Vermont Early Learning Standards

VERMONT
AGENCY OF EDUCATION
VERMONT
DEPARTMENT FOR CHILDREN AND FAMILIES
CHILD DEVELOPMENT DIVISION

ACKNOWLEDGEMENTS

There's a saying that it takes a village to raise a child. When it came to re-conceptualizing and revising the Vermont Early Learning Standards, it took a committee of knowledgeable, dedicated individuals. It has taken many hours of meetings, research, lively discussions, drafts and re-drafts to eventually produce this version of the new Infants through Grade 3 Vermont Early Learning Standards. We also want to thank Catherine Scott-Little and Camille Catlett for their review and helpful feedback on the various drafts we submitted.

On August 18th, 2015, these newly revised Vermont Early Learning Standards were approved by the Vermont State Board of Education. Members of the board include: Stephan Morse, Chair; Sean-Marie Oller, Vice Chair; Rainbow Chen, Krista Huling, Bonnie Johnson-Aten, William Mathis, Dylan McAllister, Peter Peltz, Mark Perrin, Stacy Weinberger and Rebecca Holcombe

We want to acknowledge the efforts of the individuals listed below in alphabetical order, the VELS Revision Committee.

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Introduction

The importance of high quality early childhood experiences as the foundation for school success and lifelong learning has been demonstrated by research, practice, and public opinion. Plainly said, early experiences matter—whether children are at home, in child care, preschool, kindergarten, or the primary grades. The forces that shape these early experiences are embedded in families, schools, and communities, and are largely controlled by adults who have a stake in children growing and developing to their fullest potential. These adult stakeholders come from a variety of backgrounds, and need a common understanding of the knowledge, skills, and dispositions that children gain through quality early childhood experiences, regardless of where they spend their waking hours. The Vermont Early Learning Standards (VELS) are central to a shared vision of what we want for young children in our state in the years from birth to third grade.

The first edition of the VELS was published in 2003 and was met with widespread approval from early childhood educators, administrators, parents, and policy makers. For the first time, Vermonters shared a common set of Standards that described the knowledge and abilities children should have from age 3 to the time they entered kindergarten. Having common Standards led to shared language and values for parents and educators, leaders and policy makers. Play was featured prominently in every domain of the VELS, and we all came together around the belief that young children's play was the foundation upon which to foster learning across all development and content area domains. We continue to hold this belief.

Since 2003, Vermont has made critical advances in the way we approach early childhood education and services.

- **Publicly funded prekindergarten education (pre-k)** is universally available to all 3, 4, and 5 year olds not enrolled in kindergarten throughout the state. A child in public pre-k may be educated in a school-operated preschool, or in a high quality community-based preschool, Head Start, child care center or family home-based program;

- **Children's Integrated Services** brought together early intervention, family support, nursing, early childhood and family mental health, and specialized child care supports under one umbrella to provide a continuum of child and family development services for pregnant women and children prenatal to age 6;

- Vermont has an **Early Childhood Action Plan** which acts as a blueprint for policy development at the state and community level to address the needs of young children and their families. In 2013, Vermont secured a **Race to the Top Early Learning Challenge Grant** to build the systems and infrastructure that will make this Action Plan a reality;

- **Common Core State Standards** in English Language Arts and in Mathematics, and the **Next Generation Science Standards** are being implemented in K-12 classrooms across the state, and are resulting in changes to curriculum instruction and assessment; there is a clear focus on skills and deeper knowledge that prepare all children for success in college and careers;

- Greater emphasis on finding valid and reliable ways to assess young children's learning is prevalent. Vermont's pre-k programs share a common research-based assessment system, Teaching Strategies GOLD, which has solidified for early educators the link between instruction and learning;

- **Multi-tiered Systems of Support** (MTSS) acknowledge meeting children where they are with universal high quality instruction, environments, and relationships for all children. MTSS and Early MTSS for young children prior to kindergarten, provide targeted teaching and support for those children who need more instruction to gain skills, with intensive interventions available for children whose academic and behavioral needs are the greatest.

Beginning in 2012, a cross-section of early childhood development and education stakeholders was convened to begin the task of revising the VELS. The VELS Revision Committee included higher education representatives, teachers, policymakers, state agency personnel, Head Start practitioners, content area experts, special educators and early interventionists. They agreed that early childhood is the period of human development defined as the years from birth to age 8 and decided to adopt a birth through third grade continuum of Standards. Research has proven that when curriculum, instruction, and assessment are linked through the early childhood years, children do better. Looking at it this way, it makes sense to align Standards and assessment along a **continuum from birth to grade 3.** The VELS Revision Committee has worked from 2012 to the present to synthesize the changes in knowledge, research, and practice, both across the country and in Vermont, and make recommendations for a new set of Vermont Early Learning Standards. In 2013 the first draft of the new VELS was produced. With support from Vermont's Race to the Top Early Learning Challenge Grant (ELC), Catherine Scott-Little, a national expert on early learning Standards was hired to review drafts and engage in an iterative process with the Committee. Feedback from Dr. Scott-Little led to Draft 2 in 2014 and another round of revisions to produce Draft 3 which was shared with the public for its feedback and comment. As a result of this review and subsequent public comment, VELS was revised to better capture the essential areas of development and learning in the early childhood years from infancy through grade three.

Guiding Principles

We believe that:

1. Each and every child has promise. No matter their circumstances, we don't give up on children.
2. Each and every child develops and learns trust and respect through nurturing, responsive, and predictable relationships with family members, early childhood professionals and other adults and children.
3. Each and every child forms ideas of how the world works and their place in it through actively interacting with people, formal and natural environments and objects.
4. Each and every child has a unique life story written by its family, community, culture, heritage, language, beliefs and circumstances.
5. Each and every child learns and develops best when nutritional, physical and emotional needs are met, and when they feel safe and valued.
6. Families are a child's first, most consistent and important teachers.
7. Each family deserves respect and support as partners and decision makers in the education and development of their children.
8. Home language and culture are essential components of each family's identity; they are to be valued and maintained.
9. Young children learn through play, physical activity, exploration, inquiry, engagement, asking questions, and communicating with adults and other children.
10. Learning opportunities that are relevant, integrated across developmental domains, based on children's interests, and build on children's current knowledge and abilities are most effective in supporting each child's full potential.

11. To best support each and every child, early childhood professionals need the knowledge and skill to design, implement, assess, and adapt developmentally, culturally, linguistically, and individually appropriate practices.
12. Early childhood practices need to be evidence-based, aligned, cumulative, and appropriate to each child's developmental levels and needs.
13. Each and every child benefits from a continuous and seamless sequence of educational and developmental supports throughout early childhood (birth through third grade) to maximize their full participation and diminish the challenges of transitions. This consistency is particularly important for young children who are most at risk.

Purpose of VELS

The VELS is intended to be a resource for families, teachers, caregivers, administrators, and policy makers to answer two questions:

- What should children know and be able to do to prepare them to succeed in school and in life?
- What experiences should be available in homes, schools, and communities to help them gain the knowledge and skills that prepare them for school and life?

If you are a parent…the VELS will make you familiar with what your child is learning in child care, preschool, or grades K-3 and serve as a guide to the opportunities at home and in the community that prepare your child for success throughout school and life.

If you are an early childhood teacher…the VELS are your framework for curriculum and instruction. While they do not dictate **how** you should teach, they do guide and inform **what** early childhood experiences you should support, facilitate and provide; and **what** you should teach. VELS also inform **how** your curriculum and instruction should be tailored, **how play** can be incorporated into your curriculum and instruction, and **how** educational practices should be aligned with these Standards.

- For teachers of infants, toddlers, and preschoolers, the VELS are aligned and incorporate *Developmentally Appropriate Practices (NAEYC);*
- For preschool teachers working in Head Start settings and for teachers and caregivers in Early Head Start infant and toddler settings, the VELS are aligned with the 2015 Federal Office of Head Start's *Head Start Early Learning Outcomes Framework, Ages Birth to Five;*
- For K-3 teachers, the Common Core State Standards for English language arts and mathematics, the *Next Generation Science Standards*, and Vermont's Grade Level Expectations are built into the VELS.

If you are a program or school administrator…the VELS are a destination for what early childhood educators, teachers, and service providers should be doing to guide children's development and learning.

If you are a policy maker…refer to the VELS when making regulations or rules related to early childhood education and services, and use them as a resource to familiarize yourself with what young children need in the years leading up to and including the early school years.

Regardless of whether children are in preschool, elementary school, child care, or at home; whether they are typically developing or have diverse abilities and needs; whether they are learning to speak one language or many, the VELS represent common goals for development and learning during the early childhood years. The VELS are a tool for adults who are responsible to understand these goals, and provide the opportunities and experiences that allow all children to make progress toward or achieve them, including making adaptations and accommodations for children's unique circumstances.

Use of the VELS

The VELS ***should*** be used to:

- Inform families about the development and capabilities of children birth through grade 3;
- Guide educators in the development and selection of program-wide curriculum and educational strategies;
- Individualize curriculum and strategies for each child and serve as a roadmap for experiences and skills the child should begin developing next;
- Emphasize the importance of play as the foundation for children's development and learning;
- Support referrals of children to qualified specialists when concerns about development are raised;
- Provide a framework for administrators to oversee curricular practices and advocate for resources; and
- Contribute to a shared language and public awareness about the significance of early childhood education and experiences, and the need to invest resources early and wisely.

The VELS ***should not*** be used as:

- An assessment checklist,
- A comprehensive curriculum,
- A tool to diagnose or label children, or to keep children from progressing to the next level or grade,
- A mandate for specific teaching practices or materials,
- An evaluation of teachers or programs, or
- A rationale for excluding children from participating in programs or experiences.

Using the VELS with <u>All</u> Children

Early learning Standards make explicit the goals we have for children's learning and development throughout the years from birth to third grade. While we have these goals for all children, we recognize that some children will attain these goals earlier or later than their chronological age would suggest. Children with disabilities or developmental delays may follow a course of development that differs from their typically developing peers; their abilities may be delayed in one area but they may also be very strong in another area.

Some children learn English and another language at home, or start learning English when they come to preschool or first grade. Appropriately meeting the language, learning and cultural needs of these Dual Language Learners (DLL) requires special attention.

Acknowledging these differences does not diminish the importance of Standards to guide early childhood education and practice for every child; rather it invites us to have a deep understanding of individual children, family culture, and adaptations and accommodations that are needed for children who develop differently. Users of the VELS may need to look at Standards for younger or older age groups as needed in order to understand what and how the child is learning now, and how to support the child's next steps. Often, you will have to make changes in your practice, environment, and activities to meet the needs of all children, and the VELS can support you in this work

Using the VELS to Guide Intentional Teaching

Every day, young children should have experiences at home, in schools, and in their communities that make a difference to their growing bodies and minds. As educators, we have a responsibility to notice and provide opportunities that make a positive difference in their learning and development. Intentional teaching includes having instructional goals for children that guide our interactions, learning environments, and curriculum planning. The VELS provides a roadmap for intentional teaching by describing in detail our goals for the knowledge and skills children will gain through the early childhood years. “Intentional teachers know their children, understand how to promote learning through individualized learning experiences, and reach out to families to support enhanced, enriched, and emotionally nurturing experiences for all children.” (Getting it Right for Young Children from Diverse Backgrounds, Espinosa, Prentice-2010.)

Birth to 3

Preschool

Kindergarten

Grades 1, 2, 3

Organization of the VELS

ORGANIZATION

The Vermont Early Learning Standards begin with an introduction, explanations for how to use the VELS, and background information about what is unique to Vermonters' sensibilities and systems that underpin the early childhood years. The introduction is followed by the Standards themselves, which are presented in nine domains. The domains are the broad areas of development and learning that are the focus of all that happens in the years from birth through third grade. The domains are presented across three sections:

I. **Developing Self:** Approaches to Learning, Social-Emotional Development, Growing, Moving, and Being Healthy

II. **Communication and Expression**: Language Development, Literacy Development, Creative Arts & Expression

III. **Learning about the World**: Mathematics, Science, Social Studies

Within each domain there are elements, goals, and indicators/expectations that describe the essence of what children should know and be able to do during the early childhood years from birth to age 8.

The domains and Standards are presented in nine age categories; some of which overlap intentionally in an effort to demonstrate the variation that is typical of early childhood development. The age breakdowns include chronological age as well as conventional terminology:

- **Infants (birth to 12 months)**
- **Younger toddlers (9-18 months)**
- **Older toddlers (18-36 months)**
- **Younger preschoolers (36-48 months)**
- **Older preschoolers (48-60 months)**
- **Kindergartners (5-6 year olds)**
- **1st graders (6-7 year olds)**
- **2nd graders (7-8 year olds)**
- **3rd graders (8-9 year olds)**

We emphasize that all domains are interrelated, interdependent, and of equal importance. This is true whether we are talking about an infant and the Social and Emotional Development domain, or a second grader and the Growing, Moving and Being Healthy domain. The progress a child makes in one domain influences their accomplishments in other domains. For example it is widely accepted that children who are fatigued, hungry, or ill, will struggle to learn and participate fully in play and learning opportunities; the same is true for children who lack social skills or are challenged to regulate their emotions. All domains are important.

Following the domain title is an introduction to the domain; it gives a brief summary on the important ideas in this domain and what you will find within it. The elements, goals, and goal statements provide further detail of the critical aspect of the domain, and the indicators/expectations are the specific statements of the expectations for development and learning in each age group or grade level.

VELS at a Glance

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.

I

Developing Self

- Approaches to Learning
- Social and Emotional Learning and Development
- Growing, Moving and Being Healthy

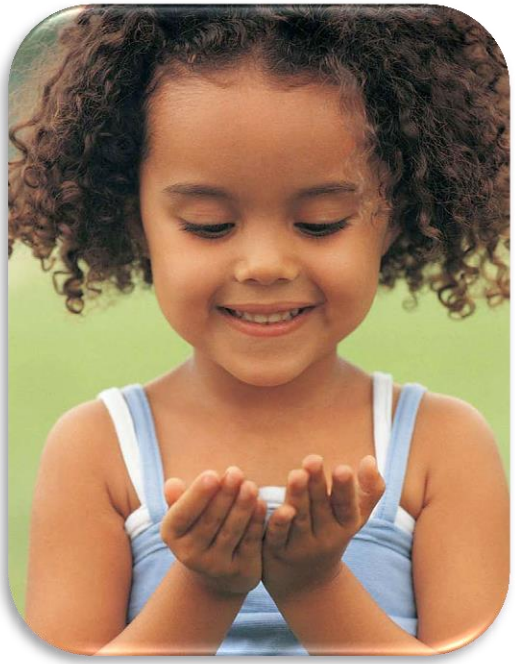
I

Developing Self

Approaches to Learning

Play is the highest form of research

~Albert Einstein



- Play and Exploration
- Initiative
- Problem Solving

Vermont Early Learning Standards (August 2015)

VERMONT AGENCY OF EDUCATION AGENCY OF HUMAN SERVICES

APPROACHES TO LEARNING

Young children come into the world eager to learn. They are competent, active learners who continually challenge themselves to move to new levels of understanding. They are problem solvers as well as problem generators who are innately curious about the natural world. They seek and create novel challenges. They are often self-motivated and self-directed, while influenced by strong social interactions. Multiple opportunities to explore, practice, play, and consolidate new skills and knowledge are essential to children's learning and development. Children approach learning opportunities in a variety of ways. This domain describes various learning approaches, including play, initiative and problem solving.

All children are able to learn and be successful. The ways in which they approach new learning opportunities are as varied as each child. Children develop a sense of curiosity through play and problem solving. They take initiative and persist with efforts for increasingly longer periods of time. They demonstrate creativity through play, exploration, and problem solving, and they develop the ability to connect past learning to new situations. These dispositions and skills enable children to strengthen attentiveness, construct knowledge, and become agents of their own learning.

Children's primary approach to learning is through play. Modes of play vary from simple manipulation of objects to complex games with rules. Children use play to make sense of their world, and to develop social and cognitive competence, self-regulation, and physical capabilities. Dramatic play, in particular, requires children to follow a "social script"; they need to take on a specific role, and interact with others while following the "rules" associated with their role. Since inclusion in play is desirable, children are highly motivated to maintain their role and, therefore, improve their ability to inhibit impulses and play cooperatively with others. Research indicates that complex dramatic play has cognitive, linguistic, social, and emotional benefits for children in preschool through grade three.

APPROACHES TO LEARNING

Element 1: Play and Exploration

Goal 1*:* Children engage in play to understand the world around them.

By the end of each age group, most children will:

Infants (By12 months)	Younger Toddlers (By 18 months)	Older Toddlers (By 36 months)	Younger Preschoolers (By 48 months)	Older Preschoolers (By 60 months)
1. Play independently (solitary play) 2. Respond to play activities (e.g. peek-a-boo) 3. Use senses to explore objects and toys (e.g., chews on toy) 4. Relate objects to each other (e.g. banging 2 blocks 5. Engage in simple turn-taking games	1. Engage in solitary and parallel play (e.g., children building blocks next to each other, but not interacting with each other). 2. Engage in intended use of toy (e.g., running car along the floor) 3. Engage in simple pretend play with actual objects (e.g., puts phone to ear, or doll to bed) 4. Play outside engaging with the natural environment (e.g., feeling leaves, digging in sand)	1. Engage in constructive play (e.g., use blocks to build a tower) 2. Engage in representational play (e.g., use a gourd as a hammer or a block as a phone) 3. Experiment with the outdoor environment (e.g., climb on rocks, roll down hills) 4. Build friendships through play	1. Engage in associative play (e.g., play without planning and negotiation) with other children for short periods of time 2. Primarily engage in basic constructive play activities (e.g., building road with rocks) and dramatic play activities by taking on a role 3. Build knowledge through play (e.g., blocks/math, dramatic play/literacy, water table/problem solving, outdoor play/science)	1. Engage solidly in "solitary", "parallel", "associative" and "cooperative play" (e.g., play that involves engagement, negotiation and pre-planning) 2. Engage in sustained play episodes (e.g., stays in a dramatic play role like "the baby") 3. Practice concepts through play (e.g., emergent writing: restaurant menu, geometry: naming the block shapes used in building a garage) 4. Play basic games with rules

APPROACHES TO LEARNING

Element 1: Play and Exploration

Goal 1*:* Children engage in play to understand the world around them.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
1. Play basic games with rules 2. Engage in a variety of play-based contexts, to develop skills in oral language, idea expression, problem-solving, and self-regulation 3. Incorporate the outdoor natural environment into play scenarios 4. Engage in productive play scenarios to develop oral language, express ideas, problem-solve, and develop self-regulation	1. Play moderate level games with rules with other children 2. Engage in intricate dramatic play and role play scenarios, some in real-world settings, that help then make sense of the world (e.g. acts out favorite stories with a group of friends) 3. Engage in child-initiated outdoor games and activities	1. Play advanced games with rules 2. Engage in dramatic play and role play scenarios and dramatic interpretations of text, including: flannel board stories, finger plays, and reader's theater 3. Organize outdoor games and projects	1. Engage in, negotiate, develop and organize games with rules 2. Cooperatively play with others in intricate dramatic play scenarios, making own props, engaging in multiple topics, expressing ideas 3. Produce and execute reader's theater scripts 4. Resolve conflicts during organized indoor and outdoor play activities

APPROACHES TO LEARNING

Element 2: Initiative

Goal 1*:* Children show curiosity about the world around them and take action to interact with it and learn.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Use senses to explore the immediate environment 2. Show interest in themselves (e.g., play with own feet) 3. Seek, initiate and respond to interactions with people and objects	1. Experiment with object to see how it reacts to different actions (e.g. bang , shake and roll pinecone) 2. Experiment with multiple objects to gain information (e.g. rolls car, ball and stuffed animal down a ramp) 3. Engage in simple cause and effect (e.g., jack-in-the-box, placing hand under faucet and getting sprayed with water) 4. Indicate preferences or dislikes for activities, people and experiences 5. Use memory as a foundation for more complex play, actions and ideas	1. Watch others and imitate or participate 2. Apply knowledge in new situations. 3. Ask questions to get new information 4. Initiate play with one peer	1. Observe others to enter play 2. Initiate play with one or more peers 3. Show interest in how things work 4. Explore and discuss a range of topics	1. Demonstrate flexibility, imagination and inventiveness in approaching task and activities through play 2. Explore and discuss a range of topics, ideas and tasks 3. Attempt to master new skills (e.g., riding a bike) 4. Ask questions to find out about future events

APPROACHES TO LEARNING

Element 2: Initiative

Goal 1: Children show curiosity about the world around them and take action to interact with it and learn.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
1. Initiate finding answers to questions using a variety of resources (e.g., find a book, through play with peer or simply asking an adult)	1. Engage in learning about new concepts and skills (e.g. use manipulatives to solve a math problem) 2. Ask questions to learn about surroundings and everyday events	1. Ask questions and conduct research about phenomena outside of own direct experiences 2. Explore self-directed interests independently or collaboratively 3. Develop a reasonable solution to a given problem	1. Ask increasingly complex questions about a variety of topics of interest 2. Use basic logic to explore a question 3. Demonstrate multiple methods for solving problems

APPROACHES TO LEARNING

Element 3: Problem Solving

Goal 1: Children display an interest in novel situations and demonstrate flexibility, creativity and innovation in solving challenging tasks.

By the end of each age level, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Use hands, mouth, and eyes in a coordinated manner to explore body, objects and surroundings 2. React to new voices or sounds by turning in the direction of the sound or changing facial expression 3. Demonstrate creativity by exploring objects in multiple ways (e.g. pushes a chair to maintain balance) 4. Watch and imitate the actions of others. 5. Use actions to solve simple problems (e.g., rolling to side to reach object)	1. Make discoveries about self, others, and the environment through a variety of multi-sensory/motor interactions 2. Experiment and practice to expand skill level 3. Use creative role playing to solve problems and to communicate needs 4. Try solutions to everyday problems until discovers one that works	1. Ask questions to gain information 2. Experiment with the environment, toys, and peers with purpose. 3. Demonstrate a willingness to try new activities and experiences 4. Experiment with the effect of own actions on things and people 5. Use simple problem-solving skills to figure out solutions to everyday problems	1. Invent new ways to use everyday items 2. Investigate new objects, scenarios, and problem situations 3. Seek to understand cause and effect ("If I do this, why does that happen?") 4. During play, problem-solve with others	1. Use imagination and creativity to interact with objects and materials 2. Uses a new skill in a variety of contexts 3. Engage in learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities 4. Demonstrate appropriate solutions to simple problems

APPROACHES TO LEARNING

Element 3: Problem Solving

Goal 1: Children display an interest in novel situations and demonstrate flexibility, creativity and innovation in solving challenging tasks.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
1. Use available materials in novel ways to meet desired goals. (e.g. build a new marble maze with recycled materials) 2. Work with peers to solve problems 3. Ask questions to find out about phenomenon of interest	1. Use prior knowledge to ask increasingly complex questions to gain information 2. Use a variety of means to gather new information. (e.g. read, experiment, use manipulatives, research, use technology, ask an expert)	1. Extend and elaborate ideas and conversation with peers and adults 2. Explore self-directed interests 3. Demonstrate multiple methods for solving a problem	1. Use basic "if, then" logic when thinking about complex information 2. Ask complex questions about an issue or problem 3. Synthesize information from multiple sources to be applied in a new context

I

Social and Emotional Learning and Development

- Emotions and Self-Regulation
- Self-Awareness
- Relationships with Adults and Peers

"Every child needs at least one person who is really crazy about him or her" (Bronfenbrenner. 1977)

SOCIAL AND EMOTIONAL LEARNING AND DEVELOPMENT

From the time infants first respond to our smiles, to when they are negotiating with us for just five more minutes of play, to when they begin to understand how to work on a team, our children are navigating the construct of our social world. Social and emotional skills are the "bricks and mortar" of all areas of development, according to Jack Shonkoff, Director of the Center on the Developing Child at Harvard University (Epstein, 2009). The Head Start Outcomes synthesize the importance of this area by noting that positive social emotional development in the early years provides the basis for life-long learning, relates to later academic success, prevents future behavior difficulties and is more effective than remedial practices in later school years (Office of Head Start, 2010). And, the National Scientific Council on the Developing Child report that, "the foundations of social competence that are developed in the first five years are linked to emotional well-being and affect a child's later ability to functionally adapt in school and to form successful relationships throughout life." -National Scientific Council on the Developing Child

Social and Emotional learning and Development includes Emotions and Self-regulation, Self-Awareness, and Relationships with Adults and Peers. All children differ in temperament, learning style, home environment, cultural background, needs and abilities. These differences are strengths that influence their development, learning and assurance within themselves to interact with adults, siblings, peers, familiar people, strangers, at home, in school, or other community settings. Children learn about groups to which they belong and about those in which they may not be a participant. They display a wide range of emotions and feelings that they can identify, talk about, recognize in others, and learn to manage appropriately. Social and emotional skills eventually lead children to being able to relate with others, develop trust, recognize and respect individual similarities and differences, and separate own wishes and thoughts from those of others. Infants seek out adults in their lives who respond to and meet their needs. As children mature and communication skills develop, they make demands, learn new expectations of behavior, ask why questions, and become independent action seekers. Later, they work with friends to solve problems and become more skilled in leading, following, and negotiating with others. Competent children challenge and test limits to understand their roles in different groups and settings. By the time children leave third grade, they will likely have best friends, play complex games with rules, control their own actions, and demonstrate empathy toward others.

There are a myriad of influences on a child's social development including, individual temperament, family culture, opportunities for practicing their growing social skills with a variety of children and adults, access to different community activities, and the quality of their early care and education. Recent research from the Center for the Social Emotional Foundations for Early Learning (CSEFEL) states that adults can shape and teach social emotional skills by using positive behavior supports. Children learn these skills more effectively when they have consistent expectations and opportunities to practice their newly found skills within supportive safe and nurturing environment.

"Children with greater social and emotional competencies have more success making friends, are more positive about school and have better grades and achievement later in elementary school" (Birch & Ladd, 1998; Raver & Knitzer, 2002)

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified the following five interrelated sets of cognitive, affective, and behavioral competencies that are critical for children's success in school, at work, and in life:

- Self-awareness—the ability to accurately recognize one's emotions and thoughts and their influence on behavior);
- Self-management—the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations, and to set and work toward personal and academic goals;
- Social awareness—the ability to take the perspective of and empathize with others from diverse backgrounds and cultures and to recognize family, school, and community resources and supports;
- Relationship skills—the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, including the skills to communicate clearly, listen well, cooperate, negotiate conflict constructively, and seek and offer help when needed; and
- Responsible decision-making—the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical Standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Aligning Preschool through High School Social and Emotional Learning Standards: A Critical and Doable Next Step Collaborative for Academic, Social, and Emotional Learning (CASEL) November 2013

SOCIAL AND EMOTIONAL LEARNING AND DEVELOPMENT

Element 1: Emotions and Self-Regulation

Goal 1*:* Children express a range of emotions and regulate their emotional and social responses

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Express emotions in many ways including e.g., gestures and vocalizations	1. Express a variety of emotions e.g., happy, sad, mad	1. Imitate different emotions or feelings through gestures and/or words	1. Express a range of emotions and feelings through appropriate gestures, actions and words	1. Express needs of self and others and stands up for rights of self and others
2. Regulate emotions and impulses e.g., soothes self	2. Respond with intent to adult speech, facial expressions, touch and/or movement	2. Identify common emotions in self and others e.g., happy, sad, mad	2. Identify and expresses needs of self and stands up for own rights	2. Make choices and shows understanding of consequences
3. Show some regulated daily routines e.g., sleeping and feeding	3. Take action to meet own needs e.g., pointing, stating, "more", or giving hugs	3. Use simple strategies to cope with own emotions e.g., appropriate gestures, actions and words	3. Make choice based on own likes and dislikes	3. Independently adapt behavior to fit different expectations and situations
4. Develop some ability to attend to primary caregiver or toys with support	4. Follow simple routines e.g., goes to sink when an adult mentions hand washing	4. Engage self in pretend play for short periods of time	4. Adapt behavior to fit different expectations and situations with adult support e.g., following daily routine, family culture	4. Participate in small and large group peer selected and adult led activities
5. Show ability to continue interaction with familiar adults or toys for more than just a brief time	5. Go to familiar adults for reassurance	5. Participate in activities and experiences with people, objects or materials that require attention and common focus	5. Start and stop activities based on external cues	5. Use problem solving skills to compromise and resolve conflicts e.g., offers to trade toy for another, takes turn with another child
	6. Show ability to attend to people, objects and activities to extend an activity or join others in a common focus	6. Show increased ability to stay engaged when working toward a goal or solving a problem	6. Engage self and others in play including back and forth interactions	6. Focus on a self-selected activity or task to completion with adult help
	7. Persist in attempts to communicate need	7. Persist in attempts with different strategies until successful	7. Express empathy and sympathy to peers e.g., gives hug to friend when crying, brings band-aide to friend when hurt	7. Manage transitions with minimal direction from adults

SOCIAL AND EMOTIONAL LEARNING AND DEVELOPMENT

Element 1: Emotions and Self-Regulation

Goal 1: Children express a range of emotions and regulate their emotional and social responses

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
1. Attend to and complete activity with minimal distraction	1. Focus attention to complete tasks/topics assigned by others	1. Demonstrate longer attention span while engaged in tasks assigned by others	1. Initiate the use of self-calming strategies to cope with uncomfortable emotions
2. Focus on a self-selected activity or task to completion	2. Control strong emotions in an appropriate manner most of the time	2. Complete cooperative projects with other children independently	2. Complete and accurately reflects of role in group work
3. Recognize how own actions affect others	3. Make decisions and solve simple problems with other children independently	3. Apply strategies steps for resolving more complex conflict and problem solving	3. Consider multiple viewpoints when solving conflicts
4. Manage feelings and social situations with greater independence	4. Describe strategies to cope and manage stress	4. Manage strong emotion using known strategies	4. Consistently focus attention during non-preferred activities
5. Seek help, clarification, and permission from teachers or other adults	5. Demonstrate flexibility for schedule change		5. Concentrate on more complex projects and complete tasks even with a few interruptions
6. Resolve some simple conflict through problem solving and negotiation prior to seeking adult help			6. Demonstrate patience with personal limitations; controls feelings based on how they affect others
7. Apply some basic relaxation techniques e.g., 'mountain breathing'			
8. Engage in more structured large and small group activities			

SOCIAL AND EMOTIONAL LEARNING AND DEVELOPMENT

Element 2: Self-Awareness

Goal 1: Children demonstrate an awareness of own personal characteristics, skills and abilities

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Show awareness of own body 2. Recognize physical attributes of self and familiar people e.g., baby's toes, gramma's glasses, daddy vs mommy 3. Show beginning awareness of own skills e.g., uses finger to push button on toy 4. Attend with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions 5. Show awareness of familiar routines by behaviors (e.g., opening mouth for feeding or lifting arms to be picked up)	1. Express self as individual through gestures, actions, and language e.g., me/mine 2. Recognize own skills and abilities e.g., if I blow on this wand bubbles will come out 3. Use skills and abilities to meet own needs e.g., picks up book and brings to daddy 4. Respond to others' emotional expressions, often by sharing an emotional reaction (e.g., showing excitement when other children are excited) 5. Anticipate familiar routines or activities (e.g., getting shoes when it's time to go or looking for parent when it's time to go home)	1. Demonstrate behaviors that reflect self-concept e.g., practices building block tower 2. Show increased awareness of own abilities and demonstrates self-confidence 3. Display assertiveness e.g., "Let me do it!" 4. Show understanding of some emotional expressions of others by labeling the emotions, asking questions, or responding in appropriate non-verbal ways. 5. Refer to personal or family experiences that have happened in recent past (e.g., grandparent visit or family celebration)	1. Identify personal characteristics, preferences, thoughts, and feelings 2. Stand up for own rights 3. Make choice based on their own likes and dislikes 4. Identify own gender, family members roles, and home culture 5. Demonstrate growing independence in a range of activities, routines, and tasks.	1. Express needs of self and others 2. Stand up for rights of self and others 3. Make choices and understand consequences 4. Show confidence in range of abilities and in the capacity to accomplish tasks and take on new tasks 5. Express cultural influences from home, neighborhood and community e.g., celebrating traditions 6. Demonstrate an understanding and acceptance of similarities and differences among people e.g., gender, race, special needs, culture, language and family

SOCIAL AND EMOTIONAL LEARNING AND DEVELOPMENT

Element 2: Self-Awareness

Goal 1: Children demonstrate an awareness of own personal characteristics, skills and abilities

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
1. Recognize how own actions affect others 2. Manage feelings and social situations with greater independence 3. Report to friends or adult about a family or a cultural tradition 4. Demonstrate the ability to allow for own personal space and respect others space 5. Offer to help younger children do things they can't do for themselves 6. Identify self within the context of family, school and community (e.g., big brother, friend, neighbor)	1. Recognize different cultural ethnic groups 2. Display knowledge and pride in personal cultural ethnic heritage 3. Show pride in own work or accomplishment 4. Recognize that others may experience situations differently 5. Relate identifying information about self and others e.g., states address, phone number, birthday	1. Inquire about own family history and culture 2. Base friendships on mutual enjoyment and activities 3. Connect with other children in different settings and cultures 4. Show pride in their own and others work or accomplishments 5. Seek acceptance from peer group 6. Recognize that others may have different perspectives based on various experiences	1. Write about themselves in the context of family, culture and environment 2. Engage in the sharing of other's viewpoints on a variety of topics 3. Gain acceptance of peers by checking to ensure that they are in agreement 4. Take responsibility for own well-being

SOCIAL AND EMOTIONAL LEARNING AND DEVELOPMENT

Element 3: Relationships with Adults and Peers

Goal 1: Children develop healthy positive relationships with adults and peers

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Respond to adult through actions or vocalization e.g., repeat 'ooo' or 'baba from adult 2. Engage in simple back and forth (1-2) playful interactions with adults e.g., cooing, peek-a-boo, ball play 3. Show enjoyment in interaction with other children e.g., smiling, reaching out, giggling 4. May cry when another child cries	1. React to familiar and unfamiliar adults e.g., reaching out to mother, hiding behind dad's legs 2. Engage in more complex back and forth playful interactions with others e.g., hide n seek, finger-plays 3. Demonstrate simple prosocial behavior e.g., waving goodbye, saying "thank you", hugging 4. Show sadness or concern when another child is crying or upset (e.g., may seek adult help or offer blanket, food or soft toy)	1. Develop trust and interacts comfortably with familiar adults 2. Take turns during simple games and in conversation 3. Demonstrate increased interest as well as frustration with other children 4. Begin to imitate roles and relationship through play e.g., feeding baby doll, driving daddy's car, dancing like a ballerina 5. Use words in play with peers e.g., giving simple direction 6. Use words in interaction with adults e.g., "I'll be the mommy you be the baby" 7. Use words or gestures to express empathy toward another child or adult who is hurt or crying (e.g., "are you ok?", "don't cry", or helps to pick up spilled crackers)	1. Play with other children sharing objects, talking back and forth for several minutes 2. Establish secure and trusting relationships with familiar adults 3. Begin to respect the rights of others 4. Communicate with familiar adults and accepts some guidance and direction 5. Cooperate with others during play and in daily routines 6. Develops friendships with peers 7. Uses socially appropriate behavior with peers and adults	1. Play and cooperate with other children sharing objects, conversations, and ideas 2. Respect the rights of others recognizing their feelings and responding with courtesy and kindness 3. Accept guidance and direction from familiar adults and seeks their support when needed 4. Suggest solutions to social problems

SOCIAL AND EMOTIONAL LEARNING AND DEVELOPMENT

Element 3: Relationships with Adults and Peers

Goal 1: Children develop healthy positive relationships with adults and peers

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Builds Trust with Adult 1. Solicit help from adults to accomplish challenging tasks 2. Respond to and question adult directives for greater understanding 3. Engage in reciprocal conversation with familiar adults 4. Build trust with adults; engages with trusted adults as resource and to share mutual interests **Developing social skills** 5. Initiate, join and sustain positive interactions with small group of 2 -3 children 6. Engage in cooperative learning activities to complete a task 7. Play cooperatively with 3 or 4 others for sustained periods of time 8. Express themselves in new settings 9. Engage in games and activities that require adherence to rules 10. Initiate sharing and turn taking when appropriate 11. Respect others' differences in comparison to self 12. Recognize positive qualities in others 13. Invite others to join a group 14. Identify friends on the basis of proximity and frequency of interaction	1. Interact cooperatively in groups of 4-5 children 2. Identify ways to work and play well with peers 3. Demonstrate positive social entry skills with peers and adults 4. Respect the feelings, rights and belongings of others 5. Show increasing ability to constructively resolve conflicts with peers 6. Cooperate in small and large group activities	1. Identify and establish positive relationships with peers and adults 2. Identify the positive characteristics of friendship 3. Apply social norms to connect 4. Recognize a connection between personal behavior and social communication 5. Listen to others and begin to understand their perspective 6. Advocate for self and others 7. Speak up about an injustice they see and take action with peers 8. Consider the best approach to a problem before reacting	1. Recognize that social norms and safety considerations guide behavior 2. Recognize there are differences in skill and ability among peers 3. Discriminate different points of view among peers and adults 4. Demonstrate respect for personal space and belongings 5. Help themselves and others make socially acceptable choices and responsible decisions 6. Describe appropriate responses to harassment, bullying intimidations and abuse 7. Analyze more complex problems to help identify the type of solution needed 8. Identify friends based on personalities rather than liking the same toys/activities 9. Alternate between the roles of leader and follower in order to sustain play

I

Growing, Moving and Being Healthy

- Motor Development and Coordination
- Health and Safety Practices

GROWING, MOVING AND BEING HEALTHY

As children grow from newborns to third graders, their nervous systems mature; this maturational process enables them to perform increasingly complex large and fine muscle movements. Children also need to develop strength, coordination, balance, and stamina to play, explore, get from one place to another, and complete various other activities. In order for children to develop to their full potential, they need good nutrition, health habits and decision-making; skills to perform daily self-care tasks; safety awareness; and knowledge to avoid harmful risks. In the early years, adults are primarily responsible for children's physical health and development. In the later preschool years, kindergarten and primary grades, we anticipate children will apply what they've learned and use healthy and safe behaviors at home, in school and in other community settings.

Physical and motor development happens in a predictable way, although the exact sequence and rate of physical growth may vary. Children with motor delays or disabilities may experience physical and motor developmental milestones at a different rate or need to use alternate ways to achieve these milestones (e.g., use a wheelchair). These children will need the support of adults who know how to make adaptations, and/or have the expertise to recommend specialized technology and equipment that will allow children with motor delays or disabilities to access and participate in activities alongside their peers. These children also may need specialized instruction to learn self-care skills, and develop good health and safety practices.

One's culture also can have an impact on the development of skills within this domain. Children whose home culture places a different value on their becoming independent in self-care routines may need more time to acquire these skills. In some cultures, it is not uncommon for parents to feed and dress children beyond the age at which the dominant culture expects. If we take the time to get to know families' cultural beliefs and differences, we build a foundation of trust, mutual understanding and respect. Such a foundation enables us to collaborate with families to support their children's acquisition of skills that will help them be successful in their home and dominant cultures.

Vermont's Growing, Moving and Being Healthy domain includes the following elements: *Motor Development and Coordination, Physical Well-Being, and Health and Safety Practices.* The indicators in this domain are aligned with the 2015 *Head Start Early Learning Outcomes Framework, Ages Birth to Five* , Vermont's PREK-Grade 4 *Physical Education Grade Expectations,* and Vermont's *Health Education Grade Expectations.* Since the Physical Education Grade Expectations (GEs) are presented in clusters of two grades, the indicators are written to be assessed at the end of the grade cluster rather than at each grade level. Also, the GEs for physical education are included in the Motor Development as well as Health and Safety Practices. The Vermont Health Education Grade Expectations (GEs) are written as PREK-grade 5 and are assessed in grade 5. Consequently, the indicators for health practices in this domain are aligned with the health GEs, but reflect earlier developmental expectations.

The Growing, Moving and Being Healthy domain is foundational to all of the other domains. Children who get adequate daily physical activity and rest, good nutrition, and can take care of their own body needs will have better learning and developmental outcomes.

Element 1: Motor Development and Coordination

Goal 1: Children develop strength, coordination, and control of their large muscles.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Maintain upright posture when sitting or standing 2. Move to explore immediate environment (e.g. scoots, creeps, crawls) 3. Pull to stand, cruise, then walk a few steps independently 4. Balance while exploring immediate environment (e.g., sit and reach for toys without toppling over)	1. Move hands and legs together to push, pull, and climb (e.g., carry objects while walking, pull a toy on a string behind them, push a toy shopping cart, climb on the coffee table) 2. Demonstrate emerging balance and coordination (e.g., stoop and squat to explore objects on the ground, crawl up stairs and down them backwards) 3. Sustain balance during simple movements (e.g., walk independently, stand legs apart and swat to music)	1. Walk and run with increasing skill demonstrating the ability to change speeds and direction 2. Coordinate moving arms and legs to complete a task (e.g., catch a large ball against body, climb on play equipment, kick a stationary ball) 3. Sustain balance during simple movements (e.g., jump off low step landing with both feet; walk up and down stairs one at a time with both feet; walk backwards)	1. Sustain balance during more complex movements (e.g., balance on one foot for a few moments, walk along a straight line or low beam; jump over obstacles landing on two feet) 2. Coordinate moving arms and legs to complete a task more complex task (e.g., pedal a tricycle) 3. Move through space with good coordination and show body awareness to stop and start with control 4. Manipulate balls or similar objects with flexible body movements (e.g., catch a ball by trapping it against body, kick stationary ball by running or stepping up to it, throw a ball)	1. Exhibit motor control and balance when moving the whole body in a range of physical activities (e.g., alternate feet walking up and down stairs, propelling a wheelchair or mobility device, skipping, running, climbing and hopping) 2. Demonstrate motor control and coordination when using objects for a range of physical activities (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, pedaling a tricycle) 3. Move through space showing awareness of own body in relation to other people and objects 4. Manipulate balls or similar objects with flexible body movements (e.g., bounce and catch a ball

GROWING, MOVING AND BEING HEALTHY

Element 1: Motor Development and Coordination

Goal 1: Children develop strength, coordination, and control of their large or gross muscles.

By the end of each grade cluster, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
1. Solve simple movement challenges individually involving body parts or self and general space. 2. Identify large and small body parts 3. Demonstrate progress toward the mature form of selected loco-motor and manipulative skills, and the ability to stop and start on a signal 4. Identify and demonstrate personal and general space 5. Demonstrate momentary stillness in a variety of balance activities	1. Solve simple movement challenges with a partner and movement challenges involving one or more movement concepts alone or with a partner. 2. Select a developmentally appropriate level of challenge, and perform successfully. 3. Demonstrate body movement and shapes 4. Demonstrate competency in the mature form of selected locomotors and manipulative skills, and the ability to stop with control at a boundary 5. Demonstrate the ability to change direction, quickly and safely, without falling. 6. Identify the locomotors movement. 7. Apply space concepts in simple games and other activities 8. Demonstrate and understand balancing skills alone or with equipment 9. Demonstrate an understanding of the variations in force 10. Demonstrate contrast between fast and slow movement, a simple rhythmic movement, and following a simple rhythmic movements led by the teacher 11. Combine two fundamental skills and demonstrate smooth transitions between movements		1. Solve simple movement challenges in a group, and increasingly more complex challenges 2. Select an appropriate piece of equipment to be challenged yet successful at a task 3. Adjust own movement to work successfully with a partner 4. Identify body parts, their actions when describing a movement (including muscle groups), and an awareness of the relationship of body parts 5. Demonstrating competency in the mature form of a leap, alternating the leading foot 6. Solve more complex movement challenges with others, including apply space concepts in simple games and other activities. 7. Demonstrate balancing with control on a variety of equipment, and an understanding of static and dynamic balance. 8. Demonstrate an understanding of how the body creates and absorbs force 9. Demonstrate contrast between fast, medium and slow movement, incorporation of a variety of equipment with rhythmic movements and patterns, and develop a movement sequence that incorporates a change in tempo

Element 1: Motor Development and Coordination

Goal 2: Children develop strength, eye-hand coordination, and control of their small or fine motor muscles.

By the end of each age group or grade level, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Transfer objects from one hand to another 2. Use both hands to hold, reach for and let go of objects 3. Coordinate movements using eyes and hands (e.g., bring hands together, stack rings)	1. Demonstrate control of hands and fingers (e.g., pick up a ball, hold a large crayon and make marks) 2. Move fingers independent of other fingers (e.g., point to objects) 3. Demonstrate eye-hand coordination (e.g., feed themselves finger foods, fill container with smaller objects)	1. Feed themselves using utensils and hands 2. Coordinate use of hands and fingers to accomplish more complex actions (e.g., put together knob puzzles, turn pages of a book) 3. Perform simple fine motor skills (e.g., use play dough, string large beads) 4. Use tools that require finger and hand coordination (e.g., string large beads)	1. Feed themselves using utensils independently 2. Refine grasp to manipulate tools that require strength, control and dexterity (e.g., pressing down with pencils or crayons to make a clear mark, cut paper, joining snap beads) 3. Demonstrate more complex eye-hand coordination (e.g., complete puzzles with smaller pieces, use tongs to grasp objects)	1. Demonstrate fine motor skills requiring greater strength and control (e.g., use a paper punch, stapler, spray bottle) 2. Use eye-hand coordination to accomplish more complex tasks (e.g., button or zip clothes, eat with a fork, cut out simple shapes staying close to lines, use writing tools, fit pegs into pegboard)

Kindergartners	First Graders	Second Graders	Third Graders
1. Use small, precise finger and hand movements (e.g., builds a structure using the small Legos) 2. Use 3-point finger grip when writing or drawing	1. Use smooth, controlled finger and hand movements that also require eye-hand coordination (e.g., pours water into a water bottle with a small opening with little spillage, traces shapes)	1. Continue using controlled finger and hand movements to accomplish tasks (e.g., knitting on large needles; playing a recorder) 2. Demonstrate control and appropriate pressure when using writing and drawing tools	1. Manipulate grade-appropriate tools and intricate materials with control and precision (e.g., cut and handle small pieces of paper to make a mosaic, keyboarding skills) 2. Move writing and drawing tools more quickly and accurately across page

GROWING, MOVING AND BEING HEALTHY

Element 2: Health and Safety Practices

Goal 1*:* Children develop healthy eating habits and knowledge of good nutrition.

By the end of each age group or grade level, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Communicate feelings of hunger and fullness (e.g., cry or search for food, turn away when full) 2. Show food preferences 3. Eat different kinds of foods (e.g., liquids, pureed or soft foods, finely chopped food)	1. Try new foods 2. Eat a variety of nutritious foods from all food groups 3. Eat finger foods (e.g., Cheerios)	1. Try new foods 2. Show interest in and communicate about food, textures, tastes (e.g., crunchy, warm, sweet) 3. Consume age nutritious beverages (e.g., water, milk)	1. Try new foods 2. Eat a variety of nutritious foods and communicate that some foods and beverages are good for them (e.g., milk, fruit, vegetables) and some are not (e.g., soda, snack chips) 3. Choose to eat foods that are better for the body than others, with assistance	1. Eat a variety of nutritious foods 2. Distinguish food on a continuum from most healthy to less healthy 3. Assist adults to prepare healthy snacks and meals 4. Communicate food preferences 5. Sort food into food groups and communicate benefits of healthy foods

Kindergartners	First Graders	Second Graders	Third Graders
1. Help prepare healthy snacks and meals 2. Communicate simple explanations for own and others' food allergies	1. Identify a variety of nutritious food choices 2. Select a variety of foods that can be eaten for healthy snacks 3. Create a list of foods that should be limited 4. Communicate the importance of eating a variety of nutrient-rich foods	1. Communicate the benefits of eating a variety of nutrient-rich foods 2. Create healthy fruit and vegetable snacks 3. Set a short-term personal goal for healthy eating 4. Communicate the consequences of health behaviors and choices, including food choices, that may prevent illness with assistance and support	1. Choose a variety of healthy foods in appropriate portions 2. Identify and classify foods, including recommended amounts to eat 3. Identify major nutrients supplied by food groups necessary for growth and maintenance of a healthy body and mind

Element 2: Health and Safety Practices

Goal 2: Children develop personal health and self-care habits, and become increasingly independent.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Sleep well and show alertness during waking periods 2. Develop a personal sleep routine or pattern 3. Indicate, in a variety of ways, own personal health and self-care needs and wants (e.g., cry/vocalize when need changing or hungry) 4. Tolerate, show interest, and assist in care routines (hand washing, raise arms for dressing)	1. Participate and cooperate with sleep routines (e.g., choose a book, get preferred sleep 'object') 2. Use objects and follow routines that are comforting (e.g., pick out favorite book to be read before nap/bedtime) 3. Cooperate and may assist with care routines (mouth care, hand washing, dressing, bathing)	1. Fall asleep on own and sleep well, waking rested and ready to be active 2. Communicate to request things they need (e.g., food when hungry, drink when thirsty) 3. Show some independence in personal care routines 4. Initiate and complete some personal health routines and self-care needs with assistance (e.g., wash hands, brush teeth, dress/undress) 5. Use personal care objects (e.g., face cloth, brush) with assistance 6. Participate in bathroom routine, show interest in toilet training, and use the toilet with help 7. Communicate with caregiver when not feeling well 8. Name people who help children stay healthy (nurse, doctor, dentist)	1. Stay awake except during nap time and initiate and participate in sleep routines with increasing independence 2. Participate easily and know what to do in routine activities (such as meal time, nap time) 3. Take care of own toileting needs with little assistance 4. Attend to personal health needs and self-care needs independently (e.g., dress and undress with limited assistance) 5. Follow basic hygiene practices with reminders and limited assistance (e.g., brush teeth, wash hands, use toilet, cough into elbow) 6. Gain independence in hygiene practices (e.g., cough into elbow, wash hands, flush toilet)	1. Communicate with words or sign language to ask adults or peers specifically for the kind of help needed in a particular situation 2. Independently start and participate in sleep routines 3. Communicate ways sleep keeps us healthy and makes us feel good 4. Communicate how daily activity and healthy behavior promote overall personal health with some support 5. Independently complete personal care tasks (e.g., brushing teeth, toileting, washing hands) 6. Explain the importance of doctor and dentist visits and cooperate during these visits and with health and developmental screenings 7. Recognize and communicate when experiencing pain or symptoms of illness 8. Participate in structured and unstructured physical activities

Element 2: Health and Safety Practices

Goal 2: Children develop personal health and self-care habits, and become increasingly independent.

By the end of each grade cluster, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
1. Identify several physical activities that are personally enjoyable 2. Attempt new movements, skills, and activities 3. Continue to participate in structured and unstructured physical activities 4. Communicate the value of good health practices (e.g., wash hands to get rid of germs, drink milk to build strong bones)	1. Define in own words the four health-related fitness components and begin to identify some physiological signs of exercise. 2. Identify an activity and a benefit associated with each of the four health-related fitness components. 3. Describe their range of feelings resulting from participating in physical activity, attempt new activities, and continue to participate when initially unsuccessful. 4. Understand how to reduce their health risks through the practice of healthy behaviors with assistance 5. Demonstrate the ability to make decisions that lead to better health with reminders		1. Define, apply, and assess the four health-related fitness components 2. Identify additional physiological effects of the different levels of exercise 3. Identify a wide range of activities and benefits associated with the four health-related fitness components. 4. Identify personal strengths and weaknesses 5. Select a challenging but attainable physical activity goal and continue towards goal by working with a partner when initially unsuccessful. 6. Demonstrate a basic understanding of how culture, media, peers, family, and other factors influence healthy behaviors with assistance 7. Demonstrate the ability to set personal goals to enhance health with assistance

Element 2: Health and Safety Practices

Goal 3: Children develop the ability to identify unsafe situations, and use safe practices.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Show preference for and trust in familiar caregivers 2. Notice and imitate adults' reactions to new people and situations 3. Express discomfort or anxiety in stressful situations	1. React to simple verbal or nonverbal warnings of danger (e.g., 'Stop! Wait! Hot!) 2. Watch familiar adults for appropriate reactions to unfamiliar things or situations 3. Show some caution about unfamiliar and/or unsafe situations	1. Respond appropriately to redirection by adults in order to avoid unsafe situations (e.g., stop before crossing street) 2. Identify harmful or unsafe objects or situations with assistance 3. Increase self-control over impulses (e.g., wait for adult to cross street and not run into street) 4. Seek an adult's help when in an unsafe or dangerous situation 5. State and follow simple safety rules with adult support	1. Independently identify and avoid situations and objects that might cause harm 2. Follow basic safety rules with occasional reminders 3. Demonstrate safety awareness when using objects (e.g., carry scissors with points down to avoid accidents) 4. Seek an adult's help when another child is in an unsafe or dangerous situation 5. Understand the difference between safe and unsafe touch	1. Avoid potentially dangerous behaviors (e.g., do not take medicine or cross road without adult assistance) 2. Follow basic safety rules and show safe behavior for self and others by applying established rules, procedures and safe practices with adult guidance 3. Identify adults in their communities who can keep them safe (e.g., police, firefighter) 4. Communicate an understanding of the importance of health and safety routines and rules 5. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations

Element 2: Health and Safety Practices

Goal 3: Children develop the ability to identify unsafe situations, and use safe practices.

By the end of each grade cluster, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
1. Show safe behavior for self and others by applying established class rules, procedures, and safe practices with teacher guidance 2. Explain the reasons for safety rules 3. Demonstrate responsibility for following established class rules, procedures, and safe practices with teacher reinforcement. 4. Demonstrate understanding that some practices (e.g., accepting rides from strangers) may be personally dangerous 5. Recognize personal privacy in relation to their body	1. Apply established class rules, procedures, and safe practices with limited teacher guidance 2. Demonstrate responsibility for making and applying rules regarding class procedures and safety 3. Follow simple game rules safely, with good sports like behavior (with and without direct teacher supervision)		1. Practice personal and group safety by applying class rules, procedures, and practices 2. Demonstrate responsibility for applying personal and group safety during play 3. Practice fair play by using socially appropriate behavior and accepting decisions of the person in charge 4. Use appropriate responses to harassment, bullying, intimidation or abuse

Communication and Expression

- Language Development
- Literacy Development
- Creative Arts & Expression

Vermont Early Learning Standards (August 2015)

VERMONT AGENCY OF EDUCATION AGENCY OF HUMAN SERVICES

II

Communication and Expression

Language Development

- Receptive Language (Listening)
- Expressive Language (Speaking)
- Social Rules of Language
- Dual Language Learners

LANGUAGE DEVELOPMENT

Language begins with the very first cries at the moment of a child's birth and signals the beginning of communication. A baby's early reflexive sounds develop into purposeful speech when she has a communication partner who listens and responds to her by opening and closing circles of communication, also known as "serve and return". Serve and return refers to what happens when children make a sound or express a need or idea, and adults respond with eye contact, words, and physical warmth to communicate "you are important and I want to connect with you". Speech sound patterns, consisting of vowel and consonant combinations, eventually become functional words.

Language includes the expression of ideas, feelings, wants, and needs; equally important is the ability to listen, understand another person, and follow directions. It also includes communicating with a social purpose in socially appropriate ways. Children increase their language and communication skills by engaging in meaningful experiences that build their general knowledge about the world.

Children with language disorders, compromised hearing, or other developmental delays may use tools other than the spoken word to learn to communicate. Pictures, symbols, gestures, American Sign Language, assistive technology' and other augmentative and alternative communication systems may be needed on the way to developing, or instead of, using typical speech. We want the same goals for children whose language and communication develop differently, although their pace and pathways may vary from children who are developing typically.

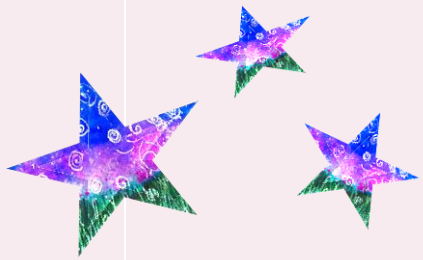
The Vermont Early Learning Standards for Language Development include six Elements: Receptive Language, Expressive Language, Social Rules of Language, Dual Language Learners, Speaking & Listening, and Language. The latter two are taken directly from the Common Core State Standards (CCSS) for English Language Arts. The relevant indicators of the 2015 *Head Start Early Learning Outcomes Framework, Ages Birth to Five* are aligned with these Vermont Early Learning Standards.

Element 1: Receptive Language (Listening)

Goal 1: Young children attend to, comprehend, and respond to increasingly complex language.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Turn towards voices and focus on speech directed towards them 2. Show excitement when hear familiar voices or familiar words (e.g., mama) 3. Briefly look at the same object that an adult is looking at and talking about	1. Respond to simple requests when accompanied by gestures 2. Respond to own name 3. Identify familiar people or objects when asked to do so 4. Demonstrate receptive vocabulary of 50 or more words in home language	1. Respond to simple requests when not accompanied by gestures 2. Follow one step directions 3. Listen to familiar stories and show comprehension by reacting to them 4. Respond to action words by doing the action	1. Follow two step directions 2. Demonstrate understanding of increasingly longer sentences (e.g., compound sentences) in responds or actions 3. Show evidence of a receptive vocabulary of several hundred words 4. Demonstrate in responses or actions an understanding of new vocabulary in stories, activities, and conversations	1. Follow multistep directions especially when these are familiar activities (e.g., steps in getting ready to play outdoors) 2. Demonstrate an understanding of complex statements having 1 or 2 phrases (e.g., Please put the toothbrush in the box under the sink) 3. Demonstrate an understanding of different language forms such as questions and exclamations 4. Demonstrate through conversation comprehension of more complex vocabulary (i.e., abstract concepts and words beyond everyday vocabulary)



LANGUAGE DEVELOPMENT

Element 2: Expressive Language (Speaking)

Goal 1: Young children use increasingly complex vocabulary and grammar to express their thoughts, feelings, and ideas.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Vocalize and use gestures to communicate (e.g., wave hi/bye) 2. Babble (e.g., bah bah, ma ma) and jabber (e.g., bada) 3. Mimic the intonation of adult speech (e.g., rise to question)	1. Combine gestures and words to communicate thoughts, feelings, needs (e.g., shake head 'no' with a vocal 'no') 2. Name familiar people, objects and animals (e.g., says mama when see her) 3. Speak clearly enough to be understood by people who are close and familiar 4. Say at least 25 meaningful words (consistent and recognizable to caregivers)	1. Speak in 2-5 word sentences (e.g., I go home) 2. Omit some words in a sentence (e.g., "the", "is") 3. Overgeneralize saying some irregular verbs or plural incorrectly (e.g., "goed" rather than "went") 4. Use negatives and add descriptive words when speaking 5. Say 50 or more words in home language 6. Ask simple questions 7. Speak clearly enough to be understood by strangers but some speech sound errors are still heard (e.g. 'My fumb (thumb) hurts") 8. Respond to questions	1. Use details when describing activities and experiences 2. Speak in complete 4-6 word sentences 3. Use correct forms of common irregular verbs and plurals (e.g., "went", "saw", "men")	1. Use sentences with more complex grammatical structures when speaking (e.g., embedded clauses, such as "My teacher, who likes dogs, is nice" 2. Engage in storytelling 3. Combine 5-8 words into sentences. 4. Use different forms of language for different purposes 5. Use abstract and increasingly detailed and varied vocabulary when speaking (e.g., use "turquoise" rather than" blue" or "I want to fly into space when I grow up")

LANGUAGE DEVELOPMENT

Element 3: Speaking & Listening (CCSS)

Goal 1: Children demonstrate an increasing ability to comprehend and participate in collaborative conversations. Their ability to present information and discuss their ideas increases at each grade level.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Comprehension and Collaboration 1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions b. Continue a conversation through multiple exchanges. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions [*more*] 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **Presentation of Knowledge and Ideas** 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly.	**Comprehension and Collaboration** 1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something. **Presentation of Knowledge and Ideas** 1. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 2. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 3. Produce complete sentences when appropriate to task and situation	**Comprehension and Collaboration** 1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions b. Build on others' talk in conversations by linking their comments to remarks of others. c. Ask for clarification and further explanation as needed [*more*] 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. **Presentation of Knowledge and Ideas** 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences 6. Produce complete sentences when appropriate to task and situation	**Comprehension and Collaboration** 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats. 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **Presentation of Knowledge and Ideas** 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Element 4: Social Rules of Language

Goal 1: Young children initiate and maintain conversations with others while developing knowledge and use of the social rules of language.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Initiate and engage in simple turn taking interactions with others by using gestures, vocalizations, or facial expressions 2. Respond differently to different tones of voice and facial expressions 3. Use appropriate eye contact and engage in joint attention	1. Watch for signs of being understood by others and repeat efforts if not initially successful 2. Continue to initiate and engage in communications with others through gestures, words, and facial expressions	1. Ask "why" questions to gain information 2. Use pauses and simple prompts to maintain a conversation	1. Use nonverbal cues during conversations according to personal cultural norms (e.g., eye contact, physical distance from conversational partner) 2. Engage in brief conversations and stay on topic 3. Use culturally acceptable social rules when communicating with others (e.g., vocal tone and volume, turn taking)	1. Listen and respond on topic during longer conversations with others and in group discussions 2. Use simpler language when talking with younger children 3. Initiate conversations with others and maintain topic of conversation 2-4 turns 4. If misunderstood may simply repeat the same sentence rather than trying a different way of conveying the message

LANGUAGE DEVELOPMENT

Element 5: Language (CCSS)

Goal 1: Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Conventions of Standard English 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*). d. Understand and use question words (interrogatives) e. Use the most frequently occurring prepositions (e.g., *to*, *from*, *in*) [*more*] f. Produce and expand complete sentences in shared language activities. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I*. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Conventions of Standard English** 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*). d. Use personal, possessive, and indefinite pronouns (e.g., *I*, *me*, *my*; *they*, *them*, *their*; *anyone*, *everything*). e. Use verbs to convey a sense of past, present, and future. f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions 1. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	**Conventions of Standard English** 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., *group*). b. Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*). c. Use reflexive pronouns (e.g., *myself*, *ourselves*). d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	**Conventions of Standard English** 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., *childhood*). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Element 5: Language (CCSS) *(continued)*

Goal 1: Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Knowledge of Language (Begins in grade 2)	**Knowledge of Language** (Begins in grade 2)	**Knowledge of Language** 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening a. Compare formal and informal uses of English.	**Knowledge of Language** 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English.
Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s), as a clue to the meaning of an unknown word.	**Vocabulary Acquisition and Use** 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	**Vocabulary Acquisition and Use** 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content[*more*] a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse) e. Use glossaries and dictionaries	**Vocabulary Acquisition and Use** 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, to determine or clarify the precise meaning of key words

LANGUAGE DEVELOPMENT

Element 5: Language (CCSS) *(continued)*

Goal 1: Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Vocabulary Acquisition and Use 5 . With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use [*more*] d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march), by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	**Vocabulary Acquisition and Use** 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	**Vocabulary Acquisition and Use** f. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content g. Use sentence-level context as a clue to the meaning of a word or phrase. h. Determine the meaning of the new word formed when a known prefix is added to a known word i. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). j. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse) k. Use glossaries and beginning dictionaries 5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy) b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts	**Vocabulary Acquisition and Use** 5. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. e. Use sentence-level context as a clue to the meaning of a word or phrase. f. Determine the meaning of the new word formed when a known affix is added to a known word g. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). h. Use glossaries or beginning dictionaries, to determine or clarify the precise meaning of key words 6. Demonstrate understanding of word relationships and nuances a. Distinguish the literal and nonliteral meanings of words and phrases b. Identify real-life connections between words and their use. c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty 7. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases

Element 6: Dual Language Learners—Receptive and Expressive English Language Skills

Goal 1: Young children whose home language is not English, demonstrate the ability to listen, understand, and respond to increasing more complex spoken English.

Children who learn two languages are referred to as "dual language learners" since they are still learning their first language while acquiring a second Language. There are two distinct pathways for how dual language learners develop. Some children grow up in families where both the home language and English have been used since they were born. In such cases, these children are "simultaneous" dual language learners since they are learning both languages prior to the age of two. For these children, the process of learning the second language is very similar to the stages of learning their first language. Simultaneous dual language learners may appear to have a smaller expressive vocabulary in any one of their two languages, and they may mix words of the two languages (i.e., code switching) in a sentence. However, if the child's language environments continue to support the child's development in both languages, the child will become a bilingual speaker with the ability to use and comprehend both languages.

On the other hand, some children grow up in families where English is rarely spoken, if at all; the home language is how the family communicates. When the child enters a setting (e.g., preschool, first grade) where English is the dominant language, the children will need to acquire English as their second language. The "sequential" dual language learner's acquisition of English language will depend on many factors in addition to chronological age. Progress will depend upon the child's personal characteristics (e.g., outgoing, risk-taker, shy), cognitive abilities, the amount and quality of the child's exposure to English, the child's motivation and her social and cultural experiences, as well as the characteristics of the first language and the child's level of development in the home language. Therefore, the rate of English language acquisition varies across children, but there are generally accepted stages of second language acquisition; these are presented in the chart below. [Reference Tabor]

Home Language Use	Nonverbal Period	Telegraphic and Formulaic Speech	Productive English Language Use
During this stage, the child: ○ Uses home language to communicate ○ Attends when others speak English ○ Engages in activities by imitating others' behaviors ○ Decreases use of home language as she becomes aware that others are speaking another language and that they cannot understand her.	**During this stage, the child:** ○ Enters into a nonverbal period and relies on gestures, context, and nonverbal cues to understand and communicate ○ Acknowledges or responds nonverbally to common words or phrases (e.g., hi, snack time, come play) when accompanied by gestures ○ May repeat sounds and words in English to self to try it out ○ Observes others using English to learn about the new language	**During this stage, the child:** ○ Uses one or two word sentences to communicate ideas, needs, and feelings (e.g., "Play cars.") ○ Memorize and say frequently heard phrases (e.g., "I like pizza." "How are you?")	**During this stage, the child:** ○ Begins to construct sentences in English ○ Demonstrates comprehension and use of a larger and more varied age appropriate vocabulary ○ Uses more complex English grammar, although contain some grammatical errors or omissions ○ Becomes aware of her errors and uses this understanding to learn new vocabulary and grammar

DUAL LANGUAGE LEARNERS

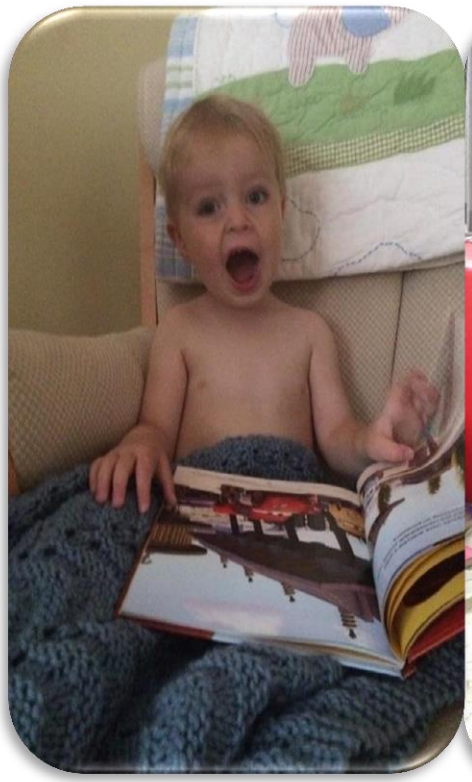
There are many persisting myths about learning more than one language in early childhood. For example, the belief that children who are learning English should only speak in English and the home language should be discouraged continues despite the abundant research showing that use of the home language supports growth in a second language as well as affirming the child's cultural identify. Also, the assumption that speaking two languages is confusing for children as evidenced by their "mixing" the two languages when they speak continues. Mixing the two languages is a part of the child's development as a dual language learner. Typically by age 8, if the child has been learning English and the home language for a few years, mixing decreases as the child associates a particular language with specific settings and conversation partners. These and other assumptions are not supported by research nor by the millions of children in countries across the globe who grow up learning two or more languages. What we know is as follows:

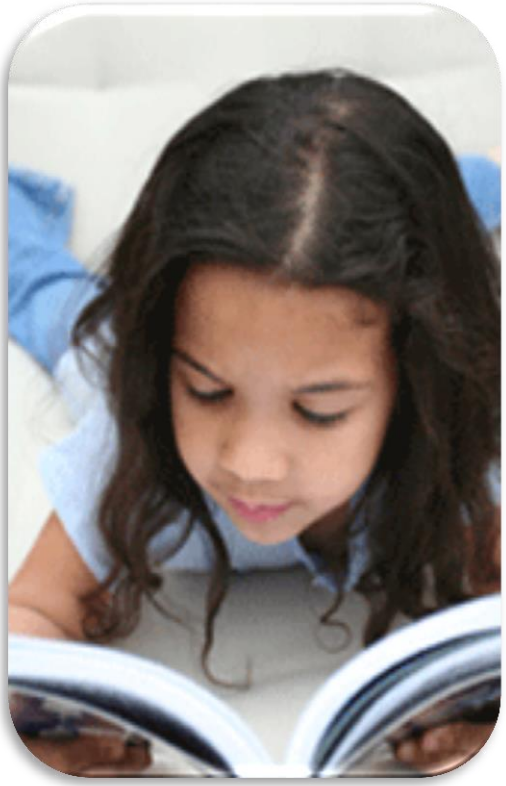
- Learning a second language is a long process. Although there are certain neurological advantages to learning a second language as a child between the ages of 3-8 years, becoming proficient in a language and using it appropriately in a variety of settings takes time. Understanding and using the second language to successfully execute academic tasks may take more time, perhaps a couple of years beyond gaining functional everyday language use.
- It is important for families to continue to use the home language with the child so that the home language continues to develop as the child acquires English. A child who has developed age appropriate language skills in the home language will be able to transfer some of those skills to use in learning English more quickly and effectively.
- Learning two languages does not confuse children as long as both languages are supported. When they are, the child will become bilingual. Research has shown that there are significant cognitive advantages to being bilingual (e.g., enhanced executive functioning, self-regulation) that last throughout life.
- Culture is intrinsically tied to language and to identity. When young children are learning English in an early care and education program or in a kindergarten or primary grade, they also are learning the culture of those settings. Additionally, children bring the culture and language of their home to those settings. In order to maintain their families' culture they need to retain their home language and learn to navigate between the two different cultures.

II

Communication and Expression

Literacy Development



LITERACY DEVELOPMENT

While our human brains are wired for language and communication, we become literate through a much more intentional learning process. Literacy includes the skills of reading, writing, speaking and listening, and using print to make sense of the world. Exposure to oral language, storytelling, and book reading are essential experiences in the infant-toddler and preschool years and they lay the foundation for learning to read and write in kindergarten and the primary grades. Exposure to language and the written word gives children experience hearing and distinguishing between letter sounds, rhyming, word recognition, and concepts about print. They gain access to text and build content knowledge through read alouds and verbal interactions about text. As children enter the primary grades, literacy skills allow them independent access to content knowledge.

Very young children are gaining book appreciation skills and developing concepts about print when they are read to, allowed to turn the pages, and bring a book to a trusted adult who will read it with them. They learn that letters and words have meaning when adults point to a sign and say, “Oh look, it says EXIT. We can go out through that door”, or “Let’s make a list so we don’t forget what to buy at the store”. Older children use books and other print to gain information, and are exposed to increasingly more complex text delivered through simple technologies (e.g., pencil) and new technologies.

LITERACY DEVELOPMENT

Element 1: Foundational Reading Skills

Goal 1: Children develop the foundational skills needed for engaging with print, reading and writing.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
Print Concepts 1. Show interest in looking at books and in adult initiated literacy activities	**Print Concepts** 1. Point to pictures in a book 2. Turn pages 3. Notice environmental print	**Print Concepts** 1. Demonstrate that print represents words (e.g., pretend to read text)	**Print Concepts** 1. Identify letters of the alphabet as a specific type of symbol that can be named 2. Display some book handling skills (e.g., orient book right side up and turn pages)	**Print Concepts** 1. Indicate where to start reading on a page and how to move across and down a page. 2. Demonstrate knowledge of the association between written words and spoken words 3. Display book handling skills
Phonological Awareness 2. Imitate and take turns with others making sounds 3. Experiment and play with sounds 4. Respond differently to different sounds	**Phonological Awareness** 4. Listen to and participate in familiar songs, rhymes, and stories 5. Play with different sounds	**Phonological Awareness** 2. Notice sounds that are the same and different 3. Fill-in words of familiar songs, stories, or finger plays 4. Imitate tempo and speed of sound	**Phonological Awareness** 3. Identify words as separate units in a sentence 4. Fill-in words in a familiar rhyme 5. Segment spoken compound words with modeling and assistance	**Phonological Awareness** 4. Segment syllables in spoken words with modeling and assistance 5. Determine if two words rhyme 6. With modeling and assistance, segment onsets and rimes of single-syllable spoken words
Phonics and Word Recognition ○ Emerging	**Phonics and Word Recognition** ○ Emerging	**Phonics and Word Recognition** 5. With modeling and assistance, recognize that letters of the alphabet are a special category of symbols 6. Identify simple, familiar environmental print	**Phonics and Word Recognition** 6. Point out own name in print 7. Name some of the letters of the alphabet, especially those in their names	**Phonics and Word Recognition** 7. Associate some letters of the alphabet with their specific sounds 8. Identify words that start with the same letter as their name
Fluency ○ Emerging	**Fluency** ○ Emerging	**Fluency** 7. Pretend to read a familiar book 8. With modeling and assistance, use pictures to "read" text	**Fluency** 8. Use pictures to "read" text	**Fluency** 9. Pretend to read a familiar book using language from the text and reading-like intonation

LITERACY DEVELOPMENT

Element 1: Foundational Reading Skills

Goal 1: Children develop the foundational skills needed for engaging with print, reading and writing.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Print Concepts 1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	**Print Concepts** 1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	***No Print Concepts Standards for this grade level***	***No Print Concepts Standards for this grade level***
Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	**Phonological Awareness** 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds	***No Phonological Awareness Standards for this grade level***	***No Phonological Awareness Standards for this grade level***

LITERACY DEVELOPMENT

Element 1: Foundational Reading Skills *(continued)*

Goal 1: Children develop the foundational skills needed for engaging with print, reading and writing.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	**Phonics and Word Recognition** 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final *–e* and common Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	**Phonics and Word Recognition** 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. g. Recognize and read grade-appropriate irregularly spelled words.	**Phonics and Word Recognition** 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.

Element 1: Foundational Reading Skills *(continued)*

Goal 1: Children develop the foundational skills needed for engaging with print, reading and writing.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Fluency 4. Read emergent reader texts with purpose and understanding.	**Fluency** 4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**Fluency** 4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**Fluency** 4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LITERACY DEVELOPMENT

Element 2: Reading

Element 2a: Engagement with Literature and Informational Text

Goal 1: Children develop "book language" and demonstrate comprehension.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Show interest in shared reading activities and looking at books 2. Explore book through sight, touch, and by using their mouths	1. Focus attention for short periods of time when read to 2. Use "book babble" when holding a book to mimic sound of reading 3. Demonstrate preference for favorite books 4. Pretend to read and write the way they see parents and others do 5. Request adults to read a favorite book	1. Provide particular language from a book at appropriate times during shared reading experiences 2. Request adults to read a book 3. Answer simple questions about the story with modeling and assistance 4. Actively participate in shared reading experiences by asking questions and making comments 5. Retell some events in a familiar story with modeling and assistance	**1.** Use pictures to predict book content 2. With modeling, assistance, and props, retell or re-enact a familiar story. 3. Use storybook language, forms and conventions (e.g., once upon a time, the end) when telling stories 4. Have and share an opinion about what they liked and didn't like about a story or book 5. Demonstrate appreciation for a variety of literary genres (e.g., fantasy, informational texts, non-fiction, fiction) 6. Listen to and discuss informational text and literature 7. Point to print illustrating that print carries a message	1. Identify characters and setting in a story read aloud 2. Use story title, pictures, content and prior knowledge to predict story content 3. Make connections between stories and real-life experiences 4. Retell or re-enact a familiar story in the correct sequence of a familiar story's major events with prompting and support 5. Ask and answer questions about the characters and major events of a story with prompting and support

LITERACY DEVELOPMENT

Element 2: Reading
Element 2b: Reading Literature

Goal 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.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Key Ideas and Details 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories including details. 3. With prompting and support, identify characters, settings, and major events in a story.	**Key Ideas and Details** 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details.	**Key Ideas and Details** 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Describe how characters in a story respond to major events and challenges.	**Key Ideas and Details** 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Craft and Structure 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems) 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	**Craft and Structure** 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text.	**Craft and Structure** 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	**Craft and Structure** 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections. 6. Distinguish their own point of view from that of the narrator or those of the characters.

Element 2: Reading
Element 2b: Reading Literature *(continued)*

Goal 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.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Integration of Knowledge & Ideas 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 8. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	**Integration of Knowledge & Ideas** 7. Use illustrations and details in a story to describe its characters, setting, or events. 8. Compare and contrast the adventures and experiences of characters in stories.	**Integration of Knowledge & Ideas** 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 8. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	**Integration of Knowledge & Ideas** 7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). 8. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Range of Reading & Level of Text Complexity 9. Actively engage in group reading activities with purpose and understanding.	**Range of Reading & Level of Text Complexity** 9. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	**Range of Reading & Level of Text Complexity** 9. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Range of Reading & Level of Text Complexity** 9. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

LITERACY DEVELOPMENT

Element 2: Reading
Element 2c: Reading Informational Text

Goal 1: Children demonstrate knowledge of the key ideas and details of stories read to 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.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Key Ideas & Details 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **Craft and Structure** 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	**Key Ideas & Details** 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. **Craft and Structure** 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	**Key Ideas & Details** 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. **Craft and Structure** 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	**Key Ideas & Details** 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **Craft and Structure** 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 6. Distinguish their own point of view from that of the author of a text.

Element 2: Reading
Element 2c: Reading Informational Text *(continued)*

Goal 1: Children demonstrate knowledge of the key ideas and details of stories read to 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.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Integration of Knowledge & Ideas 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 8. With prompting and support, identify the reasons an author gives to support points in a text. 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **Range of Reading & Level of Text Complexity** 10. Actively engage in group reading activities with purpose and understanding.	**Integration of Knowledge & Ideas** 7. Use the illustrations and details in a text to describe its key ideas. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **Range of Reading & Level of Text Complexity** 10. With prompting and support, read informational texts appropriately complex for grade 1.	**Integration of Knowledge & Ideas** 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 8. Describe how reasons support specific points the author makes in a text. 9. Compare and contrast the most important points presented by two texts on the same topic. **Range of Reading & Level of Text Complexity** 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Integration of Knowledge & Ideas** 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 9. Compare and contrast the most important points and key details presented in two texts on the same topic. **Range of Reading & Level of Text Complexity** 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

LITERACY DEVELOPMENT

Element 3: Writing

Goal 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.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Make random marks 2. With adult assistance, hold writing tools	1. Make random marks and some scribbling 2. Use simple writing tools without adult assistance	1. Scribbles with more control and sometimes purpose 2. Tell others what the scribbles or drawings represent 3. Use dictating, scribbles, or drawings to communicate a message 4. Use a variety of writing tools	1. Use scribbles, mock letters, shapes and pictures to purposefully represent experiences, ideas, objects, lists,labels or stories 2. Experiment with a variety of writing tools and surfaces 3. Write some letters with assistance and modeling 4. Dictate a story or event for adult to write	1. Use writing and drawing for various purposes, such as giving information, narrating stories, or giving an opinion 2. Copy, trace, or independently write letters or words 3. Print or copy own name and identify some of the letters 4. Use "sound spelling" (use initial sound of word and other letters to represent sounds heard in the word) 5. Participate in shared writing experiences (e.g., contributing ideas to a story)

LITERACY DEVELOPMENT

Element 3: Writing

Goal 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.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Text Types and Purposes 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…) 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order they occurred, and provide a reaction to what happened.	**Text Types and Purposes** 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 	**Text Types and Purposes** 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	**Text Types and Purposes** 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. d. Provide a concluding statement or section. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. d. Provide a concluding statement or section 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Element 3: Writing *(continued)*

Goal 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.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Production and Distribution of Writing 4. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 5. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. **Research to Build and Present Knowledge** 6. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 7. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **Range of Writing** (Begins in grade 3)	**Production and Distribution of Writing** 4. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 5. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **Research to Build and Present Knowledge** 6. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). 7. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **Range of Writing** (Begins in grade 3)	**Production and Distribution of Writing** 8. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 9. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **Research to Build and Present Knowledge** 10. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). 11. Recall information from experiences or gather information from provided sources to answer a question. **Range of Writing** (Begins in grade 3)	a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. **Production and Distribution of Writing** 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. **Research to Build and Present Knowledge** 7. Conduct short research projects that build knowledge about a topic. 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **Range of Writing** 9. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Element 4: Dual Language Learners—Literacy in English

Goal 1: Young children, whose home language is not English, demonstrate an increasing ability to engage in literacy experiences in English.

The continuum of literacy development of young Dual Language Learners who are learning their home language and English somewhat resembles the literacy development of English-only speakers described in Elements 1, 2, and 3 of the Vermont Early Learning Standards; however, there are some differences. As with English only speakers, oral language development in English and/or the home language has a pivotal role in the ability of young dual language learners to develop literacy skills. The oral language skills that are the underpinnings of literacy development in any language are: (1) listening and comprehending spoken language, (2) using the language to communicate with others, (3) using age-appropriate vocabulary and grammar, and (4) hearing and distinguishing the sound of the language (Espinosoa, 2013, p.2). To a great extent, the level of the dual language learner's abilities in each language will determine the success and ease the child will experience in acquiring literacy skills in that language.

In addition to the dual language learner's oral language ability in her home language and/or English, emergent literacy skills such as phonological awareness, print concepts, and other foundational skills pave the way to literacy. As with oral language development, these foundational literacy skills are developed best through meaningful interactions with print in the context of supportive personal relationships with family members and others. Additionally, if a dual language learner is developing these foundational literacy concepts and abilities in her home language, she can transfer much of this knowledge to English. The evidence is clear that the strength of the home language and literacy experiences in the home language support children's literacy development in English.

The nature and timing of young dual language learners' acquisition of literacy in English are dependent on many personal characteristics of the child (e.g., age, motivation, cognitive ability), the quality and quantity of the child's literacy experiences in English, as well as the child's oral language ability in English. Therefore, the trajectory of dual language learners' acquisition of English literacy skills fluctuates from child to child. It should be noted that research has shown that dual language learners may face some challenges due to the fact that they are learning two languages, especially if they only encounter English after age two. While dual language learners can decode written language and seemingly "read", they may not comprehend what they are decoding. In order to comprehend print, both dual language and English-only children need an "extended vocabulary" and the "mental lexicon" or concept of what is being read; know the syntax or grammar, understands narrative and "book language". Since dual language learners have vocabularies and use grammars in two languages, the child's reading comprehension may trail her decoding skills. Therefore, early educators need to be especially intentional in supporting oral language development including using increasingly more complex sentence structures, expanded vocabularies, and exposure to rich and varied experiences. Additionally, early educators need to be mindful to engage families, provide culturally responsive opportunities for the families, and support the family's efforts to continue developing the home language, including literacy development in the home language.

II

Creative Arts and Expression

- Visual Arts
- Music
- Theatre (Dramatic Play)
- Dance

CREATIVE ARTS AND EXPRESSION

The domain, Creative Arts and Expression, is included within the Communications area of learning and development to emphasize the focus on the arts as an opportunity for children's self-expression, exploration, improvisation, and another way for them to communicate their thoughts and feelings. Vermont's Creative Arts and Expression Standards for young children from infancy to third grade are focused on a *process* rather than a *product* approach. Adults facilitating children's learning of the creative arts should focus on the process; so put away the patterns, the samples, the coloring pages, the step-by-step instructions, and instead provide materials and time for open-ended exploration of art materials, pretend-play scenarios, music, and movement experiences. Adults should acknowledge the child's creative processes and emphasize the joy in these activities. Art materials should be available for visual and spatial learners; movement should be used as a learning tool as so many children are bodily-kinesthetic and physical learners at this developmental level; imagination and improvisation should be fostered to promote creative thinking and problem-solving skills; music can be in the background or at the forefront at various times of the day and can simply set the stage for the classroom atmosphere or be focused specifically on a skill such as building vocabulary.

Young children are holistic learners; the Creative Arts are an integral part of how children come to learn about their world. The creative arts are an often left-out segment of the curriculum for a variety of reasons, including financial constraints, the lack of confidence of the classroom teacher, or the prioritization of other areas of learning especially in grades K-3. There is evidence showing that the creative arts can support all areas of learning and should be employed as an instructional strategy across the continuum. Preschool children may use art materials to create a menu in a pretend restaurant scenario. Second grade children may communicate their understanding of simple math problems or scientific discoveries by drawing their processes and results. Children may communicate their understanding of a book through the visual arts or dramatization. Opportunities for creative arts and expression should be part of a young child's daily routine; the arts allow children to communicate beyond the spoken word.

Vermont's Creative Arts and Expression domain includes the Elements of: *Visual Arts, Music, Theatre,* and *Dance*. This domain is aligned with the 2015 *Head Start Early Learning Outcomes Framework, Ages Birth to Five ; Vermont Grade Expectations* (i.e., PreK-K, 1-2, 3-4), and informed by the National Core Arts Standards (i.e., PreK, Grade1, 2, 3). The *Vermont Grade Expectations* (GEs) for the Arts are presented in two grade level clusters (e.g., PreK-K, 1-2, 3-4) with the understanding that children meet the "expectation" at the conclusion of the higher grade level.

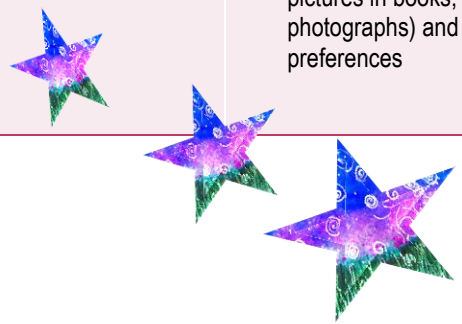
CREATIVE ARTS AND EXPRESSION

Element 1: Visual Art

Goal 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.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Gaze at pictures, photographs 2. Show preference for bright colors and contrasting shapes 3. Hold, touch, and experience different textures of objects	1. Make marks with crayons, markers, and paints 2. Explore all types of art materials and processes (e.g., paints, modeling clay, or play dough, collage, stamping) 3. Express creativity using simple art materials (e.g., chalk, finger paints, shaving cream) 4. Respond to visual arts (e.g., pictures in books, paintings, photographs) and communicate preferences	1. Create 2D and 3D art by experimenting with a variety of art materials (e.g., paint, clay) 2. Create representations of real objects in child-initiated art work (e.g., labels scribbles and shapes "mom") 3. Demonstrate preference for favorite colors 4. Use shape of marks or object created to label ideas or movement 5. Communicate preference of one piece of art over another	1. Create art that expresses individual creativity by using various materials and techniques 2. Build 3D shapes with clay and other materials 3. Explore the properties of art materials and use them purposefully to create an idea or object 4. Discuss own artistic creations	1. Create artistic works through an open-ended process that reflect thoughts, feelings, experiences, or knowledge 2. Independently plan and complete artistic creations such as drawings, paintings, collages 3. Discuss own artistic creations and those of others 4. Show appreciation for different art forms and the creative work of others



CREATIVE ARTS AND EXPRESSION

Element 1: Visual Art

Goal 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.

By the end of each age group, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Skill Development 1. Create artistic works using line in various media (e.g., pencil, marker, cut-outs) to create shape and image 2. Handle art tools and materials (e.g., scissors, paintbrushes, adhesives) in their production of art 3. Use elements of 2D and 3D design 4. Participate in group art activities (e.g., mural) 5. Use media and materials to convey feeling or idea through art 6. Identify different media (e.g., drawing, painting, sculpture) **Reflection and Critique** 7. Use art specific vocabulary (e.g., thick/thin line, circle, square, rectangle, triangle) 8. Critique art by making affirmative statements (e.g., I like how you mixed colors) **Making Connections** 9. Communicate ideas, feelings from other disciplines through visual arts (e.g., draw growth of seed) **Approach to Work (i.e., Visual Arts)** 10. Demonstrate willingness to participate in art activities 11. Use materials and space safely 12. Participate in individual and/or group art willingly and appropriately 13. Respond constructively as members of an audience/group	**Skill Development** 1. Create art by using line in various media to create shape and image 2. Handle and name art tools and materials 3. Create art by using elements of 2D and 3D design (e.g., mixing colors to form secondary colors, forming a 3D object with texture) 4. Demonstrate understanding of art concepts and vocabulary by identifying and using basic elements and principles of design (e.g., texture, pattern, primary and secondary colors) 5. Name and use different media, genre and techniques (e.g., printmaking, landscape, portrait) 6. Compare a variety of purposes for making art (e.g., tell a story, communicate emotion, beautify functional objects) **Reflection and Critique** 7. Use art specific vocabulary (e.g., primary, secondary colors, horizontal/vertical lines, pattern, texture, collage, portrait) 8. Critique by making affirming statements (e.g., I like..) 9. Critique by asking questions of own work and of the artist **Making Connections** 10. Make connections between the arts by identifying similarities and differences in genres (e.g., sculpture and painting) 11. Use art to communicate idea, concepts, feelings from other disciplines 12. Describe what an artist does 13. Identify how arts have relationship to family and community events **Approach to Work (i.e., Visual Arts)** 14. Demonstrate willingness to participate in art activities 15. Respond constructively as members of an audience/group 16. Participate in individual and group art activities		**Skill Development** 1. Create art by demonstrating techniques and process in 2D work 2. Use various art tools and materials for specific purposes 3. Use elements of 2D and 3D design 4. Experiment with media and materials to convey feelings or ideas 5. Identify and use elements and principles of design (e.g., space, organic shapes) 6. Identify and use art concepts and vocabulary appropriate to different media, genre, and techniques (e.g., watercolor, still life, symmetry) 7. Compare motivations and purposes for making art in different times and places **Reflection and Critique** 8. Describe art using specific vocabulary (e.g., warm and cool colors, foreground) 9. Explain qualities that may evoke emotion and meaning 10. Compare and contrast works of art including one's own work 11. Critique by asking questions and suggesting changes **Making Connections** 12. Connect act to disciplines by demonstrating relationships of different elements 13. Identify the roles of the arts and artists in the community *14.* Create art based on a culture **Approach to Work (i.e., Visual Arts)** 15. Generate and try out a variety of strategies to address challenges creating art 16. Demonstrate willingness to participate and see it to completion

CREATIVE ARTS AND EXPRESSION

Element 2: Music

Goal 1: Children engage in making and listening to music as a vehicle for expression and learning.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Imitate sounds by babbling and other vocalizations during or after an adult sings or chants 2. Attend to and make eye contact with caregivers who are singing 3. Use toys and objects as instruments to make sounds (e.g., bang pot with a wooden spoon)	1. Recognize and associate a particular song or sound with a particular meaning (e.g., clean-up song) 2. Use toys and objects to intentionally make sounds 3. Experiment with objects to change sound 4. Imitate sounds heard (e.g., repeat "moo" when prompted)	1. Explore and use rhythm instruments to make music 2. Use objects or instruments to experiment with rhythms 3. Sing and clap during individual or group activities 4. Demonstrate enjoyment in making music through participation and repetition 5. Make up simple and often nonsense songs	1. Use simple musical instruments to produce rhythms and tones 2. Repeat a short melody 3. Show awareness of different musical tempos, beats and rhythms by clapping or playing simple instruments 4. Identify different musical instruments 5. Participate willingly in music activities 6. Describe musical experiences they have participated in or observed	1. Experiment with musical instruments 2. Recall and imitate different musical tones, rhythms, as they make music 3. Express creativity through music 4. Participate in music activities such as clapping, stomping, listening or singing

CREATIVE ARTS AND EXPRESSION

Element 2: Music

Goal 1: Children engage in making and listening to music as a vehicle for expression and learning.

By the end of each grade cluster, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Skill Development No indictors in this sub-section for PREK-K **Reflection and Critique** 1. Use specific vocabulary to describe music (e.g., loud/quiet) 2. Critique using affirmative statements (e.g., I like..) **Making Connections** 3. Communicate ideas, feelings from other disciplines (e.g., create sound of a tornado, imitate the sound of rain) **Approach to Work (i.e., Music)** 4. Demonstrate willingness to take part in musical activities 5. Use materials and work space safely 6. Participate in individual and/or group activities 7. Respond constructively as a member of an audience	**Skill Development** 1. Create music by improvising with instruments and voices based on poetry, songs, media 2. Create music by composing, using graphic and symbol systems 3. Participate in music by singing alone and in unison, using various rhythms and maintaining a steady beat 4. Play music with instruments, alone and with others, using various instruments, in rhythm, maintaining a steady beat 5. Demonstrate music concepts by moving, drawing, and singing/playing instruments in response to contrasting music (e.g., high/low, long/short) 6. Demonstrate music concepts by reading and notating familiar symbols (e.g., quarter, eighths notes and quarter rests) through playing, singing **Reflection and Critique** 7. Describe music using specific vocabulary (e.g., loud/soft) 8. Critique music by making affirming statements 9. Critique and revise music by asking questions of own and others' music **Making Connections** 10. Connect music with other disciplines by identifying similarities and differences in genres 11. Connect music with other disciplines (e.g., show understanding of music through illustration or movement or sound) 12. Describe what a musician does **Approach to Work (i.e., Music)** 13. Demonstrate willingness to take part in musical activities 14. Participate willingly in individual and group music activities 15. Respond constructively as audience		**Skill Development** 1. Create music by improvising simple rhythmic accompaniments, short instrumental pieces and songs 2. Compose and arrange with a variety of sound sources (e.g., electronic sounds) 3. Sing alone and with others, on pitch, in rhythm, maintaining steady beat 4. Play musical instruments alone and with others on pitch, in rhythm 5. Use music concepts and vocabulary by moving, drawing, singing or playing instruments in response to types of music (e.g., pitch, tempo, form) 6. Read and do notation on familiar and unfamiliar patters **Reflection and Critique** 7. Describe music using specific vocabulary (e.g., tempo, dynamics) 8. Interpret music by explaining qualities that may evoke emotion and meaning 9. Compare and contrast music including own pieces 10. Critique using specific evidence 11. Suggest changes and respond to suggested changes that are effective **Making Connections** 12. Identify roles of music and musicians in community 13. Create or perform music based on a culture 14. Describe how music has a relationship to time and place (e.g, spirtuals) **Approach to Work (i.e., Music)** 15. Generate and try out strategies to solve music problems they encounter

Element 3: Theatre (Dramatic Play)

Goal 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.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Imitate familiar actions (e.g., stirring using a spoon)	1. Engage in "pretending" by themselves (e.g., feeds herself bottle, places phone to ear and vocalizes) 2. Role play familiar, every day events and routines (e.g., feed a doll, go shopping) 3. Use hats, pocketbooks, clothes for dress-up and simple role playing 4. Use object for intended purpose during play	1. Participate in pretend play with other children 2. Recreate familiar everyday scenes and routines using props and costumes 3. Pretend to be a person or an animal through movement, language, and/or sounds 4. Use random objects to 5. represent other objects 6. during play (e.g., block becomes a cell phone) 7. Link together a sequence of pretend play behaviors (e.g., put on hat, grab bag to go shopping) 8. Use pretend play to depict real-life experiences	1. Use creativity and imagination to manipulate materials and assume roles in dramatic play situations 2. Identify real and make believe situations through dramatic play 3. Create own dramatic play 4. scenarios 5. Create various facial expressions and voice inflections when in character 6. Demonstrate an awareness of audience (e.g., ask others to watch performance)	1. Initiate role-playing experiences and playing with props and costumes 2. Use dialogue, actions, and objects to tell a story or express thoughts and feelings of themselves or of a character 3. Use various facial expressions and voice inflections when playing a character 4. Use creativity and imagination to manipulate materials and assume roles in dramatic play situations 5. Experience perspective of others through sociodramatic play

Element 3: Theatre (Dramatic Play)

Goal 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.

By the end of each grade cluster, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Skill Development 1. Engage in fantasy play 2. Initiate dramatic play with props, costumes, and stage pieces 3. Participate in show and tell or dramatic play by speaking to be heard before an audience or with peers in dramatic play scenario 4. Demonstrate using theatre concepts and vocabulary: imagining; pretending; playing with sets, props and costumes; observing and copying; and playing with others. **Reflection and Critique** 5. Use specific vocabulary (e.g., real/pretend) 6. Critique and revise by making affirming statements (e.g., I like...) **Making Connections** 7. Communicate ideas, feelings from other disciplines through dramatic play and role-playing **Approach to Work (i.e., Theatre)** 8. Demonstrate willingness to take part in activity 9. Use materials and space safely 10. Demonstrate willingness to take part in activity 11. Respond constructively as members of an audience	**Skill Development** 1. Create a character based on animate, inanimate, reality or fantasy or imagination 2. Make imaginative props, costumes and stage pieces 3. Demonstrate theatre concepts and vocabulary by: identifying animate, inanimate, and fantastic; rehearsing; participating in theater games; and identifying and label moods through dramatic play and theater games **Reflection and Critique** 4. Describe theatre using specific vocabulary (e.g., fantasy, acting, play, actor) 5. Ask questions about own role-playing and theatre work 6. Ask questions of others role playing or acting 7. Ask questions of peers engaging in dramatic play and theatre activities to learn **Making Connections** 8. Communicate concepts from other disciplines through theatre (e.g., role play a story recently read) 9. Identify how theatre shapes and reflects various cultures and times, and is related to family and community events **Approach to Work (i.e., Theatre)** 10. Approach artistic problem solving with and open mind and creative thinking 11. Demonstrate willingness to take part in theatre/dramatic play 12. Respond to teacher and peer suggested solutions to solve problems encountered in theatre 13. Participate in child-initiated theatre and dramatic play		**Skill Development** 1. Create theatre by demonstrating a character based on literature 2. Design props, costumes and stage pieces based on literature 3. Develop a character within a script 4. Repeat for an audience something already created 5. Speak with clarity before an audience 6. Present a classroom or public announcement 7. Demonstrate theatre concepts and vocabulary by: improvising a character with a prop; reading a part in a script; accepting a cue, demonstrating blocking **Reflection and Critique** 8. Use theatre specific vocabulary (e.g., stage left/stage right) 9. Explain qualities that may evoke emotions 10. Relate interpretations of theatre to personal experiences, observations 11. Critique by making affirming statements with specific evidence 12. As questions about own and others' work in theatre/dramatic play and suggest changes **Making Connections** 13. Identify the role of the arts in community and everyday environment 14. Create or perform theatre based on a culture **Approach to Work (i.e., Theatre)** 15. Generate and try variety of strategies to solve challenges encountered in creating/performing

CREATIVE ARTS AND EXPRESSION

Element 4: Dance

Goal 1: Children use movement to creatively express their ideas and feelings and to learn.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Move head, legs, and arms in response to music and other rhythmic sounds 2. Express basic feelings (e.g., excitement, joy) through movement	1. Make movements (e.g., stands with feet apart swaying) when music plays 2. Clap when hear music or singing 3. Dance to music in their own way (e.g., run around waving arms)	1. Make up simple dances or patterns of movement 2. Express excitement during movement and dance 3. Respond to music with increasingly coordinated movements (e.g., moves to the tempo of the music) 4. Follows simple movements to songs	1. Show awareness of various patterns of beat, rhythm and movement through dance 2. Participate in open-ended, creative movement activities 3. Indicate preferences for certain dances and songs with movement (e.g., Head, Shoulders, Knees & Toes) 4. Use creative movement to express feelings	1. Move to different patterns of beat and rhythm in music 2. Express what is felt and heard in various musical tempos and styles 3. Use creative movement to express concepts, ideas, or feelings 4. Repeat choreographed movements and begin to create own movements

CREATIVE ARTS AND EXPRESSION

Element 4: Dance

Goal 1: Children use movement to creatively express their ideas and feelings and to learn.

By the end of each age group, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Skill Development 1. Solve simple movement challenges (e.g., move on 2 body parts without using feet) 2. Use the following partner skills: copying, leading, following, mirroring 3. Interpret a story, piece of music, artwork etc. through movement **Reflection and Critique** 4. Describe using dance specific vocabulary (e.g., big movements/small movements) 5. Critique dance by making affirming statements (e.g., I like…) **Making Connections** 6. Communicate ideas, concepts, feeling from other disciplines through movement and dance (e.g., move like a blizzard) **Approach to Work (i.e., Dance)** 7. Demonstrate willingness to take part in the activity 8. Participate in individual and/or group dance activities appropriately 9. Respond constructively as members of an audience 10. Use materials and space safely	**Skill Development** 1. Demonstrate mature forms of walking, running, hopping, galloping, skipping, sliding while traveling forward, backward, diagonally 2. Demonstrate the nonlocomotor skills of bending, stretching, turning, pushing/pulling during dance and free movement opportunities 3. Follow and reproduce 2-3 nonlocomotor and locomotor movement sequences 4. Demonstrate quality/dynamics/levels of movement (e.g., fast/slow) 5. Demonstrate concepts of dance by copying, leading, following, mirroring movements, and counting a beat 6. Identify the beginning, middle and end of a dance sequence 7. Demonstrate space concepts of direction, pathway, level, and range **Reflection and Critique** 8. Describe dance using specific vocabulary (e.g., high/medium/low) 9. Ask questions about own dance and movement (e.g., I wonder how), and that of others **Making Connections** 10. Identify similarities and differences in genres 11. Communicate connections to other disciplines through dance (e.g., show understanding of music through movement) 12. Identify how arts have a relationship to family and community events **Approach to Work (i.e., Dance)** 13. Respond to teacher suggestions		**Skill Development** 1. Solve increasingly complex movement challenges involving several movement concepts 2. Use movement to express complex ideas and narrative 3. Use improvisation to discover and invent movement sequences 4. Produce a two part sequence of nonlocomotor and locomotor movements **Reflection and Critique** 5. Use dance specific vocabulary (e.g., gradual/sudden, pathways) 6. Explain qualities of dance that may evoke emotion and meaning 7. Discuss varied interpretations of dance using observation or personal experiences 8. Critique using affirmative statements with specific evidence 9. Critique own dance and that of others and suggest changes **Making Connections** 10. Demonstrate the relationship of similar elements of dance (e.g., form, rhythm) 11. Create or perform art based on a culture **Approach to Work (i.e., Dance)** 12. Generate and try out various strategies/techniques to address challenges

III

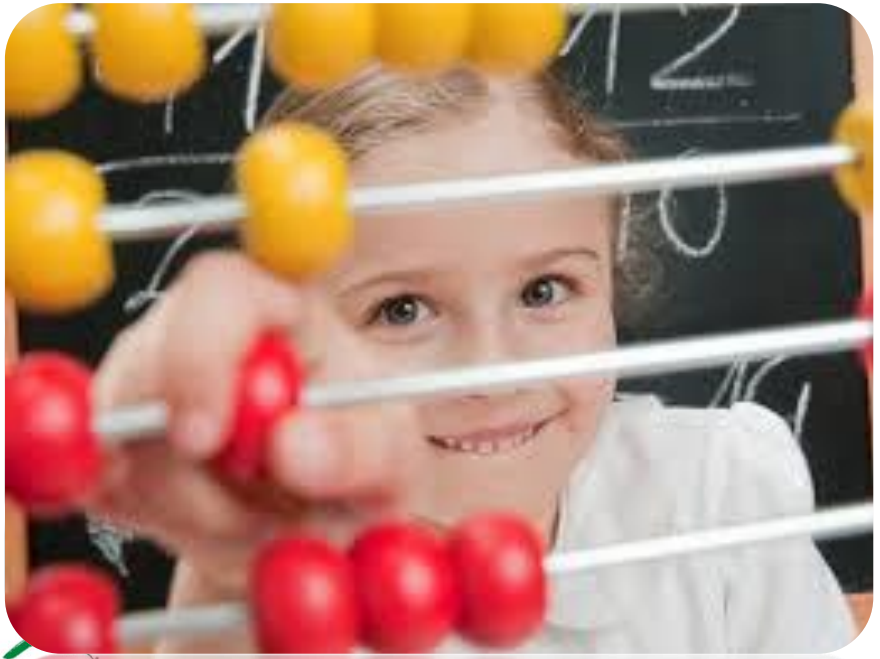
Learning About Our World

- Mathematics
- Science
- Social Studies

III

Mathematics

- Number Sense, Quantity and Counting
- Number Relationships and Operations
- Measurement, Classification and Data
- Geometry and Spatial Reasoning



Vermont Early Learning Standards (August 2015)

VERMONT AGENCY OF EDUCATION AGENCY OF HUMAN SERVICES

MATHEMATICS

Mathematics is the *active process* of making sense of the world around us, discovering regularities and patterns, and exploring big ideas related to number, operations, measurement, geometry, and spatial reasoning. "The process of constructing meaning is the process of learning. We actually create our knowledge; we do not discover it." (Fosnot and Dolk, 2001)[1]. Children naturally engage in mathematics as they solve problems in their environment within a community. They interact with peers and adults in their world and make sense of their discoveries. The National Council of Teachers of Mathematics (NCTM) and the National Association for the Education of Young Children (NAEYC) affirm that high-quality, challenging, and accessible mathematics education for 3- to 6-year-old children is a vital foundation for future mathematics learning. In every early childhood setting, children should experience effective, research-based curriculum and teaching practices. Such high-quality classroom practice requires policies, organizational supports, and adequate resources that enable teachers to do this challenging and important work. (http://www.naeyc.org/positionstatements/mathematics.)

Young children have the capability and interest to learn meaningful mathematics, which enriches their current intellectual and social experiences and lays the foundation for later learning, and "because math includes generalizations and abstractions, math skills help young children connect ideas, develop logical and abstract thinking, and analyze, question, and understand the world around them."[2] Children learn mathematics, with adult support and through a variety of instructional approaches, involving everyday experiences in the home and the larger environment. Extending mathematical thinking through play, creative activities, practice, and exploration is enhanced when young children also are developing skills to regulate their own learning, emotions and behavior, and communicate effectively with peers and adults. By providing intentional, well-designed and sequenced learning opportunities in a positive learning environment that engages young children and promotes the natural positive disposition that children embody will result in the successful learning of mathematics and understanding of the big ideas and concepts that provide a strong foundation for continued learning throughout their lives.

[1] *Young Mathematicians at Work; Constructing Number Sense, Addition, and Subtraction*, 2001

[2] Head Start Early Learning Outcomes Framework: Ages Birth to Five, 2015

VELS and the Common Core State Standards for Mathematics (CCSSM)

All kindergarten through third grade mathematics standards in this document are copied in full from (http://www.corestandards.org/Math). The birth-PreK standards were written to bridge toward the CCSSM and to provide a consistent approach to developing mathematics understanding from birth to grade 3. Current cognitive research was examined in order to fully understanding the development from birth-PreK and careful analysis of the research helped to tie the two sets of standards together.

STANDARDS OF MATHEMATICAL PRACTICE

The Common Core State Standards for Mathematics (CCSSM) provides a set of eight Standards of Mathematical Practice:

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

4. Model with mathematics.

5. Use appropriate tools strategically.

6. Attend to precision.

7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning

These practices must be encouraged and fostered by parents, caregivers, educators and others, with children of all ages, while children are actively engaged in discovering and learning new mathematics concepts.

MATHEMATICS

Element 1: Number Sense, Quantity, and Counting

Element 1a: Number Sense and Quantity

Goal 1: Children count in sequence, recognize numerals, connect numerals with quantities, and compare quantities.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Use words, signs or gestures to request "more" 2. Attend to songs, finger plays, and books that include numbers and numerals	1. Use a few number words without understanding quantity 2. Imitate rote counting 3. Participate in simple songs and activities that include numbers (e.g. Five Little Monkeys) 4. Demonstrate an awareness of early concepts related to amount (e.g., more, one or two)	1. Recite numbers to 5 in sequence with few errors 2. Count up to 5 objects using one number for each object with assistance and support 3. Recognize some numerals in the environment 4. Use the word *more* to identify the larger of two groups, and *less* for smaller groups.	1. Recite numbers to 10 in correct sequence 2. Count up to 5 objects using one number for each object independently 3. Quickly identify number of 1-3 objects without counting 4. Read numerals up to 5 and connect them to the quantities they represent	1. Recite numbers to 20 in sequence with only occasional errors 2. Say the next number that comes before or after in a sequence of 1-10 3. Count a group of up to 10 objects and understand that the last number represents the number of objects in the group 4. Quickly identify number of 1-5 objects without counting 5. Read numerals up to 10 and connect them to the quantities they represent 6. Compare groups of up to 10 objects and identify which group has *more* or *less*, or if they are the *same* (equal)

VERMONT AGENCY OF EDUCATION AGENCY OF HUMAN SERVICES

MATHEMATICS

Element 1: Number Sense, Quantity, and Counting
Element 1b: Counting and Cardinality

Goal 1: Children count in sequence and by multiples, represent numerals, connect counting to cardinality, and compare quantities**.**

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Know number names and the count sequence. 1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **Count to tell the number of objects.** 4. Understand the relationship between numbers and quantities; connect counting to cardinality. [*more*] 5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects **Compare numbers.** 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. 7. Compare two numbers between 1 and 10 presented as written numerals.	No Standards in this Element. Counting & Cardinality Standards in Kindergarten build towards Operations and Algebraic Thinking	No Standards in this Element. Counting & Cardinality Standards in Kindergarten build towards Operations and Algebraic Thinking	No Standards in this Element. Counting & Cardinality Standards in Kindergarten build towards Operations and Algebraic Thinking

MATHEMATICS

Element 2: Number Relationships and Operations
Element 2a: Number Relationships and Operations

Goal 1: Children increasingly use numbers to describe relationships and to solve mathematical problems.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
○ Emerging	1. Use word, sign or gesture to indicate adding "more" to what already have 2. Demonstrate early one-to-one correspondence (e.g., dropping objects one by one into a bucket)	1. Use mathematical thinking in daily situations (e.g., hold up 2 fingers when asked how old, ask for and take 2 cookies) 2. Add more objects to a group to make a bigger set (e.g., add more model cars to a pile to have more cars) 3. Subtract objects from a set and realize have fewer objects (e.g., shares model cars with friend and notices has fewer)	1. Use various strategies (e.g., counting, matching) to compare groups as having more or fewer objects 2. Demonstrate knowledge that objects or sets can be combined or separated 3. Use emerging reasoning skills to determine a solution to a mathematical problem	1. Use simple strategies to solve mathematical problems and communicate how they solved the problems 2. Combine and separate small groups of objects to make new groupings, and identify the resulting number in the group 3. Match two equal sets using one-to-one correspondence and understand they are the same 4. Use a range of strategies such as counting, matching to compare quantity in two sets of objects and describe the relationship with comparative terms (e.g., more, less, fewer, equal)

MATHEMATICS

Element 2: Number Relationships and Operations
Element 2b: Operations and Algebraic Thinking

Goal 1: Children develop and use concepts, properties, and representations of number that extend to other number systems, to measures, and to algebra.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Understand addition and understand subtraction 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations. 2. Solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawings to represent the problem). 3. Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings, and record each decomposition by a drawing or equation) 4. For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., by using objects or drawings, and record the answer with a drawing or equation). 5. Fluently add and subtract within 5	**Represent and solve problems involving addition and subtraction.** 1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions *[more]* 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 *[more]* **Understand and apply properties of operations and the relationship between addition and subtraction.** 3. Apply properties of operations as strategies to add and subtract.2 Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) 4. Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. Add and subtract within 20.	**Represent and solve problems involving addition and subtraction.** 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem) **Add and subtract within 20** 2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	**Represent and solve problems involving multiplication and division.** 1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each*[more]* 2. Interpret whole-number quotients of whole numbers (e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each) *[more]*. 3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem) 4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?

Element 2: Number Relationships and Operations
Element 2b: Operations and Algebraic Thinking *(continued)*

Goal 1: Children develop and use concepts, properties, and representations of number that extend to other number systems, to measures, and to algebra.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
	Add and subtract within 20. 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. **Work with addition and subtraction equations.** 7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. 8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	**Work with equal groups of objects to gain foundations for multiplication.** 3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. 4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	**Understand properties of multiplication and the relationship between multiplication and division.** 5. Apply properties of operations as strategies to multiply and divide. *[more]* 6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8. **Multiply and divide within 100.** 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division *[more].* By the end of Grade 3, know from memory all products of two one-digit numbers. **Solve problems involving the four operations, and identify and explain patterns in arithmetic.** 8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.3 9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

Element 2: Number Relationships and Operations
Element 2c: Numbers and Operations in Base Ten

Goal 1: Children develop an understanding of the base-ten system and use place-value notation.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Work with numbers 11-19 to gain foundations for place value 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones (e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	**Extend the counting sequence.** 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. **Understand place value.** 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. *[more]* 3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and < **Use place value understanding and properties of operations to add and subtract.** 4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction 5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain reasoning used. 6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	**Understand place value.** 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. *[more]* 2. Count within 1000; skip-count by 5s, 10s, and 100s. 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. 4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons **Use place value understanding and properties of operations to add and subtract.** 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 6. Add up to four two-digit numbers using strategies based on place value and properties of operations. 7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. *[more]* 8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. 9. Explain why addition and subtraction strategies work, using place value and the properties of operations.	**Use place value understanding and properties of operations to perform multi-digit arithmetic.** 1. Use place value understanding to round whole numbers to the nearest 10 or 100 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. 3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Element 2: Number Relationships and Operations
Element 2d: Numbers and Operations in Base Ten - Fractions

Goal 2d: Children understand fractions as numbers, and use that knowledge to compare fractions and explain the equivalence of fractions.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
No Standards in this Element	No Standards in this Element CCSS Geometry Standard 1.G.A.3 builds towards Numbers & Operations in Base Ten-Fractions	No Standards in this Element CCSS Geometry Standard 2.G.A.3 builds towards Numbers & Operations in Base Ten-Fractions	**Develop understanding of fractions as numbers.** 1. Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b 2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions (e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent (e.g., by using a visual fraction model). c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions (e.g., by using a visual fraction model).

MATHEMATICS

Element 3: Measurement, Classification and Data

Element 3a: Measurement, Comparison, Classification, and Time

Goal 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.

By the end of each age level, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Explore the size and shapes of objects by various means (e.g., holding, mouthing, banging) 2. Show awareness of basic daily routines (e.g., wake up, diaper change, fed) 3. Use body in a way that corresponds to size of object (e.g. pincer grasp with small objects) 4. Show rudimentary understanding of height, depth, near, far	1. Demonstrate awareness of similarities and differences of objects 2. Make simple comparisons between two objects when the differences are clear (e.g., select the big soccer ball and not the small tennis ball) 3. Identify difference between objects based on one variable (i.e. size or quantity) 4. Explore volume through participation in filling and dumping objects in containers using the concepts of full and empty 5. Experiment with object relationships (e.g. what fits in openings to containers or tubes?)	1. Sort objects by one attribute (e.g., color) 2. Use language to describe attributes (e.g., big/little, heavy/light) 3. Compare and order a small set of objects 4. Identify daily routines and what comes next 5. Use simple terms related to time (e.g., now, tomorrow, yesterday, later)	1. Sort objects by one attribute such as color, length, weight or size 2. Match objects of similar size 3. Use language to label objects according to an attribute (e.g., big/little, tall/short) 4. Classify familiar objects into categories (e.g., fruits or vegetables) with modeling and assistance 5. Use Standard and non-Standard ways and tools to measure and compare (e.g., 3 hands long) with modeling and assistance 6. Predict upcoming events based on prior knowledge (e.g., pick up toys and then sit on rug for story time) 7. Show an understanding of variations of full (e.g. a little full, very full, just a little, etc.)	1. Compare and group objects using attributes of length, weight, and size, and explain reasoning (e.g., "I put all the big black buttons in this pile and the small black ones there.") 2. Sort objects using two or more attributes (e.g., sets of large blue bears, small blue bears, large red bears, small red bears) and compare number of objects in each set 3. Classify familiar objects into categories (e.g., fruits or vegetables) 4. Order objects by size or length (i.e., seriation) 5. Use Standard and non-Standard ways and tools to measure and compare (e.g., 3 hands long) 6. Use terms such as *before, after, now, later, tomorrow,* and *yesterday* accurately

Element 3: Measurement, Classification and Data
Element 3b: Measurement and Data

Goal 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.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Describe and compare measurable attributes. 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *[more]* **Classify objects and count the number of objects in each category.** 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	**Measure lengths indirectly and by iterating length units.** 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. 2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. **Tell and write time.** 3. Tell and write time in hours and half-hours using analog and digital clocks. **Represent and interpret data.** 4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	**Measure and estimate lengths in Standard units.** 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. 3. Estimate lengths using units of inches, feet, centimeters, and meters. 4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a Standard length unit. **Relate addition and subtraction to length.** 5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units (e.g., by using drawings such as drawings of rulers and equations with a symbol for the unknown number to represent the problem). 6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, and represent whole-number sums and differences within 100 on a number line.	**Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.** 1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. 2. Measure and estimate liquid volumes and masses of objects using Standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units (e.g., by using drawings such as a beaker with a measurement scale) to represent the problem. **Represent and interpret data.** 3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

Element 3: Measurement, Classification and Data

Element 3b: Measurement and Data *(continued)*

Goal 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.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
		**Work with time and money.** 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? **Represent and interpret data.** 9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. **Geometric measurement: understand concepts of area and relate area to multiplication and to addition.** 5. Recognize area as an attribute of plane figures and understand concepts of area measurement 6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). 7. Relate area to the operations of multiplication and addition. **Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measurements** 8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

MATHEMATICS

Element 4: Geometry and Spatial Reasoning
Element 4a: Geometry and Spatial Sense
Goal 1: Children increasingly recognize two- and three-dimensional objects and use spatial reasoning.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Explore objects of different shapes using different senses 2. Continue to look for an object when it is completely hidden 3. Attend to how objects move in space by tracking objects with their eyes and head 4. Explore relationships between objects through different actions (e.g., banging, rubbing, tapping together) 5. Put objects into other objects (e.g., rattle into bowl)	1. Experiment with body's relationship to objects (e.g. move body to see the front of doll) 2. Manipulate objects of different sizes and shapes and how they fit together (e.g., nesting cups, or any object perceived to fit in container or tube) 3. Explore space with entire body (e.g., crawl under table, climb into a box) 4. Complete simple knob non-connecting puzzles by turning shapes and fitting shape into place using trial and error 5. Follow simple directions related to position (e.g., in, on, up) with modeling and assistance	1. Follow simple directions related to position (e.g., in, on, up) and proximity (e.g., next to, between) 2. Match basic two-dimensional shapes of same size 3. Create pictures using simple shapes (e.g., using pattern blocks or parquetry blocks) 4. Put together and take apart shapes to form new shapes 5. Build simple three-dimensional structures (e.g., stacking blocks) 6. Complete 9-12 piece non-connecting puzzles by matching pictures or shapes	1. Name common two-dimensional shapes (e.g. square, rectangle, circle, triangle) regardless of orientation 2. Use position words such as *behind, in, on* accurately 3. Use two- and three-dimensional shapes to create pictures and structures 4. Complete a 5-7 piece connecting puzzle by looking at the picture and/or shapes	1. Name common two- and three-dimensional shapes, and their parts and attributes (e.g., "A triangle has 3 points.") 2. Combine (i.e., compose) and separate (i.e., decompose) shapes to make other shapes. 3. Use terms such as on *top of, beside, in front*, etc. to communicate ideas about the relative position of objects 4. Follow simple directions related to relative position (*beside, between, next to*, etc.) 5. Complete a 9-12 piece jigsaw puzzle by looking at the picture and/or shapes

Element 4: Geometry and Spatial Reasoning
Element 4b: Geometry

Goal 1: Children recognize, describe and characterize shapes by their components and properties, compose and decompose geometric shapes, and discuss spatial structures and relations.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to*. 2. Correctly name shapes regardless of their orientations or overall size. 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **Analyze, compare, create, and compose shapes.** 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. 6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	**Reason with shapes and their attributes.** 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. 3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	**Reason with shapes and their attributes.** 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	**Reason with shapes and their attributes.** 1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. 2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.

III

Science

- Physical Science
- Life Science
- Earth and Space Sciences
- Engineering Design

SCIENCE

Science for young children, birth through grade 3, is focused on developing habits of mind such as curiosity, questioning, openness to new ideas, and persistence. This is a time when children are experiencing the world around them and enthusiastically constructing knowledge. Science should be relevant, concrete, and at children's fingertips, allowing for understanding through their senses. Emphasis is on aspects of the natural world that can be explored. The younger the child, the more tangible the experience should be.

Within VELS, science is divided into the elements of physical, life, earth and space science, and engineering design. The indicators for each element provide clear descriptions of what children should know, understand and be able to do by the end of an age span/grade level. For kindergarten through grade three, the performance expectations from the Next Generation Science Standards (NGSS) are included as the indicators. These indicators thoughtfully weave together science and engineering practices, core ideas, and cross-cutting concepts. (For additional information about specific Standards please go to the NGSS website at http://www.nextgenscience.org/.)

Children should experience science learning opportunities within a context of science and engineering practices. These practices include asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument based on evidence; and obtaining, evaluating, and communicating information. The emphasis on practices reinforces the need for children to actively engage in investigations that enable them to construct an understanding of the natural world that surrounds them. Educators need the skills and knowledge to support young children's ways of thinking, inquiring, reasoning and investigating their world.

Additionally, cross-cutting concepts that are threaded throughout the physical, life, and earth/space sciences are considered learning goals necessary to achieve science literacy. They serve as "connective tissue" across the domains of science and allow children to develop coherent, predictable views of the natural world. Patterns, cause and effect relationships, cycles, sustainability (stability and change), scale/proportion/quantity, systems, and structure/function are cross-cutting concepts that need to be carefully woven into science experiences that are also rich with content and opportunities for children to work like scientists.

In addition to quality science experiences, young children should be provided with engineering design challenges. Engineers ask questions; imagine possibilities; and then plan, design, and construct solutions. They revisit their work and make improvements. Children are born engineers! They are fascinated by intriguing problems and delight in building, taking things apart, and investigating how things work.

SCIENCE

Element 1: Physical Sciences

Goal 1: Children construct concepts of the properties of matter, sound, motion and energy through inquiry, exploration and investigations.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Attend to and demonstrate interest in objects in their environment, using all of their senses to explore 2. Move and handle objects to learn more about them (e.g., drop food from high chair to see what happens) 3. Explore ways to make different sounds with their bodies and objects (e.g., vocal sounds, clapping) 4. Attend to objects that emit light 5. Looks for an object that is hidden out of sight	1. Repeat actions and observe results 2. Demonstrate ability to push and pull objects 3. Act upon objects to make them move in different ways 4. Explore properties of liquids and solids (e.g., dumping water or blocks from a container, roll play dough)	1. Use objects in more than one way (e.g., use a bucket as a stool) 2. Label physical properties of objects (e.g., big, heavy) 3. Use basic words to describe speed of motion (e.g., "My car go fast.") 4. Ask questions about motion and sound (e.g., Why?)	1. Investigate and describe different types or speeds of motion 2. Use objects to effect motion (e.g., build ramp with blocks so cars go faster) 3. Investigate and identify solids and liquids	1. Use evidence to discuss what makes something move the way it does and how some movements can be con trolled 2. Describe objects by their physical properties and states of matter 3. Investigate the differences between liquids and solids and explore how liquids can become solids, and solids become liquids 4. Use objects to make different sounds (e.g., put beans in a can to make 1 type of sound and in a plastic tub to make another type of sound) 5. Demonstrate the relationship between shadows, the objects that make them, and the light source

SCIENCE

Element 1: Physical Sciences

Goal 1: Children construct concepts of the properties of matter, sound, motion and energy through inquiry, exploration and investigations.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Motion and Stability: Forces and Interactions 1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. 2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. **Energy** **Make observations to determine the effect of sunlight on Earth's surface.** 3. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	**Waves and Their Applications in Technologies for Information Transfer** 1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. 2. Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated. 3. Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light. 4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	**Matter and Its Interactions** 1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. 2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. 3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. 4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	**Motion and Stability: Forces and Interactions** 1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. 2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. 3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. 4. Define a simple design problem that can be solved by applying scientific ideas about magnets.

SCIENCE

Element 2: Life Sciences

Goal 1*:* Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Demonstrate interest in people, plants and animals 2. Use senses to explore and get information about the natural world	1. Explore the characteristics of living things 2. Interact with plants and animals 3. Point to basic body parts (e .g., eyes, nose, mouth)	1. Ask questions about the natural world 2. Name basic body parts and point to more complex body parts (e.g., foot, knees) 3. Identify familiar animals and match them to their babies	1. Identify living from non-living things 2. Identify and describe the functions of some body parts (e.g., use my legs to run) 3. Categorize common living things as either plants or animals	1. Describe how plants and animals, including people, grow and change over time. 2. Explain how animals including people use their senses to gather information (e.g., noses are for smelling) 3. Describe how baby animals are similar yet different from their parents 4. Discuss how animals meet their needs for shelter (e.g., birds build nests)

SCIENCE

Element 2: Life Sciences

Goal 1: Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.

By the end of each grade level, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
From Molecules to Organisms: Structures and Processes 1. Use observations to describe patterns of what plants and animals (including humans) need to survive.	**From Molecules to Organisms: Structures and Processes** 1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs 2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. **Heredity: Inheritance and Variation of Traits** 3. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	**Ecosystems: Interactions, Energy, and Dynamics** 1. Plan and conduct an investigation to determine if plants need sunlight and water to grow. 2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. **Biological Evolution: Unity and Diversity** 3. Make observations of plants and animals to compare the diversity of life in different habitats.	**From molecules to Organisms: Structures and Processes** 1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. **Ecosystems: Interactions, Energy, and Dynamics** 2. Construct an argument that some animals form groups that help members survive. **Heredity: Inheritance and Variation of Traits** 3. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. 4. Use evidence to support the explanation that traits can be influenced by the environment. **Biological Evolution: Unity and Diversity** 5. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. 6. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. 7. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. 8. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

SCIENCE

Element 3: Earth and Space Sciences

Goal 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.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Explore water, soil, sand and rocks with adult guidance and support	1. Use senses and simple tools to explore earth materials (e.g., digging soil, tapping rocks, pouring sand) 2. Match basic weather to types of clothing needed for weather (e.g., raincoat for rain, boots for snow) 3. Point or attend to the objects in the sky during daytime and nighttime (e.g., moon, sun, stars, clouds)	1. Explore properties of water, soil, rocks and sand independently 2. Observe and discuss weather using basic terms (e.g., sunny, rainy) 3. Name the objects in the sky during daytime and nighttime (i.e., moon, sun, stars, clouds)	1. Observe and discuss changes in weather from day to day 2. Compare and describe texture of different earth materials.	1. Record daily weather (e.g., sunny, rainy, snowy) 2. Describe patterns of weather over time (e.g., in the winter it is cold and snowy) 3. Recycle materials appropriately (e.g., compost food scraps) 4. Investigate and ask questions about the properties of earth materials including water, soil, rocks, and sand.

SCIENCE

Element 3: Earth and Space Sciences

Goal 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.

By the end of each age group, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Earth's Systems 1. Use and share observations of local weather conditions to describe patterns over time. 2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. **Earth and Human Activity** 3. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. 4. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. 5. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	**Earth's Place in the Universe** 1. Use observations of the sun, moon, and stars to describe patterns that can be predicted. 2. Make observations at different times of year to relate the amount of daylight to the time of year	**Earth's Place in the Universe** 1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly **Earth's Systems** 2. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. 3. Develop a model to represent the shapes and kinds of land and bodies of water in an area. 4. Obtain information to identify where water is found on Earth and that it can be solid or liquid.	**Earth's Systems** 1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. 2. Obtain and combine information to describe climates in different regions of the world. **Earth and Human Activity** 3. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

SCIENCE

Element 4: Engineering Design

Goal 1: Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Demonstrate interest in people and objects in the environment 2. Experiment with body movement 3. Track movement with eyes 4. Use all senses to explore the properties of objects in environment to gain knowledge 5. Use body to account for size when interacting with objects (e.g., opens arms wide to grasp a large ball) 6. Carrying objects, putting into containers and dumping	1. Coordinate body movement for purposeful actions 2. Act on objects in different ways to make them move, ex. pushing vs kicking ball 3. Repeat actions purposefully, observing results 4. Push and pull objects to observe results 5. Use simple tools to explore functions (e.g., a hammer is for pounding, a crayon is for paper) 6. Use a tool to get to an out of reach object 7. Experiment with materials (ex. crayons, markers, play dough) 8. Experiments in multiple ways with objects to achieve goal 9. Asks, "What's that?" 10. Experiment with arranging objects horizontally and vertically	1. Use two toys together purposefully (e.g., use toy wrench to fix toy car) 2. Experiment with everyday objects in novel ways. 3. Build structures experimenting with height and breadth 4. Ask questions about how objects work 5. Makes observations, experiments, and adjusts actions to gather information needed to solve physical problems 6. Use simple tools as props for play (e.g., uses paper towel tube as tunnel for matchbox car or small balls) 7. Stack objects to build structures, including connecting blocks/units	1. Investigate properties of movement through ramps, pulleys, tracks, etc. 2. Understand cause & effect (e.g., if I do this then that will happen) 3. Build and rebuild elaborate structures out of a variety of materials experimenting with substance, height, breadth, and balance 4. Use simple tools to experiment and observe functions 5. Investigate objects that require positioning and movement	1. Draw pictures that represent physical structures 2. Follow a simple visual plan to construct a structure 3. Ask *why* and *how* questions to figure out how objects work 4. Use simple tools to construct solutions to problems 5. o Use classroom objects in novel ways to enhance child-directed play

SCIENCE

Element 4: Engineering Design

Goal 1: Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.

By the end of each grade cluster, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
Engineering Design 1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool 2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem 3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs			**Engineering Design** 1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost 2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem 3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved

III

Social Studies

- Inquiry
- Family and Communication, Civics, Government and Society
- Physical and Cultural Geography
- History
- Economics

Social Studies is an interdisciplinary field that includes sociology, anthropology, economics, civics, geography, and history. Through social studies and the many interactions they have, children come to understand their place and relationship to their family, community, environment, and the world; and they learn to become informed, involved and responsible citizens. Children first learn about society, civic behavior, and culture through their personal experiences as a member of a family, a class, and the community in which they live. They learn about democracy through opportunities with adults and other children, following and making rules, asking questions, resolving problems with others, and voicing an opinion. Through play and real life experiences, children learn economics and geography; they learn about their own history, how people are similar to and different from them, and how to respect those differences. Through the interdisciplinary field we refer to as "Social Studies", children have learning experiences that will enable them to develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (NCSS).

Vermont's Social Studies Standards for young children from infancy to third grade are aligned with the state's *History and Social Sciences Grade Expectations* (GEs) for PREK-K, 1-2, and 3-4, the 2015 *Head Start Early Learning Outcomes Framework, Ages Birth to Five,* and are informed by the *College, Career, and Civic Life Framework for Social Studies State Standards* (NCSS). The Social Studies domain in the VELS is divided into five elements that track to the GEs: Inquiry; Physical and Cultural Geography (Family and Community); Civics, Government and Society; History; and Economics. Since the Social Studies Grade Expectations (GEs) are presented in clusters of two grades, the indicators are written to be assessed at the end of the grade cluster rather than at each grade level.

Children experiencing developmental delays may need additional time and intentional adult guidance and support to achieve the goals of the Social Studies domain. Nevertheless, the expectations are the same for all children. It is incumbent upon the adults to design environments and accommodations that will enable all children to access and participate in various activities related to social studies with their peers.

SOCIAL STUDIES

Element 1: Inquiry

Goal 1: Children make sense of the world around them by actively gathering and interpreting information.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Indicate awareness of what is happening in immediate surroundings 2. Explore objects in a variety of ways	1. Use senses to investigate immediate surroundings	1. Ask "why" and other questions frequently 2. Seek information through observation, exploration, and investigation	1. Ask "why" and other questions to gain information, and attend to responses given	1. Ask questions and participate in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations 2. Collect, describe and record information through discussions, simple drawings, maps and charts 3. Describe and discuss predictions, explanations and generalizations based on past experience

SOCIAL STUDIES

Element 1: Inquiry

Goal 1: Children make sense of the world around them by actively gathering and interpreting information.

By the end of each grade cluster, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
1. Initiate inquiry by developing a question (e.g., I wonder.., Why?) 2. Identify resources for finding answers to the questions (e.g., books, people, internet) 3. Design investigation by explaining what their jobs will be during an inquiry 4. Develop a hypothesis by sharing ideas about possible answers to the questions 5. Conduct research by asking questions and observing during investigation 6. Organize and display information found (e.g., table, chart) 7. Discuss information found and if it answered question 8. Identify ways they will show they have learned 9. Record observations with words, symbols or pictures 10. Develop reasonable explanations that answer the question by analyzing the evidence 11. Make connections by proposing solutions to problems and asking other questions 12. Communicate findings from the inquiry by presenting them, using pictures, writing a story, dictating ideas to teacher	1. Initiate inquiry by asking questions based on what they have seen, read, listened to 2. Develop a hypothesis and use prior knowledge to share ideas of possible solutions 3. Design an investigation by identifying resources needed 4. Conduct investigations by observing and asking questions 5. Provide reasonable answers to the questions posed by organizing and displaying information gathered 6. Connect back to the question of the inquiry and discuss if the findings answered the research questions and propose solutions 7. Design inquiry and explain jobs during investigations 8. Plan how to organize the information that investigation will yield 9. Record observations through writing, illustrations, charts, etc. 10. Develop reasonable answers to the investigation question by classifying information gathered, prior knowledge, or experience		1. Initiate an inquiry by asking relevant and focusing questions based on what they have seen, what they have read, what they have listened to, and/or what they have researched 2. Develop a hypothesis, thesis, or research statement by using prior knowledge to predict results 3. Design research by identifying resources for finding answers 4. Identify tasks and how they will be completed 5. Conduct research by following a plan for an inquiry and locating relevant materials 6. Describe evidence, methods, and sources of information 7. Develop reasonable explanations that support the research statement 8. Organize and display information in a manner appropriate to the research statement 9. Use appropriate methods for interpreting information such as comparing and contrasting. 10. Make connections to research by explaining findings to the research question 11. Communicate findings orally, in writing, or a visual presentation

SOCIAL STUDIES

Element 2: Family and Community; Civics, Government & Society

Goal 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.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Demonstrate recognition of family members and caretakers by smiling, vocalizing, or crawling in the their direction 2. Show a preference for familiar versus unfamiliar adults 3. Explore the similarities and differences among people (e.g., touching their faces or hair, watching others' facial expressions) 4. Seek family members and other familiar adults for play and meeting their needs	1. Use simple words to show recognition of family members (e.g., Dada) 2. Observe and imitate routine actions of family members and others whom child feels comfortable with 3. Show comfort of being in familiar settings, routines	1. Demonstrate ability to point out and name family members and caregivers 2. Respond accurately when asked for first and last name 3. Identify some community workers by uniforms or equipment (e.g., become fireman when put on fireman hat, role play teacher) 4. Follow simple rules at home or in the classroom 5. Use play to communicate what they know about their community (e.g., pretend to go to a restaurant) 6. Help with daily routines (e.g., passing out cups and napkins at snack time)	1. Talk about close family members and their relationships to each other 2. Contribute to their class community (e.g., help clean up area didn't play in) 3. Identify self as part of a specific group (e.g., family, class) 4. Demonstrate knowledge of a group's rules and outcomes of choices they make 5. Take part in the responsibilities of being in a family or group (e.g., participate in clean-up)	1. Identify various groups they belong to (e.g., family, class, neighborhood) 2. Define group membership according to different contexts (e.g., class member, family members, T-ball team) 3. Describe their own family structure and family roles 4. Act as citizens by demonstrating positive interactions with group members 5. Explain the need for rules in a variety of settings (e.g., home, classroom, playground), and for laws in the community 6. Describe roles and responsibilities of various occupations in their community (e.g., policeman, teachers, librarians)

SOCIAL STUDIES

Element 2: Family and Community; Civics, Government & Society

Goal 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.

By the end of each grade cluster, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
1. Act as citizens by contributing to the life of the class and school 2. Explain that rules are established for the benefit of individuals and groups 3. Identify people in the community who make, apply and enforce rules at home, school and community (e.g., police, school principal) 4. Identify people in the community who help to meet the needs of people in the community (e.g., firefighters, doctors) 5. Communicate with individuals and groups and identify feelings that might lead to interpersonal conflicts 6. Name various social, economic and governmental institutions in the community (e.g., school, church, grocery store)	1. Describe what it means to be a responsible member of a group 2. Describe what their roles are as members of various groups 3. Demonstrate positive interaction with group members (e.g., working with a partner to complete a task) 4. Explain own point of view on issues that affect themselves 5. Participate in setting and following the rules of the group, school, community 6. Identify rules or laws that solve a specific problem or apply to a specific situation (e.g., raising hands, crossing at the light) 7. Explain why rules and laws are written down 8. Identify the consequences of not following rules or laws 9. Describe characteristics of good leadership and fair decision-making and how those affect others (e.g., line leader) 10. Explain that people have rights and needs (e.g. fairness) 11. Identify how the groups to which a person belongs (family, friends, team, community) influence how she/he thinks and acts 12. Define own rights and needs – and the rights and needs of others – in the classroom, school, and playground (e.g., "I" statements) 13. Give examples of ways they are similar to and different from others (e.g., gender, eye color, skin color, likes and dislikes) 14. Identify examples of interdependence among individuals and groups (e.g., family, sports team) 15. Describe feelings and situations that might lead to conflict (e.g., fighting over being first in line). 16. Describe ways that people solve problems 17. Identify ways in which local institutions promote the common good (e.g., police enforce rules and laws, fire department)		1. Identify the rights and responsibilities of citizenship in a school and local community 2. Demonstrate positive interaction with group members Identify problems, then plan and implement solutions in the classroom, school or community 3. Explain own point of view on issues that affect themselves and society 4. Demonstrate the role of individuals in the election processes (e.g., voting in class or mock elections). 5. Describe the roots of American culture, its development and many traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it 6. Participating in setting, following and changing the rules of the group and school 7. Compare similarities of rules and laws 8. Locate written rules and laws for school and community. 9. Explain what makes a just rule or law 10. Describe how characteristics of good leadership and fair decision-making affect others 11. Explain how a community promotes human rights 12. Identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives 13. Define their own rights and needs – and the rights and needs of others – in the classroom, school, and community 14. Give examples of ways they are similar to and different from others (e.g. gender, race, religion, ethnicity) 15. Cite examples, both past and present, of how diversity has led to change 16. Identify examples of interdependence among individuals and groups. (e.g., buyers and sellers) 17. Identify behaviors that foster cooperation among individuals. 18. Identify different types of conflict among individuals and groups (e.g., girls and boys, religion, goods) 19. Explain different ways in which conflict has been resolved, and different ways in which conflicts and their resolution have affected people

SOCIAL STUDIES

Element 3: Physical & Cultural Geography

Goal 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.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Explore similarities and differences of familiar people by touching faces, feeling their hair, etc.	1. Explore places in home environment, as well as in other familiar places 2. Locate where favorite objects are kept	1. Identify usual locations of familiar objects and people (e.g., points out own cubby) 2. Point out places in the community where they have had experiences (e.g., library, store) 3. Identify similarities and differences between self and others	1. Use simple positional terms to describe location of familiar objects and people 2. Work to help care for their environment (e.g., recycle paper, pick up litter on walk) 3. Describe own family traditions and cultural celebrations 4. Ask simple questions about others' cultural traditions and celebrations	1. Identify features of the physical environment around them (e.g., roads, buildings, bodies of water) 2. Describe or draw features of the geography of their classroom, home, and community 3. Explain that people share the environment with other people, animals, and plants 4. Describe ways people can help take care of the environment (e.g., recycle) 5. Point out own physical and family characteristics and those of others 6. Respect physical and cultural differences of others

SOCIAL STUDIES

Element 3: Physical & Cultural Geography

Goal 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.

By the end of each grade cluster, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
1. State own name and address 2. Describe the boundaries that define neighborhood 3. Identify what a map or globe is and what its purpose is 4. Use vocabulary that defines location in space (e.g., near, far, below, above) 5. Use a simple map to find something 6. Create a simple map 7. Describe ways in which they take care or hurt the environment and how they adapt to their physical environment (e.g., dressing for winter) 8. Identify the ways culture is expressed in their families 9. Appreciate the differences and similarities among people (e.g., physical characteristics, cultures, likes and dislikes)	1. Interpret geography by identifying characteristics of a neighborhood or community using resources such as road signs, landmarks, models, maps, photographs and mental mapping 2. Differentiate between neighborhood, town, and state 3. Identify the locations of places within the community on a prepared map, and suggest why particular locations are used for certain human activities (e.g., parks, school, shops) 4. Identify a map or globe and use terms related to location, direction, and distance (e.g., up/down, left/right, north, south, east, west) 5. Use a simple map to find something (e.g., locate the teacher's desk on a map of their classrooms) 6. Create a map as a representation of a space (e.g., make a map of the playground, draw a treasure map) 7. Identify and use basic elements of the map (e.g., cardinal directions and key) 8. Using appropriate geographic resources (e.g., aerial photos) to answer geographic questions 9. Identify ways in which they and people in the community take care of or hurt the environment (e.g., after identifying litter in the local area, discuss why the trash is there and give suggestions about how the problem can be helped) 10. Participate in taking care of the environment (e.g., recycling) 11. Identify ways in which people in their community adapt to their physical environment, and discuss how these adaptations have both positive and negative effects 12. State reasons why friends and family move (e.g., climate, job opportunities, family ties) 13. Identify ways culture is expressed in their communities, such as celebrations, legends, and traditions 14. Describe the contributions of various cultural groups to the community	1. Identify characteristics of surrounding towns and the state of Vermont using various resources 2. Observe, compare, and analyze patterns of local and state land use (e.g., agriculture, forestry, industry) to understand why particular locations are used for certain human activities 3. Locate the physical and political regions of Vermont 4. Locate countries and major cities in North America 5. Locate major global physical divisions, such as continents, oceans, cardinal directions, poles, equator, tropics, Arctic and Antarctic Circles, tropical, mid-latitude and polar regions 6. Create effective geographic representations using appropriate elements [more] 7. Identify and use basic elements of the map 8. Use grid systems to locate places on maps and globes 9. Ask appropriate geographic questions and use geographic resources to answer them 10. Describe how people have changed the environment in Vermont for specific purposes (e.g., farming) 11. Identify and participate in ways they can contribute to preserving natural resources 12. Describe a community or state environmental issue 13. Describe how patterns of human activities relate to natural resource distribution 14. Identify patterns of voluntary and involuntary migration in Vermont 15. Identify expressions of culture in Vermont and the U.S., such as language, social institutions, beliefs and customs, economic activities, behaviors, food [*more*] 16. Describe the contributions of various cultural groups to Vermont and the U.S. 17. Identify ways in which culture in Vermont has changed

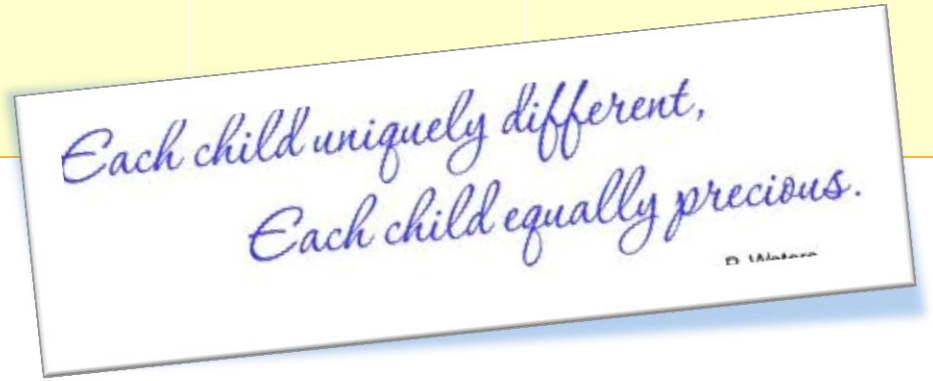
SOCIAL STUDIES

Element 4: History

Goal 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.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Notice daily routines 2. Respond to changes in daily routines	1. Adapt to some changes in daily routines 2. Participate in imitative play of simple actions observed in the recent past (e.g., feeding doll)	1. Demonstrate through imitative play events observed in the past (e.g., going shopping) 2. Follow routines with simple sequence of events practiced in the past (e.g., wash hands before snack)	1. Relate a personal story from the past with assistance (e.g., When I was a baby…" 2. Use concepts of yesterday, tomorrow, a long time ago with assistance 3. Describe sequence of simple routines (e.g., flush toilet then wash hands) with reminders	1. Differentiate between past, present, and future 2. Describe events that happened in the past (e.g., family or personal history) 3. Explain how people live and what they do changes over time 4. Use concepts of before, after, yesterday, tomorrow with good accuracy 5. Describe sequence of routines (e.g., getting ready to go outside) practiced in the past with good accuracy



SOCIAL STUDIES

Element 4: History

Goal 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.

By the end of each grade cluster, most children will:

Kindergartners	First Graders	Second Graders	Third Graders
1. Differentiate between past, present, and future 2. Identify objects from long ago and today 3. Connect the past with the present by describing the way family life has changed and stayed the same over time 4. Identify how events and people have shaped their families 5. Investigate the different ways that humans interpret history by: (1) collecting information about the past by interviewing a parent or grandparent, and (2) differentiating among fact, opinion, and interpretation when sharing stories or retelling events 6. Place events from own lives in correct sequence 7. Demonstrate understanding of past, present, and future by constructing a timeline of events in own lives 8. Differentiate between broad categories of time (e.g., yesterday, today, tomorrow, long ago) 9. Identify an important event in their lives	1. Connect the past with the present by classifying objects from long ago and today (e.g., sorting pictures or objects into two groups: "long ago" and "today") 2. Connect the past with the present by describing ways that school life has both changed and stayed the same over time (e.g., a one-room schoolhouse vs. modern schools) 3. Identify how events and people have shaped their schools or towns (e.g., How does life change when one moves to a different town?) 4. Collect information about the past (e.g., through interviews, photos and artifacts) 5. Differentiate among fact, opinion, and interpretation of classroom situations, stories, and other media 6. Place events that occurred within the school or community setting in their correct sequence 7. Construct a time line of events in the history of their own or another family, or of the school or community 8. Measure calendar time by days, weeks, and months (e.g., How old are you?) 9. Identify an important event in their lives and/or schools, and discuss changes that resulted (e.g., after the new baby arrived, I had to share a bedroom with my sister)		1. Explain differences between historic and present day objects in Vermont, and identifying how the use of the object and the object itself changed over time 2. Describe ways that life in the community and Vermont has both changed and stayed the same over time 3. Examine how events, people, problems and ideas have shaped the community and Vermont 4. Identify and use various sources for reconstructing the past (e.g., documents, letters, diaries, photos) 5. Differentiate among fact, opinion, and interpretation in various events 6. Group historical events by broadly defined eras in the history of their local community and state 7. Construct time lines of significant historical developments in the community and state, identifying the dates at which each occurred. 8. Interpret data presented in time lines 9. Measure calendar time by days, weeks, months, years, decades, and centuries (e.g., How old is your town?). 10. Make predictions and/or decisions based on an understanding of the past and the present 11. Identify an important event in their communities and/or Vermont, and describe a cause and an effect of that event (e.g., Excessive rain caused the flood of 1927)

Element 5: Economics

Goal 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.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
N/A	1. Use concept of "more" (e.g., sign, verbalizes or indicates "more")	1. Use basic concept of trading with others to get a desired object 2. Identify occupations familiar people have (e.g., Mommy is a teacher.)	1. Explain reasons why people work (e.g., to buy food) 2. Use pretend money during dramatic play to purchase goods and services 3. Describe some occupations and the work people in those occupations do (e.g., firefighter, teacher)	1. Describe how people interact economically (e.g., use money to purchase things or services) 2. Describe roles and responsibilities of several occupations, especially those the child is familiar with (e.g., dentist, janitor, farmer) 3. Identify basic needs people have (e.g., food, clothing)

SOCIAL STUDIES

Element 5: Economics

Goal 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.

By the end of each grade cluster, most children will:

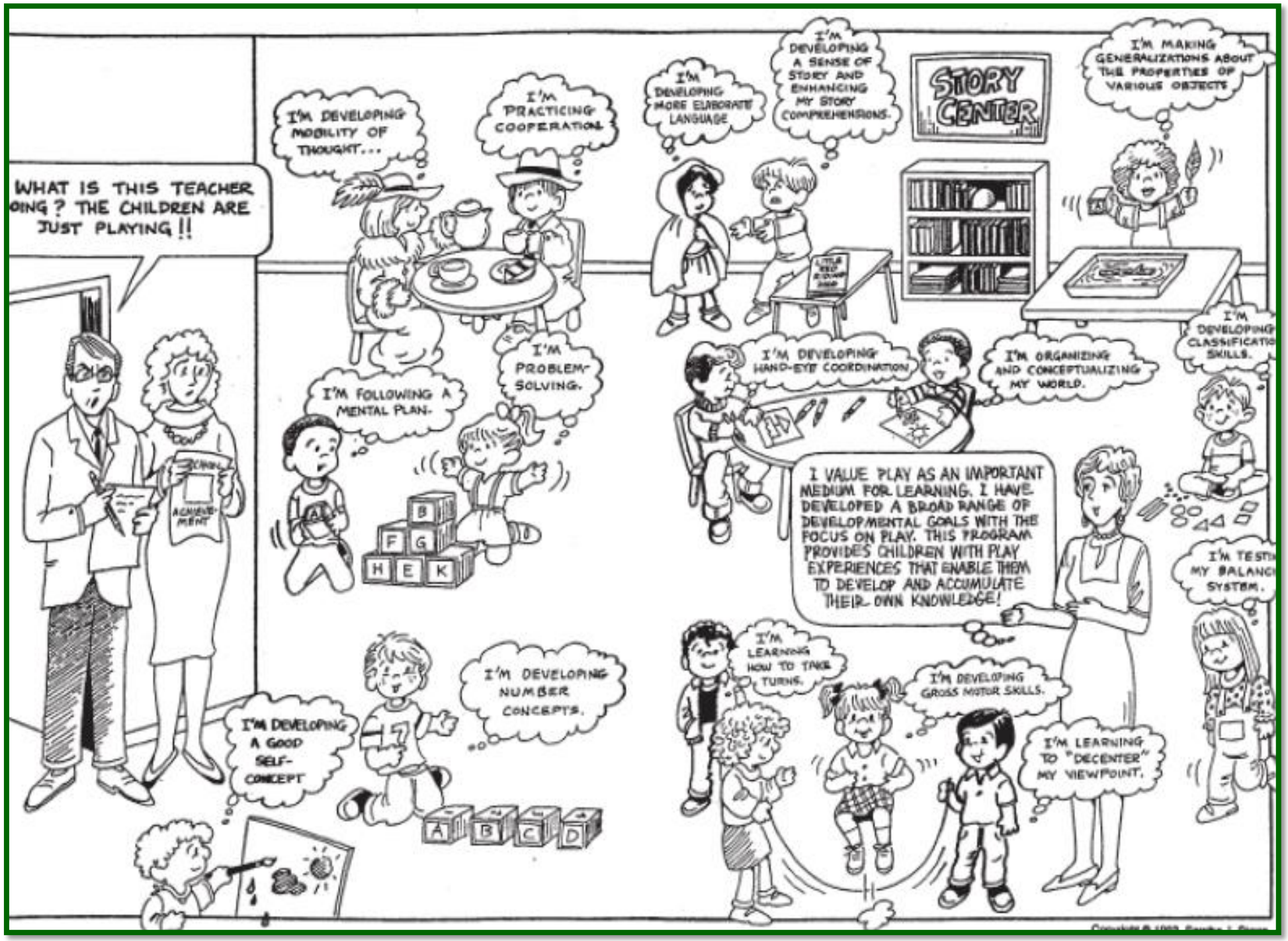
Kindergartners	First Graders	Second Graders	Third Graders
1. Participate in activities as a buyer or seller (e.g., store in dramatic play, a school store) 2. Identify economic activities that use resources in the local community (e.g., famers' markets) 3. Identify jobs people do at home and at school 4. Describe ways in which people exchange money for goods 5. Differentiate between basic needs and wants (e.g., food, clothing, shelter and affection vs toys and candy) 6. Explain why people earn, spend and save money	1. Participate in activities as a buyer or seller (e.g., bake sale, school store), and discuss where goods come from (e.g., clothing, toys, foods). 2. Identify economic activities that use resources in the local region (e.g., maple syrup production, logging) 3. Identify jobs people do in the community, and the value these jobs bring to the community (e.g., road crews help keep people safe while driving). 4. Identify some goods and services that are provided by the local government (e.g., schools, parks, police, fire protection) 5. Describe ways in which people exchange money for goods (e.g., buying lunch or snack) 6. Differentiate between basic needs and wants (e.g., food, clothing, shelter, and affection vs. toys and sweets). 7. Explain why people earn, spend, and save		1. Trace the production, distribution, and consumption of goods in Vermont (e.g., after visiting a sugar house, trace the distribution of locally-produced maple syrup) 2. Describe how producers in Vermont have used natural, human, and capital resources to produce goods and services (e.g., describe the natural, human, and capital resources needed to produce maple syrup) 3. Describe the causes and effects of economic activities on the environment in Vermont (e.g., granite industry) 4. Identify goods and services provided by local and state governments (e.g., firefighters, highways, museums) 5. Explain the relationship between taxation and governmental goods and services in Vermont (e.g., town taxes provide for road up keep) 6. Describe and discuss the advantages and disadvantages of using currency vs. bartering in the exchange of goods and services (e.g., an advantage of bartering is that one doesn't need money, a disadvantage is determining fairness) 7. Examine factors that influence supply and demand (e.g., Why is Vermont considering investments in wind energy?) 8. Explain ways people meet their basic needs and wants (e.g., people buy oil because they need heat) 9. Compare prices of goods and services 10. Explain how people save (e.g., by giving up something you want, by saving your allowance, by putting money in the bank)

APPENDIX

RESOURCES

GLOSSARY


VERMONT
AGENCY OF EDUCATION
AGENCY OF HUMAN SERVICES
The End


WHAT IS THIS TEACHER DOING? THE CHILDREN ARE JUST PLAYING!!
I'M DEVELOPING MOBILITY OF THOUGHT...
I'M PRACTICING COOPERATION.
I'M DEVELOPING MORE ELABORATE LANGUAGE.
I'M DEVELOPING A SENSE OF STORY AND ENHANCING MY STORY COMPREHENSIONS.
STORY CENTER
I'M MAKING GENERALIZATIONS ABOUT THE PROPERTIES OF VARIOUS OBJECTS.
I'M FOLLOWING A MENTAL PLAN.
I'M PROBLEM-SOLVING.
I'M DEVELOPING HAND-EYE COORDINATION.
I'M ORGANIZING AND CONCEPTUALIZING MY WORLD.
I'M DEVELOPING CLASSIFICATION SKILLS.
I VALUE PLAY AS AN IMPORTANT MEDIUM FOR LEARNING. I HAVE DEVELOPED A BROAD RANGE OF DEVELOPMENTAL GOALS WITH THE FOCUS ON PLAY. THIS PROGRAM PROVIDES CHILDREN WITH PLAY EXPERIENCES THAT ENABLE THEM TO DEVELOP AND ACCUMULATE THEIR OWN KNOWLEDGE!
I'M TESTING MY BALANCE SYSTEM.
I'M DEVELOPING A GOOD SELF-CONCEPT
I'M DEVELOPING NUMBER CONCEPTS.
I'M LEARNING HOW TO TAKE TURNS.
I'M DEVELOPING GROSS MOTOR SKILLS.
I'M LEARNING TO "DECENTER" MY VIEWPOINT.