

HighReach Learning Objectives for Toddlers and Twos

The learning experiences in HighReach Learning *Curriculum for Toddlers* and *Curriculum for Twos* are planned to help children progress toward the objectives in the chart below. A list of possible indicators follows each objective. The indicators are just examples, so you may also observe other behaviors that show progress toward the objective. The order of the indicators shows the general developmental sequence, but you will observe individual variations in the way children progress.

Domain: Language Development
Domain Element: Listening and Understanding
<p>LU1 Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal)</p> <p>Indicators:</p> <ul style="list-style-type: none"> 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
<p>LU2 Recognizes familiar environmental sounds</p> <p>Indicators:</p> <ul style="list-style-type: none"> Points to picture or object to indicate source of environmental sound Names source of environmental sound
<p>LU3 Attends to brief stories, rhymes, and songs</p> <p>Indicators:</p> <ul style="list-style-type: none"> Watches face of speaker sharing story, rhyme, or song Uses body language to show interest in story, rhyme, or song Imitates words from story, rhyme, or song Answers simple questions about story, rhyme, or song
Domain Element: Speaking and Communicating
<p>SC1 Uses language to communicate with others (needs, opinions, feelings, etc.)</p> <p>Indicators:</p> <ul style="list-style-type: none"> 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>SC2 Uses communication for many purposes</p> <p>Indicators:</p> <ul style="list-style-type: none"> 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
Domain: Emerging Literacy
Domain Element: Phonological Awareness
<p>PA1 Shows awareness of sounds and language</p> <p>Indicators:</p> <ul style="list-style-type: none"> Plays with rhymes and songs Repeats patterns in rhymes and songs Attempts to sing songs or recite rhymes Predicts a word in a very familiar song Attempts to sing songs or recite rhymes independently Plays with words that sound the same or different Shows sensitivity to changes in inflection and melodies
Domain Element: Book Knowledge and Appreciation
<p>BK1 Enjoys books and stories</p> <p>Indicators:</p> <ul style="list-style-type: none"> 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

BK2 Understands how books are handled/used
Indicators:
Turns book to correct position
Able to turn pages one at a time
Turns pages when there is a pause in conversation

Domain Element: Print Awareness and Early Writing

PR1 Understands symbols/pictures can be "read" by others and have meaning
Indicators:
Begins to identify common symbols (logos, stop sign, traffic light, etc.)
Explores different writing materials
Scribbles
Attempts to communicate through scribbling

Domain: Math

Domain Element: Number and Operations

NO1 Shows increasing awareness of numbers during meaningful daily activities
Indicators:
Counts in rhymes or songs
Uses one-to-one correspondence during play (e.g., one cookie on each plate)

NO2 Begins to understand quantity
Indicators:
Asks for more (verbally or with gestures)
Compares the quantity of two groups of objects (e.g., more/less)

Domain Element: Geometry and Spatial Sense

GS1 Explores spatial relationships
Indicators:
Moves self over, under, through, and in objects
Fills and dumps objects
Explores how objects fit together and can be taken apart

GS2 Recognizes and begins to identify shapes
Indicators:
Matches like shapes
Sorts items by shape
Begins to identify basic shapes

Domain Element: Patterns and Measurement

PM1 Demonstrates an awareness of patterns
Indicators:
Shows interest in colors, patterns, and textures
Uses simple nesting and stacking toys
Matches like objects
Sorts objects by color, size, or shape

PM2 Begins to understand the concept of time
Indicators:
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.)

Domain: Science – Learning About the World

Domain Element: Exploration and Scientific Thinking

SS1 Utilizes different methods to gain information and solve problems
Indicators:
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")

SS2 Understands cause and effect
Indicators:
Repeats actions in attempt to repeat effect
Tries different methods to get the same result
Notices different results

Domain Element: Observation and Scientific Knowledge
SK1 Observes and describes things in the environment Indicators: 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
Domain: Creative Expression
Domain Element: Visual Art
VA1 Experiments with a variety of art experiences Indicators: Joins in art activities Uses a variety of art tools Shows preference for favorite colors Becomes increasingly involved in the art process Talks about art creations
VA2 Notices elements of art Indicators: Enjoys looking at various types of art on display (mobiles, painting, sculpture, etc.) Notices different shapes, lines, colors, forms, and materials Notices people and their expressions
Domain Element: Music and Movement
MM1 Participates in a variety of musical activities Indicators: Responds to rhythm in a variety of ways (clapping, tapping, etc.) Claps, bounces, or dances to music Attempts to sing along Uses instruments or other objects to create music Asks to sing favorite songs
MM2 Participates in a variety of movement activities Indicators: Responds to rhythm Attempts to control body when moving Joins movement activities Begins to imitate simple body movements Dances with control
Domain Element: Dramatic Play
DP1 Engages in pretend play Indicators: 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
Domain: Social and Emotional Development
Domain Element: Social Interaction and Attachment
SO1 Demonstrates trusting attachments with adults Indicators: 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
SO2 Engages in social interactions Indicators: 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>SO3 Begins to cooperate with others</p> <p>Indicators:</p> <ul style="list-style-type: none"> 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>Domain Element: Self-Concept</p>
<p>SE1 Demonstrates a positive sense of self</p> <p>Indicators:</p> <ul style="list-style-type: none"> 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 <i>me, I, mine</i>
<p>SE2 Develops awareness of own feelings and those of others</p> <p>Indicators:</p> <ul style="list-style-type: none"> 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>Domain Element: Self-Regulation</p>
<p>SL1 Demonstrates emerging self-regulation</p> <p>Indicators:</p> <ul style="list-style-type: none"> 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>SL2 Begins to understand and follow simple rules</p> <p>Indicators:</p> <ul style="list-style-type: none"> Responds appropriately to reminders Able to follow simple rules, but may not do so all the time
<p>Domain Element: Knowledge of Families and Communities</p>
<p>KF1 Demonstrates knowledge of home, school, and community</p> <p>Indicators:</p> <ul style="list-style-type: none"> 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 style="text-align: center;">Domain: Approaches to Learning</p>
<p>Domain Element: Initiative and Curiosity</p>
<p>IC1 Shows curiosity about new things and new experiences</p> <p>Indicators:</p> <ul style="list-style-type: none"> Joins in new activities and explores new materials or events Asks questions Makes independent choices
<p>Domain Element: Problem Solving and Persistence</p>
<p>PS1 Uses a variety of problem-solving techniques</p> <p>Indicators:</p> <ul style="list-style-type: none"> 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>PS2 Shows increasing persistence when facing challenges</p> <p>Indicators:</p> <ul style="list-style-type: none"> Attempts task for a minute or two before asking for help Tries to solve problems or challenges with a toy or task

Domain: Physical Health and Development

Domain Element: Fine Motor Skills

FM1 Improves fine motor coordination by manipulating materials

Indicators:

- 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

Domain Element: Gross Motor Skills

GM1 Improves gross motor skills and strength

Indicators:

- 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

Domain Element: Health Status and Practices

HS1 Becomes more aware of body

Indicators:

- 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

HS2 Builds self-help skills (eating, drinking, toileting)

Indicators:

- Drinks from a cup
- Uses a spoon or other utensil to feed self
- Takes off clothes
- Begins to put on clothes
- Washes hands with assistance
- Attempts to clean self when toileting
- Uses a tissue

Note: The HighReach Learning Objectives are under continual review and may change as needed.