p>Matches like objects</p> <p>Sorts objects by color, size, or shape</p> <p><b>SK1</b> Observes and describes things in the environment</p> <p><i>Indicators:</i></p> <p>Names a few living things (dog, flower, etc.)</p> <p>Shows interest in things in the environment (clouds, rocks, etc.)</p> <p>Recognizes ways living things interact with the environment</p> <p>Describes things in the environment by one or two characteristics</p> <p>Begins to classify things that belong together</p>
	Matching items by function (e.g., spoon with bowl)	<p><b>SK1</b> Observes and describes things in the environment</p> <p><i>Indicators:</i></p> <p>Names a few living things (dog, flower, etc.)</p> <p>Shows interest in things in the environment (clouds, rocks, etc.)</p> <p>Recognizes ways living things interact with the environment</p> <p>Describes things in the environment by one or two characteristics</p> <p>Begins to classify things that belong together</p>
<b>PRESCHOOL KINDERGARTEN (2.5 TO 6 YEARS)</b>		

<b>4.1 Self-Regulation</b>	Using language to regulate own behaviour and attention	<ul style="list-style-type: none"> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> </ul>
	Using emerging ability to take another's point of view to regulate own behaviour and attention	<ul style="list-style-type: none"> <li>• <b>SE5</b> Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.</li> </ul>
	Monitoring own behaviour	<ul style="list-style-type: none"> <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>SE9</b> Demonstrates increased ability to self-regulate behavior during transition times.</li> </ul>
<b>4.2 Problem Solving</b>	Identifying problems	<ul style="list-style-type: none"> <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>
	Beginning to plan ahead	<ul style="list-style-type: none"> <li>• <b>ATL6</b> Demonstrates increasing ability to set goals and develop and follow through on plans.</li> </ul>
	Collecting and organizing information	<ul style="list-style-type: none"> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> </ul>
	Brainstorming solutions and outcomes	<ul style="list-style-type: none"> <li>• <b>S3</b> Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.</li> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</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>
	Connecting consequences to actions	<ul style="list-style-type: none"> <li>• <b>S9</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</li> <li>• <b>SE5</b> Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.</li> </ul>
	Taking action to solve problems	<ul style="list-style-type: none"> <li>• <b>ATL9</b> Develops increasing ability to find more than one solution to a</li> </ul>

		<p>question, task, or problem.</p> <ul style="list-style-type: none"> <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>
	Evaluating the outcomes of their problem solving	<ul style="list-style-type: none"> <li>• <b>S3</b> Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.</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>
	Creating rules based on similarities of two situations, for transferring knowledge	<ul style="list-style-type: none"> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> </ul>
	Generalizing solutions of problems from one situation to another	<ul style="list-style-type: none"> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> </ul>
<b>4.3 Representation</b>	Pretending to be someone else	<ul style="list-style-type: none"> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> </ul>
	Dramatic playing with a plot and imaginative features	<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> </ul>
	Drawing and constructing 2D and 3D models	<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> </ul>
	Beginning to use art media and tools to express their ideas, feelings, and experiences	<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> </ul>
	Using a variety of materials to build with and express their ideas	<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> </ul>

	Generating alternative ideas	<ul style="list-style-type: none"> <li>• <b>ATL9</b> Develops increasing ability to find more than one solution to a question, task, or problem.</li> </ul>
	Recognizing their own work and the work of others	<ul style="list-style-type: none"> <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>SE3</b> Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</li> </ul>
	Beginning to use art media and tools to express ideas, feelings, and experiences	<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> </ul>
	Talking about the story or meaning of artwork	<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>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> </ul>
	Connecting artwork to their past experiences or to emotions, feelings, and thoughts	<ul style="list-style-type: none"> <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>
	Taking role in socio-dramatic play; co-operating and negotiating roles with others	<ul style="list-style-type: none"> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> </ul>
	Sustaining and extending their socio-dramatic play with language, additional ideas, and props	<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> </ul>
<b>4.4 Questioning</b>	Telling others of problems	<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,</li> </ul>

		<p>questions, and for other varied purposes.</p> <ul style="list-style-type: none"> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> </ul>
	Asking “why” to determine causes	<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>S9</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ul>
	Asking questions that can be answered through observation	<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>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ul>
	Asking questions to solve problems	<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>S3</b> Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</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>
	Asking questions to clarify their understanding	<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>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ul>
<b>4.5 Observing</b>	Visually attending to things in their	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices</li> </ul>

	environment	<p>to gather information, investigate materials, and observe processes and relationships.</p> <ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> </ul>
	Using all senses to gather information while observing	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> </ul>
	Focusing their observation on details	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> </ul>
	Increasing the time they spend observing	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> </ul>
	Naming and describing the things that they have observed	<ul style="list-style-type: none"> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> </ul>
	Using specialized sources and books as a means of extending their observations	<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>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> </ul>
<b>4.6 Collecting and Organizing Information</b>	Using objects to construct graphs	<ul style="list-style-type: none"> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> </ul>

	Creating pictorial graphs	<ul style="list-style-type: none"> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> </ul>
	Posing questions about graphs	<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>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ul>
	Placing marks on graphs indicating their choice	<ul style="list-style-type: none"> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> <li>• <b>ATL2</b> Develops increased ability to make independent choices.</li> </ul>
	Describing and comparing data on graphs and in surveys	<ul style="list-style-type: none"> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
	Using graphs to reach conclusions	<ul style="list-style-type: none"> <li>• <b>S3</b> Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.</li> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> </ul>
<b>4.7 Reflecting and Reaching Conclusions</b>	Describing similarities and cause and effect in recurring events	<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>S9</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>

	Identifying patterns of events	<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> <li>• <b>S8</b> Develops growing awareness of ideas and language related to attributes of time and temperature.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
	Describing connections between different objects, events, and experiences	<ul style="list-style-type: none"> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
	Making generalizations about different objects, events, and experiences	<ul style="list-style-type: none"> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
<b>4.8 Communicating Findings</b>	Presenting their ideas to others through drawings, telling, music, and movement	<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>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>S3</b> Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.</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>
	Using mathematical processing and language to communicate findings	<ul style="list-style-type: none"> <li>• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</li> <li>• <b>S3</b> Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.</li> </ul>
<b>4.9 Reasoning Logically</b>	Identifying actions and outcomes	<ul style="list-style-type: none"> <li>• <b>S9</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</li> </ul>
	Identifying evidence for point of view	<ul style="list-style-type: none"> <li>• <b>S3</b> Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.</li> </ul>

	Exploring causes	<ul style="list-style-type: none"> <li>• <b>S9</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</li> </ul>
	Transferring rules from one situation to another	<ul style="list-style-type: none"> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> </ul>
	Generalizing knowledge across situations	<ul style="list-style-type: none"> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> </ul>
	Making logical connections	<ul style="list-style-type: none"> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> <li>• <b>S9</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
	Identifying what precedes change	<ul style="list-style-type: none"> <li>• <b>S8</b> Develops growing awareness of ideas and language related to attributes of time and temperature.</li> <li>• <b>S9</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</li> </ul>
	Mixing and transforming materials	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>S3</b> Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.</li> </ul>
	Predicting the outcomes of transformations	<ul style="list-style-type: none"> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> </ul>
<b>4.10 Classifying</b>	Sorting objects, pictures, and things into groups	<ul style="list-style-type: none"> <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>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> </ul>
	Comparing, matching, and sorting according to common properties	<ul style="list-style-type: none"> <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>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>ATL11</b> Develops increasing abilities to classify, compare, and contrast</li> </ul>

		objects, events, and experiences.
	Comparing objects	<ul style="list-style-type: none"> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
	Moving from random classification to classifying by one and then two or more properties	<ul style="list-style-type: none"> <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>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>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
<b>4.11 Seriating</b>	Describing relationships such as smaller than, bigger than, different than	<ul style="list-style-type: none"> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
	Placing objects, pictures, and things in order along a continuum	<ul style="list-style-type: none"> <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>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>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
<b>4.12 Counting</b>	Counting in meaningful ways in play and daily living	<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>M3</b> Develops increasing ability to count in sequence to 10 and beyond.</li> </ul>
<b>4.13 Determining Quantity</b>	Counting to determine quantity	<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>M4</b> Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</li> <li>• <b>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> </ul>
	Matching numbers to sets of objects	<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>M4</b> Begins to make use of one-to-one correspondence in counting objects</li> </ul>

		<p>and matching groups of objects.</p> <ul style="list-style-type: none"> <li>• <b>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> </ul>
<b>4.14 Comparing Quantities</b>	Making more-or-less comparisons when using materials	<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> </ul>
	Moving objects to align them when comparing quantities	<ul style="list-style-type: none"> <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> </ul>
	Counting to compare quantities	<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>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> </ul>
	Counting using one-to-one correspondence	<ul style="list-style-type: none"> <li>• <b>M4</b> Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</li> </ul>
	Using a graph to compare numbers	<ul style="list-style-type: none"> <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>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> </ul>
<b>4.15 Representing Numbers</b>	Representing numbers in different ways (tallies, numbers, graphs)	<ul style="list-style-type: none"> <li>• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</li> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> </ul>
	Recognizing numbers in print, children write numbers	<ul style="list-style-type: none"> <li>• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</li> </ul>
	Reading numbers written in words	<ul style="list-style-type: none"> <li>• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written</li> </ul>

		<p>numerals in meaningful ways.</p> <ul style="list-style-type: none"> <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>
<b>4.16 Describing and Determining Ordinal Number and Position</b>	Pointing to and describing relative position: before, after, between, front, back, next, last, first to sixth	<ul style="list-style-type: none"> <li>• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</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> </ul>
	Identifying position of events in a sequence	<ul style="list-style-type: none"> <li>• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
<b>4.17 Understanding Two-Dimensional and Three-Dimensional Shapes</b>	Recognizing and naming shapes	<ul style="list-style-type: none"> <li>• <b>M7</b> Begins to recognize, describe, compare, and name common shapes, their parts, and attributes.</li> </ul>
	Counting sides and corners	<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>M4</b> Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</li> <li>• <b>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> </ul>
	Identifying common attributes of shapes	<ul style="list-style-type: none"> <li>• <b>M7</b> Begins to recognize, describe, compare, and name common shapes, their parts, and attributes.</li> </ul>
	Matching shapes and names	<ul style="list-style-type: none"> <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> </ul>
	Recognizing and naming cubes, rectangular prisms, cylinders, spheres	<ul style="list-style-type: none"> <li>• <b>M7</b> Begins to recognize, describe, compare, and name common shapes, their parts, and attributes.</li> </ul>
<b>4.18 Identify Patterns</b>	Recognizing patterns in their environment	<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>
	Creating patterns with blocks and art materials	<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>
	Describing patterns such as plaid, checked, striped	<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>

	Representing patterns with movements and with symbols	<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>
	Identifying, creating, copying, and extending a variety of patterns (e.g., sound, colour, shape, number, etc.)	<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>
	Identifying, creating, copying, and extending patterns	<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>
<b>4.19 Measuring Length, Weight and Capacity, Temperature, Time, and Money</b>	Measuring to determine relationships such as comparisons of length, weight, and capacity	<ul style="list-style-type: none"> <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>
	Using vocabulary of measurement such as heavier or lighter, and taller or shorter	<ul style="list-style-type: none"> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</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>
	Using non-standard measuring tools, such as their feet, hands, a piece of string when they play, build, or create	<ul style="list-style-type: none"> <li>• <b>M15</b> Shows progress in using standard and nonstandard measures.</li> </ul>
	Beginning to use the vocabulary of standard units of measure	<ul style="list-style-type: none"> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>M15</b> Shows progress in using standard and nonstandard measures.</li> </ul>
	Recognizing relationships between attributes (i.e. weight and size, and size and capacity)	<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>M15</b> Shows progress in using standard and nonstandard measures.</li> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>S3</b> Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.</li> </ul>
<b>4.20 Completing Simple Number Operations (comparing sets; simple addition and subtraction)</b>	Establishing one-to-one correspondence	<ul style="list-style-type: none"> <li>• <b>M4</b> Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</li> </ul>
	Identifying more than, less than, or same as when working with concrete objects or events	<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> </ul>
	Adding and subtracting 1 from a set	<ul style="list-style-type: none"> <li>• <b>M1</b> Demonstrates increasing interest and awareness of numbers and</li> </ul>

		<p>counting as a means for solving problems and determining quantity.</p> <ul style="list-style-type: none"> <li>• <b>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> </ul>
	Performing simple operations of adding to and taking away when working with concrete objects or events	<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>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> </ul>
	Using bar graphs to compare amounts	<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>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> </ul>
	Separating a set into two equal groups	<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>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> </ul>
	Sharing objects equally among more than two groups	<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>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> </ul>
<b>4.21 Using Number Symbols and Operations</b>	Using counters to represent objects	<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> </ul>
	Identifying and using the + and – symbols	<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>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> </ul>
<b>4.22 Using Spatial Relations, Directions, Maps</b>	Using spatial terms in context (i.e. forward, backward, inside, next,	<ul style="list-style-type: none"> <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,</li> </ul>

	behind, in front, etc.)	inside, outside, in front, and behind.
	Following and identifying directions	<ul style="list-style-type: none"> <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> </ul>
	Using simple maps to find a location	<ul style="list-style-type: none"> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> <li>• <b>SE20</b> Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.</li> </ul>
	Making a map	<ul style="list-style-type: none"> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> <li>• <b>SE20</b> Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.</li> </ul>

**DOMAIN: 5. PHYSICAL**

Skills of the Ontario Framework for Early Childhood Settings	Indicators of the Ontario Framework for Early Childhood Settings	HighReach Learning Curriculum Objectives
<b>INFANTS (BIRTH TO 24 MONTHS)</b>		
<b>5.1 Gross Motor</b>	Reaching towards objects	<p><b>FM1</b> Improves fine motor coordination by manipulating materials</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Picks up objects</li> <li>Explores textures with hands</li> <li>Makes marks with writing materials</li> <li>Stacks blocks or toys</li> <li>Begins to use a spoon or other utensil to feed self</li> <li>Uses crayons, markers, and paintbrushes with increasing control</li> <li>Builds simple block structures</li> <li>Puts connecting toys together and takes them apart</li> <li>Begins to work simple puzzles</li> </ul> <p><b>GM1</b> Improves gross motor skills and strength</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Walks with help</li> <li>Walks without help</li> <li>Begins to climb</li> <li>Runs</li> <li>Kicks a ball</li> <li>Demonstrates increasing balance</li> <li>Climbs up and down stairs with increasing skill</li> <li>Shows stamina and energy during daily activities</li> </ul>
	Reaching and holding with palmar	<b>FM1</b> Improves fine motor coordination by manipulating materials

	grasp	<p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Picks up objects</li> <li>Explores textures with hands</li> <li>Makes marks with writing materials</li> <li>Stacks blocks or toys</li> <li>Begins to use a spoon or other utensil to feed self</li> <li>Uses crayons, markers, and paintbrushes with increasing control</li> <li>Builds simple block structures</li> <li>Puts connecting toys together and takes them apart</li> <li>Begins to work simple puzzles</li> </ul> <p><b>GM1</b> Improves gross motor skills and strength</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Walks with help</li> <li>Walks without help</li> <li>Begins to climb</li> <li>Runs</li> <li>Kicks a ball</li> <li>Demonstrates increasing balance</li> <li>Climbs up and down stairs with increasing skill</li> <li>Shows stamina and energy during daily activities</li> </ul>
	Dropping and throwing objects	<p><b>FM1</b> Improves fine motor coordination by manipulating materials</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Picks up objects</li> <li>Explores textures with hands</li> <li>Makes marks with writing materials</li> <li>Stacks blocks or toys</li> <li>Begins to use a spoon or other utensil to feed self</li> <li>Uses crayons, markers, and paintbrushes with increasing control</li> <li>Builds simple block structures</li> <li>Puts connecting toys together and takes them apart</li> <li>Begins to work simple puzzles</li> </ul> <p><b>GM1</b> Improves gross motor skills and strength</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Walks with help</li> <li>Walks without help</li> </ul>

		<ul style="list-style-type: none"> <li>Begins to climb</li> <li>Runs</li> <li>Kicks a ball</li> <li>Demonstrates increasing balance</li> <li>Climbs up and down stairs with increasing skill</li> <li>Shows stamina and energy during daily activities</li> </ul>
	Lifting head while held on a shoulder	<p><b>GM1</b> Improves gross motor skills and strength</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Walks with help</li> <li>Walks without help</li> <li>Begins to climb</li> <li>Runs</li> <li>Kicks a ball</li> <li>Demonstrates increasing balance</li> <li>Climbs up and down stairs with increasing skill</li> <li>Shows stamina and energy during daily activities</li> </ul>
	Lifting upper body while lying on the floor	<p><b>GM1</b> Improves gross motor skills and strength</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Walks with help</li> <li>Walks without help</li> <li>Begins to climb</li> <li>Runs</li> <li>Kicks a ball</li> <li>Demonstrates increasing balance</li> <li>Climbs up and down stairs with increasing skill</li> <li>Shows stamina and energy during daily activities</li> </ul>
	Rolling from side to back	<p><b>GM1</b> Improves gross motor skills and strength</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Walks with help</li> <li>Walks without help</li> <li>Begins to climb</li> <li>Runs</li> <li>Kicks a ball</li> <li>Demonstrates increasing balance</li> <li>Climbs up and down stairs with increasing skill</li> </ul>

		Shows stamina and energy during daily activities
	Rolling from back to side	<b>GM1</b> Improves gross motor skills and strength <i>Indicators:</i> Walks with help Walks without help Begins to climb Runs Kicks a ball Demonstrates increasing balance Climbs up and down stairs with increasing skill Shows stamina and energy during daily activities
	Sitting without support	<b>GM1</b> Improves gross motor skills and strength <i>Indicators:</i> Walks with help Walks without help Begins to climb Runs Kicks a ball Demonstrates increasing balance Climbs up and down stairs with increasing skill Shows stamina and energy during daily activities
	Crawling on hands and knees	<b>GM1</b> Improves gross motor skills and strength <i>Indicators:</i> Walks with help Walks without help Begins to climb Runs Kicks a ball Demonstrates increasing balance Climbs up and down stairs with increasing skill Shows stamina and energy during daily activities
	Using furniture to pull self to standing position	<b>GM1</b> Improves gross motor skills and strength <i>Indicators:</i> Walks with help Walks without help

		<ul style="list-style-type: none"> <li>Begins to climb</li> <li>Runs</li> <li>Kicks a ball</li> <li>Demonstrates increasing balance</li> <li>Climbs up and down stairs with increasing skill</li> <li>Shows stamina and energy during daily activities</li> </ul>
	Walking while holding on to furniture	<p><b>GM1</b> Improves gross motor skills and strength</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Walks with help</li> <li>Walks without help</li> <li>Begins to climb</li> <li>Runs</li> <li>Kicks a ball</li> <li>Demonstrates increasing balance</li> <li>Climbs up and down stairs with increasing skill</li> <li>Shows stamina and energy during daily activities</li> </ul>
	Walking unassisted with wide gait	<p><b>GM1</b> Improves gross motor skills and strength</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Walks with help</li> <li>Walks without help</li> <li>Begins to climb</li> <li>Runs</li> <li>Kicks a ball</li> <li>Demonstrates increasing balance</li> <li>Climbs up and down stairs with increasing skill</li> <li>Shows stamina and energy during daily activities</li> </ul>
	Increasing strength in gross motor skills	<p><b>GM1</b> Improves gross motor skills and strength</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Walks with help</li> <li>Walks without help</li> <li>Begins to climb</li> <li>Runs</li> <li>Kicks a ball</li> <li>Demonstrates increasing balance</li> <li>Climbs up and down stairs with increasing skill</li> </ul>

<p>Transferring object from hand to hand with increasing coordination</p>	<p>Shows stamina and energy during daily activities</p>	<p><b>FM1</b> Improves fine motor coordination by manipulating materials  <i>Indicators:</i>  Picks up objects  Explores textures with hands  Makes marks with writing materials  Stacks blocks or toys  Begins to use a spoon or other utensil to feed self  Uses crayons, markers, and paintbrushes with increasing control  Builds simple block structures  Puts connecting toys together and takes them apart  Begins to work simple puzzles  <b>GM1</b> Improves gross motor skills and strength  <i>Indicators:</i>  Walks with help  Walks without help  Begins to climb  Runs  Kicks a ball  Demonstrates increasing balance  Climbs up and down stairs with increasing skill  Shows stamina and energy during daily activities</p>
<p>Putting objects inside other objects</p>		<p><b>FM1</b> Improves fine motor coordination by manipulating materials  <i>Indicators:</i>  Picks up objects  Explores textures with hands  Makes marks with writing materials  Stacks blocks or toys  Begins to use a spoon or other utensil to feed self  Uses crayons, markers, and paintbrushes with increasing control  Builds simple block structures  Puts connecting toys together and takes them apart  Begins to work simple puzzles  <b>GM1</b> Improves gross motor skills and strength  <i>Indicators:</i></p>

		<ul style="list-style-type: none"> <li>Walks with help</li> <li>Walks without help</li> <li>Begins to climb</li> <li>Runs</li> <li>Kicks a ball</li> <li>Demonstrates increasing balance</li> <li>Climbs up and down stairs with increasing skill</li> <li>Shows stamina and energy during daily activities</li> </ul>
<b>5.2 Fine Motor</b>	Holding objects with whole palm	<p><b>FM1</b> Improves fine motor coordination by manipulating materials</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Picks up objects</li> <li>Explores textures with hands</li> <li>Makes marks with writing materials</li> <li>Stacks blocks or toys</li> <li>Begins to use a spoon or other utensil to feed self</li> <li>Uses crayons, markers, and paintbrushes with increasing control</li> <li>Builds simple block structures</li> <li>Puts connecting toys together and takes them apart</li> <li>Begins to work simple puzzles</li> </ul>
	Holding and transferring object from hand to hand	<p><b>FM1</b> Improves fine motor coordination by manipulating materials</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Picks up objects</li> <li>Explores textures with hands</li> <li>Makes marks with writing materials</li> <li>Stacks blocks or toys</li> <li>Begins to use a spoon or other utensil to feed self</li> <li>Uses crayons, markers, and paintbrushes with increasing control</li> <li>Builds simple block structures</li> <li>Puts connecting toys together and takes them apart</li> <li>Begins to work simple puzzles</li> </ul>
	Manipulating small objects with improved coordination	<p><b>FM1</b> Improves fine motor coordination by manipulating materials</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Picks up objects</li> <li>Explores textures with hands</li> <li>Makes marks with writing materials</li> </ul>

		<p>Stacks blocks or toys          Begins to use a spoon or other utensil to feed self          Uses crayons, markers, and paintbrushes with increasing control          Builds simple block structures          Puts connecting toys together and takes them apart          Begins to work simple puzzles</p>
	Using forefinger and thumb to lift and hold small objects	<p><b>FM1</b> Improves fine motor coordination by manipulating materials  <i>Indicators:</i>          Picks up objects          Explores textures with hands          Makes marks with writing materials          Stacks blocks or toys          Begins to use a spoon or other utensil to feed self          Uses crayons, markers, and paintbrushes with increasing control          Builds simple block structures          Puts connecting toys together and takes them apart          Begins to work simple puzzles</p>
	Making marks with first crayon	<p><b>FM1</b> Improves fine motor coordination by manipulating materials  <i>Indicators:</i>          Picks up objects          Explores textures with hands          Makes marks with writing materials          Stacks blocks or toys          Begins to use a spoon or other utensil to feed self          Uses crayons, markers, and paintbrushes with increasing control          Builds simple block structures          Puts connecting toys together and takes them apart          Begins to work simple puzzles</p>
	Scribbling	<p><b>FM1</b> Improves fine motor coordination by manipulating materials  <i>Indicators:</i>          Picks up objects          Explores textures with hands          Makes marks with writing materials          Stacks blocks or toys          Begins to use a spoon or other utensil to feed self</p>

		<p>Uses crayons, markers, and paintbrushes with increasing control</p> <p>Builds simple block structures</p> <p>Puts connecting toys together and takes them apart</p> <p>Begins to work simple puzzles</p>
<b>5.3 The Senses</b>	Showing a preference for simple face-like patterns by looking longer	<p><b>SS1</b> Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <p>Uses senses when exploring</p> <p>Manipulates new toys and materials to see what they will do</p> <p>Uses objects in a variety of ways</p> <p>Describes what is observed (e.g., “ball down”)</p>
	Responding to emotional expressions with facial expressions and gestures	<p><b>SO2</b> Engages in social interactions</p> <p><i>Indicators:</i></p> <p>Focuses on play object in give-and-take with a trusted adult or peer partner</p> <p>Responds well to positive feedback</p> <p>Engages in parallel play</p>
	Turning and looking at familiar faces	<p><b>SS1</b> Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <p>Uses senses when exploring</p> <p>Manipulates new toys and materials to see what they will do</p> <p>Uses objects in a variety of ways</p> <p>Describes what is observed (e.g., “ball down”)</p> <p><b>SO1</b> Demonstrates trusting attachments with adults</p> <p><i>Indicators:</i></p> <p>Seeks comfort from and calms with a recognized adult</p> <p>Engages in play with toys or others, “checking in” with trusted adult</p> <p>Seeks help from a trusted adult when needed</p> <p>Plays independently for increasingly long periods of time</p>
	Showing a preference for patterns with large elements	<p><b>SS1</b> Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <p>Uses senses when exploring</p> <p>Manipulates new toys and materials to see what they will do</p> <p>Uses objects in a variety of ways</p> <p>Describes what is observed (e.g., “ball down”)</p>
	Showing a preference for increasingly complex patterns	<p><b>SS1</b> Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p>

		<p>Uses senses when exploring          Manipulates new toys and materials to see what they will do          Uses objects in a variety of ways          Describes what is observed (e.g., “ball down”)</p>
	Visually exploring borders	<p><b>SS1</b> Utilizes different methods to gain information and solve problems  <i>Indicators:</i>          Uses senses when exploring          Manipulates new toys and materials to see what they will do          Uses objects in a variety of ways          Describes what is observed (e.g., “ball down”)</p>
	Visually exploring entire object	<p><b>SS1</b> Utilizes different methods to gain information and solve problems  <i>Indicators:</i>          Uses senses when exploring          Manipulates new toys and materials to see what they will do          Uses objects in a variety of ways          Describes what is observed (e.g., “ball down”)  <b>SK1</b> Observes and describes things in the environment  <i>Indicators:</i>          Names a few living things (dog, flower, etc.)          Shows interest in things in the environment (clouds, rocks, etc.)          Recognizes ways living things interact with the environment          Describes things in the environment by one or two characteristics          Begins to classify things that belong together</p>
	Tracking moving objects with eyes	<p><b>SS1</b> Utilizes different methods to gain information and solve problems  <i>Indicators:</i>          Uses senses when exploring          Manipulates new toys and materials to see what they will do          Uses objects in a variety of ways          Describes what is observed (e.g., “ball down”)</p>
	Looking and searching visually	<p><b>SS1</b> Utilizes different methods to gain information and solve problems  <i>Indicators:</i>          Uses senses when exploring          Manipulates new toys and materials to see what they will do          Uses objects in a variety of ways          Describes what is observed (e.g., “ball down”)</p>

	<p><b>SK1</b> Observes and describes things in the environment</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Names a few living things (dog, flower, etc.)</li> <li>Shows interest in things in the environment (clouds, rocks, etc.)</li> <li>Recognizes ways living things interact with the environment</li> <li>Describes things in the environment by one or two characteristics</li> <li>Begins to classify things that belong together</li> </ul>
Scanning objects and identifying them by sight	<p><b>SS1</b> Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses senses when exploring</li> <li>Manipulates new toys and materials to see what they will do</li> <li>Uses objects in a variety of ways</li> <li>Describes what is observed (e.g., “ball down”)</li> </ul> <p><b>SK1</b> Observes and describes things in the environment</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Names a few living things (dog, flower, etc.)</li> <li>Shows interest in things in the environment (clouds, rocks, etc.)</li> <li>Recognizes ways living things interact with the environment</li> <li>Describes things in the environment by one or two characteristics</li> <li>Begins to classify things that belong together</li> </ul>
Making sounds by shaking and banging objects	<p><b>SS1</b> Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses senses when exploring</li> <li>Manipulates new toys and materials to see what they will do</li> <li>Uses objects in a variety of ways</li> <li>Describes what is observed (e.g., “ball down”)</li> </ul>
Turning to source of a sound	<p><b>SS1</b> Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses senses when exploring</li> <li>Manipulates new toys and materials to see what they will do</li> <li>Uses objects in a variety of ways</li> <li>Describes what is observed (e.g., “ball down”)</li> </ul>
Responding to familiar sounds with gestures and actions	<p><b>LU2</b> Recognizes familiar environmental sounds</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Points to picture or object to indicate source of environmental sound</li> </ul>

	Names source of environmental sound
Responding by turning towards a sound when more than one sound is present	<p><b>LU2</b> Recognizes familiar environmental sounds</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Points to picture or object to indicate source of environmental sound</li> <li>Names source of environmental sound</li> </ul> <p><b>SS1</b> Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses senses when exploring</li> <li>Manipulates new toys and materials to see what they will do</li> <li>Uses objects in a variety of ways</li> <li>Describes what is observed (e.g., “ball down”)</li> </ul>
Touching, rubbing, squeezing materials	<p><b>SS1</b> Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses senses when exploring</li> <li>Manipulates new toys and materials to see what they will do</li> <li>Uses objects in a variety of ways</li> <li>Describes what is observed (e.g., “ball down”)</li> </ul>
Showing preferences for some tactile properties	<p><b>SS1</b> Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses senses when exploring</li> <li>Manipulates new toys and materials to see what they will do</li> <li>Uses objects in a variety of ways</li> <li>Describes what is observed (e.g., “ball down”)</li> </ul> <p><b>SE2</b> Develops awareness of own feelings and those of others</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses expressions and emotions to communicate</li> <li>Indicates likes/dislikes through gestures</li> <li>Indicates likes/dislikes verbally</li> <li>Develops ability to discern others’ feelings through body language and facial expressions</li> </ul>
Calming by familiar scents associated with security	<p><b>SS1</b> Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses senses when exploring</li> <li>Manipulates new toys and materials to see what they will do</li> <li>Uses objects in a variety of ways</li> </ul>

		<p>Describes what is observed (e.g., “ball down”)</p> <p><b>SL1</b> Demonstrates emerging self-regulation</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses ways to calm and soothe self</li> <li>Plays independently for an increasing amount of time</li> <li>Shows comfort in routines</li> <li>Begins to express disagreement in an appropriate way</li> <li>Begins to express wants and needs appropriately</li> <li>Begins to show empathy and understanding of others’ feelings</li> </ul>
	Turning away from unpleasant smells and reacting with facial expressions	<p><b>SS1</b> Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses senses when exploring</li> <li>Manipulates new toys and materials to see what they will do</li> <li>Uses objects in a variety of ways</li> <li>Describes what is observed (e.g., “ball down”)</li> </ul> <p><b>SE2</b> Develops awareness of own feelings and those of others</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses expressions and emotions to communicate</li> <li>Indicates likes/dislikes through gestures</li> <li>Indicates likes/dislikes verbally</li> <li>Develops ability to discern others’ feelings through body language and facial expressions</li> </ul>
	Trying new foods	<p><b>SS1</b> Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses senses when exploring</li> <li>Manipulates new toys and materials to see what they will do</li> <li>Uses objects in a variety of ways</li> <li>Describes what is observed (e.g., “ball down”)</li> </ul>
	Showing preferences for certain foods by sucking longer, eating more, or turning head away.	<p><b>SS1</b> Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses senses when exploring</li> <li>Manipulates new toys and materials to see what they will do</li> <li>Uses objects in a variety of ways</li> <li>Describes what is observed (e.g., “ball down”)</li> </ul> <p><b>SE2</b> Develops awareness of own feelings and those of others</p>

		<p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses expressions and emotions to communicate</li> <li>Indicates likes/dislikes through gestures</li> <li>Indicates likes/dislikes verbally</li> <li>Develops ability to discern others' feelings through body language and facial expressions</li> </ul>
<p><b>5.4 Sensory Motor Integration</b></p>	<p>Coordinating senses with motor skills in exploration and problem solving, for example, looking at a bubble, reaching for it, then crawling after it.</p>	<p><b>SS1</b> Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses senses when exploring</li> <li>Manipulates new toys and materials to see what they will do</li> <li>Uses objects in a variety of ways</li> <li>Describes what is observed (e.g., "ball down")</li> </ul> <p><b>FM1</b> Improves fine motor coordination by manipulating materials</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Picks up objects</li> <li>Explores textures with hands</li> <li>Makes marks with writing materials</li> <li>Stacks blocks or toys</li> <li>Begins to use a spoon or other utensil to feed self</li> <li>Uses crayons, markers, and paintbrushes with increasing control</li> <li>Builds simple block structures</li> <li>Puts connecting toys together and takes them apart</li> <li>Begins to work simple puzzles</li> </ul> <p><b>GM1</b> Improves gross motor skills and strength</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Walks with help</li> <li>Walks without help</li> <li>Begins to climb</li> <li>Runs</li> <li>Kicks a ball</li> <li>Demonstrates increasing balance</li> <li>Climbs up and down stairs with increasing skill</li> <li>Shows stamina and energy during daily activities</li> </ul>
<p><b>TODDLERS (14 MONTHS TO 3 YEARS)</b></p>		

<b>5.1 Gross Motor</b>	Standing on one foot	<b>GM1</b> Improves gross motor skills and strength <i>Indicators:</i> Walks with help Walks without help Begins to climb Runs Kicks a ball Demonstrates increasing balance Climbs up and down stairs with increasing skill Shows stamina and energy during daily activities
	Taking a few steps on raised surface	<b>GM1</b> Improves gross motor skills and strength <i>Indicators:</i> Walks with help Walks without help Begins to climb Runs Kicks a ball Demonstrates increasing balance Climbs up and down stairs with increasing skill Shows stamina and energy during daily activities
	Jumping up and down on the spot	<b>GM1</b> Improves gross motor skills and strength <i>Indicators:</i> Walks with help Walks without help Begins to climb Runs Kicks a ball Demonstrates increasing balance Climbs up and down stairs with increasing skill Shows stamina and energy during daily activities
	Jumping down from short heights	<b>GM1</b> Improves gross motor skills and strength <i>Indicators:</i> Walks with help

		<ul style="list-style-type: none"> <li>Walks without help</li> <li>Begins to climb</li> <li>Runs</li> <li>Kicks a ball</li> <li>Demonstrates increasing balance</li> <li>Climbs up and down stairs with increasing skill</li> <li>Shows stamina and energy during daily activities</li> </ul>
	Balancing and coordination increase	<p><b>GM1</b> Improves gross motor skills and strength</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Walks with help</li> <li>Walks without help</li> <li>Begins to climb</li> <li>Runs</li> <li>Kicks a ball</li> <li>Demonstrates increasing balance</li> <li>Climbs up and down stairs with increasing skill</li> <li>Shows stamina and energy during daily activities</li> </ul>
	Stopping while running improves	<p><b>GM1</b> Improves gross motor skills and strength</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Walks with help</li> <li>Walks without help</li> <li>Begins to climb</li> <li>Runs</li> <li>Kicks a ball</li> <li>Demonstrates increasing balance</li> <li>Climbs up and down stairs with increasing skill</li> <li>Shows stamina and energy during daily activities</li> </ul>
	Climbing stairs one foot at a time	<p><b>GM1</b> Improves gross motor skills and strength</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Walks with help</li> <li>Walks without help</li> <li>Begins to climb</li> <li>Runs</li> <li>Kicks a ball</li> <li>Demonstrates increasing balance</li> </ul>

		<p>Climbs up and down stairs with increasing skill Shows stamina and energy during daily activities</p>
	Climbing on climbing equipment and furniture	<p><b>GM1</b> Improves gross motor skills and strength <i>Indicators:</i> Walks with help Walks without help Begins to climb Runs Kicks a ball Demonstrates increasing balance Climbs up and down stairs with increasing skill Shows stamina and energy during daily activities</p>
	Moving riding toys forward by pushing with feet	<p><b>GM1</b> Improves gross motor skills and strength <i>Indicators:</i> Walks with help Walks without help Begins to climb Runs Kicks a ball Demonstrates increasing balance Climbs up and down stairs with increasing skill Shows stamina and energy during daily activities</p>
<b>5.2 Fine Motor</b>	Doing up buttons	<p><b>FM1</b> Improves fine motor coordination by manipulating materials <i>Indicators:</i> Picks up objects Explores textures with hands Makes marks with writing materials Stacks blocks or toys Begins to use a spoon or other utensil to feed self Uses crayons, markers, and paintbrushes with increasing control Builds simple block structures Puts connecting toys together and takes them apart Begins to work simple puzzles <b>HS2</b> Builds self-help skills (eating, drinking, toileting) <i>Indicators:</i></p>

		<ul style="list-style-type: none"> <li>Drinks from a cup</li> <li>Uses a spoon or other utensil to feed self</li> <li>Takes off clothes</li> <li>Begins to put on clothes</li> <li>Washes hands with assistance</li> <li>Attempts to clean self when toileting</li> <li>Uses a tissue</li> </ul>
	Pulling up zippers	<p><b>FM1</b> Improves fine motor coordination by manipulating materials</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Picks up objects</li> <li>Explores textures with hands</li> <li>Makes marks with writing materials</li> <li>Stacks blocks or toys</li> <li>Begins to use a spoon or other utensil to feed self</li> <li>Uses crayons, markers, and paintbrushes with increasing control</li> <li>Builds simple block structures</li> <li>Puts connecting toys together and takes them apart</li> <li>Begins to work simple puzzles</li> </ul> <p><b>HS2</b> Builds self-help skills (eating, drinking, toileting)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Drinks from a cup</li> <li>Uses a spoon or other utensil to feed self</li> <li>Takes off clothes</li> <li>Begins to put on clothes</li> <li>Washes hands with assistance</li> <li>Attempts to clean self when toileting</li> <li>Uses a tissue</li> </ul>
	Using utensils and cup independently	<p><b>FM1</b> Improves fine motor coordination by manipulating materials</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Picks up objects</li> <li>Explores textures with hands</li> <li>Makes marks with writing materials</li> <li>Stacks blocks or toys</li> <li>Begins to use a spoon or other utensil to feed self</li> <li>Uses crayons, markers, and paintbrushes with increasing control</li> </ul>

	<ul style="list-style-type: none"> <li>Builds simple block structures</li> <li>Puts connecting toys together and takes them apart</li> <li>Begins to work simple puzzles</li> </ul> <p><b>HS2</b> Builds self-help skills (eating, drinking, toileting)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Drinks from a cup</li> <li>Uses a spoon or other utensil to feed self</li> <li>Takes off clothes</li> <li>Begins to put on clothes</li> <li>Washes hands with assistance</li> <li>Attempts to clean self when toileting</li> <li>Uses a tissue</li> </ul>
Using toddler-safe scissors	<p><b>FM1</b> Improves fine motor coordination by manipulating materials</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Picks up objects</li> <li>Explores textures with hands</li> <li>Makes marks with writing materials</li> <li>Stacks blocks or toys</li> <li>Begins to use a spoon or other utensil to feed self</li> <li>Uses crayons, markers, and paintbrushes with increasing control</li> <li>Builds simple block structures</li> <li>Puts connecting toys together and takes them apart</li> <li>Begins to work simple puzzles</li> </ul>
Using palmar grasp to hold crayons and brushes and make scribbles	<p><b>FM1</b> Improves fine motor coordination by manipulating materials</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Picks up objects</li> <li>Explores textures with hands</li> <li>Makes marks with writing materials</li> <li>Stacks blocks or toys</li> <li>Begins to use a spoon or other utensil to feed self</li> <li>Uses crayons, markers, and paintbrushes with increasing control</li> <li>Builds simple block structures</li> <li>Puts connecting toys together and takes them apart</li> <li>Begins to work simple puzzles</li> </ul>
Scribbling expands to include lines and	<p><b>FM1</b> Improves fine motor coordination by manipulating materials</p>

	shapes	<p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Picks up objects</li> <li>Explores textures with hands</li> <li>Makes marks with writing materials</li> <li>Stacks blocks or toys</li> <li>Begins to use a spoon or other utensil to feed self</li> <li>Uses crayons, markers, and paintbrushes with increasing control</li> <li>Builds simple block structures</li> <li>Puts connecting toys together and takes them apart</li> <li>Begins to work simple puzzles</li> </ul>
	Turning pages of book	<p><b>FM1</b> Improves fine motor coordination by manipulating materials</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Picks up objects</li> <li>Explores textures with hands</li> <li>Makes marks with writing materials</li> <li>Stacks blocks or toys</li> <li>Begins to use a spoon or other utensil to feed self</li> <li>Uses crayons, markers, and paintbrushes with increasing control</li> <li>Builds simple block structures</li> <li>Puts connecting toys together and takes them apart</li> <li>Begins to work simple puzzles</li> </ul>
	Adapting holding from palmar or pincer grasp	<p><b>FM1</b> Improves fine motor coordination by manipulating materials</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Picks up objects</li> <li>Explores textures with hands</li> <li>Makes marks with writing materials</li> <li>Stacks blocks or toys</li> <li>Begins to use a spoon or other utensil to feed self</li> <li>Uses crayons, markers, and paintbrushes with increasing control</li> <li>Builds simple block structures</li> <li>Puts connecting toys together and takes them apart</li> <li>Begins to work simple puzzles</li> </ul>
<b>5.3 Senses</b>	Using all senses in the exploration of properties and functions of objects and materials	<p><b>SS1</b> Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>Uses senses when exploring</li> </ul>

		<p>Manipulates new toys and materials to see what they will do          Uses objects in a variety of ways          Describes what is observed (e.g., “ball down”)</p>
	Using all senses to identify and differentiate properties and materials	<p><b>SS1</b> Utilizes different methods to gain information and solve problems  <i>Indicators:</i>          Uses senses when exploring          Manipulates new toys and materials to see what they will do          Uses objects in a variety of ways          Describes what is observed (e.g., “ball down”)</p>
	Coordinating senses with motor skills in increasingly complex ways	<p><b>SS1</b> Utilizes different methods to gain information and solve problems  <i>Indicators:</i>          Uses senses when exploring          Manipulates new toys and materials to see what they will do          Uses objects in a variety of ways          Describes what is observed (e.g., “ball down”)  <b>FM1</b> Improves fine motor coordination by manipulating materials  <i>Indicators:</i>          Picks up objects          Explores textures with hands          Makes marks with writing materials          Stacks blocks or toys          Begins to use a spoon or other utensil to feed self          Uses crayons, markers, and paintbrushes with increasing control          Builds simple block structures          Puts connecting toys together and takes them apart          Begins to work simple puzzles  <b>GM1</b> Improves gross motor skills and strength  <i>Indicators:</i>          Walks with help          Walks without help          Begins to climb          Runs          Kicks a ball          Demonstrates increasing balance          Climbs up and down stairs with increasing skill</p>

		Shows stamina and energy during daily activities
	Using eye-hand coordination to string large beads on a pipe cleaner, do simple puzzles, pour, dump, and fill	<b>FM1</b> Improves fine motor coordination by manipulating materials <i>Indicators:</i> Picks up objects Explores textures with hands Makes marks with writing materials Stacks blocks or toys Begins to use a spoon or other utensil to feed self Uses crayons, markers, and paintbrushes with increasing control Builds simple block structures Puts connecting toys together and takes them apart Begins to work simple puzzles
<b>PRESCHOOL KINDERGARTEN (2.5 TO 6 YEARS)</b>		
<b>5.1 Increasing Levels of Activity, Endurance, and Variation in Types of Activity and Skills</b>	Freely exploring large outdoor equipment	<ul style="list-style-type: none"> <li>• <b>PHD6</b> Chooses to actively explore large muscle equipment such as climbers, slides, balls, and adaptive physical activities as appropriate.</li> </ul>
	Running, climbing, jumping, hopping, balancing, etc.	<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> </ul>
	Using open-ended materials to move about, build, and construct	<ul style="list-style-type: none"> <li>• <b>PHD6</b> Chooses to actively explore large muscle equipment such as climbers, slides, balls, and adaptive physical activities as appropriate.</li> </ul>
	Practising bouncing, catching, kicking balls	<ul style="list-style-type: none"> <li>• <b>PHD5</b> Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</li> </ul>
	Gaining the ability to control their movements	<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> </ul>
	Increasing the distance they are able to walk	<ul style="list-style-type: none"> <li>• <b>PHD7</b> Progresses in physical growth, strength, stamina, and flexibility.</li> </ul>
	Increasing skill in group games	<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</li> </ul>

		<p>galloping.</p> <ul style="list-style-type: none"> <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>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>
<b>5.2 Gross Motor Skills</b>	Increasing in coordination, speed, and endurance	<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>PHD7</b> Progresses in physical growth, strength, stamina, and flexibility.</li> </ul>
	Beginning to walk with opposite leg-arm swing	<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> </ul>
	Walking up stairs alternating feet	<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> </ul>
	Walking down stairs alternating feet	<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> </ul>
	Jumping increases in coordination	<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> </ul>
	Hopping on one foot increases	<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> </ul>
	Galloping and one-foot skipping emerge	<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> </ul>
	Throwing with rigid movements	<ul style="list-style-type: none"> <li>• <b>PHD5</b> Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</li> </ul>

Throwing with increased coordination	<ul style="list-style-type: none"> <li>• <b>PHD5</b> Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</li> </ul>
Peddalling and steering riding toys	<ul style="list-style-type: none"> <li>• <b>PHD6</b> Chooses to actively explore large muscle equipment such as climbers, slides, balls, and adaptive physical activities as appropriate.</li> </ul>
Riding a tricycle smoothly	<ul style="list-style-type: none"> <li>• <b>PHD6</b> Chooses to actively explore large muscle equipment such as climbers, slides, balls, and adaptive physical activities as appropriate.</li> </ul>
Increasing control over own movements skills	<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> </ul>
Becoming expressive using movement	<ul style="list-style-type: none"> <li>• <b>CA9</b> Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</li> <li>• <b>PHD4</b> Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</li> </ul>
Expressing moods in movement	<ul style="list-style-type: none"> <li>• <b>CA9</b> Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</li> </ul>
Moving to music	<ul style="list-style-type: none"> <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> </ul>
Matching movements to the rhyme and mood of the music	<ul style="list-style-type: none"> <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> </ul>
Making patterns while moving to music	<ul style="list-style-type: none"> <li>• <b>CA10</b> Shows growth in moving in time to different patterns of beat and rhythm in music.</li> </ul>
Working together in shared dance and movement activities	<ul style="list-style-type: none"> <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>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> </ul>

<b>5.3 Fine Motor Skills</b>	Mastering simple items of clothing	<ul style="list-style-type: none"> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> </ul>
	Dressing without assistance	<ul style="list-style-type: none"> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> </ul>
	Eating using forks and knives	<ul style="list-style-type: none"> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> </ul>
	Stringing large beads	<ul style="list-style-type: none"> <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> </ul>
	Cutting paper with scissors	<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> </ul>
	Cutting a straight line	<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> </ul>
	Copying straight lines	<ul style="list-style-type: none"> <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>
	Copying triangles and crosses	<ul style="list-style-type: none"> <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>5.4 Auditory Skills and Music</b>	Identifying the sources of musical sounds	<ul style="list-style-type: none"> <li>• <b>CA2</b> Experiments with a variety of musical instruments.</li> </ul>
	Showing enjoyment when listening to music	<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> </ul>
	Making choices and demonstrating preferences in music	<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> </ul>

		<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>ATL2</b> Develops increased ability to make independent choices.</li> </ul>
	Using musical instruments to move from exploration to producing patterns to reproducing patterns	<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> <li>• <b>CA2</b> Experiments with a variety of musical instruments.</li> </ul>

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