



The following chart provides a summary of the domains, elements, and goals of the Vermont Early Learning Standards:

I

DEVELOPING SELF

Domain	Elements	Goals
Approaches to Learning	1. Play and Exploration	1. Children engage in play to understand the world around them
	2. Initiative	1. Children show curiosity about the world around them, and take action to interact with it and learn.
	3. Problem Solving	1. Children display an interest in novel situations, and demonstrate flexibility, creativity and innovation in solving challenging tasks.
Social and Emotional Learning and Development	1. Emotion and Self-Regulation	1. Children express a range of emotions, and regulate their emotional and social responses.
	2. Self-Awareness	1. Children demonstrate awareness of their personal characteristics, skills, and abilities.
	3. Relationships with Adults and Peers	1. Children develop healthy positive relationships with adults and peers.
Growing, Moving, and Being Healthy	1. Motor Development and Coordination	1. Children develop strength, coordination, and control of their large muscles.
		2. Children develop strength, eye-hand coordination, and control of their small or fine motor muscles.
	2. Health and Safety Practices	1. Children develop healthy eating habits and knowledge of good nutrition.
		2. Children develop personal health and self-care habits, and become increasingly independent.
		3. Children develop the ability to identify unsafe situations, and use safe practices.

II

COMMUNICATION and EXPRESSION

Domain	Elements	Goals
Language Development	1. Receptive Language (Listening)	1. Young children attend to, comprehend, and respond to increasingly complex language.
	2. Expressive Language (Speaking)	1. Young children use increasingly complex vocabulary and grammar to express their thoughts, feelings, and ideas.
	3. Speaking & Listening	1. Children demonstrate an increasing ability to comprehend and participate in collaborative conversations
	4. Social Rules of Language	1. Young children initiate and maintain conversations with others while developing knowledge and use of the social rules of language.
	5. Language	1. Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language.
	6. Dual Language Learners – Receptive and Expressive English Language Skills	1. Young children whose home language is not English demonstrate the ability to listen, understand, and respond to increasing more complex spoken English.
Literacy Development	1. Foundational Reading Skills	1. Children develop the foundational skills needed for engaging with print, reading and writing
	2. Reading 2a. Engagement with Literature and Informational Text (0-5)	1. Children develop “book language” and demonstrate comprehension.
	2. Reading 2b. Engagement with Literature	1. Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of literature, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.
	2. Reading 2c. Reading Informational Text	1. Children demonstrate knowledge of the key ideas and details of stories read to

II

COMMUNICATION and EXPRESSION *(continued)*

Domain	Elements	Goals
Literacy Development	2c. cont'd	them and which they read, the craft and structure of informational texts, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.
	3. Writing	1. Children demonstrate the understanding that writing is a means for communication. With increasing fine motor skills and experiences with literacy, children begin to use writing conventions. (0-5) 2. Children demonstrate their increasing ability to write various types of text for different purposes, organize their writing around a topic, participate and eventually conduct research to gather information to use in their writing about a topic. (CCSSK-3)
	4. Dual Language Learners – Literacy in English	1. Young children, whose home language is not English, demonstrate an increasing ability to engage in literacy experiences in English.
Creative Arts and Expression	1. Visual Arts	1. Children create art using a variety of tools and art media to express their ideas, feelings, creativity, and develop appreciation of the art created by others.
	2. Music	1. Children engage in making and listening to music as a vehicle for expression and learning.
	3. Theatre (Dramatic Play)	1. Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.
	4. Dance	1. Children use movement to creatively express their ideas and feelings, and to learn.

III

LEARNING ABOUT THE WORLD

Domain	Element	Goal
Mathematics	1. Number Sense, quantity, and Counting 1a. Number Sense and Quantity	1. Children count in sequence and by multiples, represent numerals, connect counting to cardinality, and compare quantities.
	1. Number Sense, quantity, and Counting 1b. Counting and Cardinality	1. Children count in sequence and by multiples, represent numerals, connect counting to cardinality, and compare quantities.
	Number Relationships and Operations 2a. Number Relationships and Operations	1. Children increasingly use numbers to describe relationships and to solve mathematical problems.
	Number Relationships and Operations 2b: Operations and Algebraic Thinking	1. Children develop and use concepts, properties, and representations of number that extend to other number systems, to measures, and to algebra.
	2. Number Relationships and Operations 2c: Numbers and Operations in Base Ten	1. Children develop an understanding of the base-ten system and use place-value notation.
	2. Number Relationships and Operations 2d. Numbers and Operations in Base Ten –Fractions	1. Children understand fractions as numbers, and use that knowledge to compare fractions and explain the equivalence of fractions.

III

LEARNING ABOUT THE WORLD *(continued)*

Domain	Element	Goal
Mathematics	3. Measurement, Classification and Data 3a. Measurement, Comparison, Classification, and Time	1. Children develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. They also develop a rudimentary sense of time based mostly on common routines.
	3. Measurement, Classification and Data 3b. Measurement and Data	1. Children compare and classify objects according to their attributes, use Standard and non-Standard units of measure, tell time and work with units of money. They develop the ability to represent and interpret data, and use operations to solve problems related to measurement including geometric measurement.
	4. Geometry and Spatial Reasoning 4a. Geometry and Spatial Sense	1. Children increasingly recognize two- and three-dimensional objects and use spatial reasoning.
	4. Geometry and Spatial Reasoning 4b. Geometry	1. Children recognize, describe and characterize shapes by their components and properties, compose and decompose geometric shapes, and discuss spatial structures and relations.
Science	1. Physical Sciences	1. Children construct concepts of the properties of matter, sound, motion and energy through exploration and investigations.
	2. Life Sciences	1. Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.

III

LEARNING ABOUT THE WORLD *(continued)*

Domain	Elements	Goals
Science	3. Earth and Space Sciences	1. Children construct concepts about Earth's systems, the impacts of human activity on these systems, and Earth's place in the universe through observations, exploration, and investigations.
	4. Engineering Design	1. Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.
Social Studies	1. Inquiry	1. Children make sense of the world around them by actively gathering and interpreting information.
	2. Family and Community; Civics, Government & Society	1. Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.
	3. Physical & Cultural Geography	1. Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.
	4. History	1. Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.
	5. Economics	1. Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.