



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

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February 25, 2013

TO: State Board of Education

FROM: Mike Flanagan, Chairman 

SUBJECT: Approval of *Early Childhood Standards of Quality for Prekindergarten*

In November, Office of Great Start staff provided the State Board of Education with a preliminary draft showing changes proposed to the *Early Childhood Standards of Quality for Prekindergarten* for comment and discussion before offering the draft for public comment. The comments came from many sectors; it was very positive and included some suggestions for improvement. Attachment A includes the *Early Learning Expectations for Three-and-Four-Year-Old Children* contained within the *Early Childhood Standards of Quality for Prekindergarten*. No changes to the Quality Program Standards are proposed at this time, so they are not attached here. Based on public comment, minor wording changes were made for clarity on pages 4-6 to expand on definitions already provided. In addition, the domain that had been tentatively titled "Dimensions of Learning" was changed back to the previously used "Approaches to Learning" to mirror national terminology. An introduction was also added on page 1. Alignment citations to the Federal Head Start Child Outcomes Framework were removed based on comment that they were distracting, and will be incorporated in a separate document. The Board is being asked to approve the changes to the expectations for preschool children's growth and development.

Pending the Board's approval, the next steps in the project include the following:

- The technical document showing learning trajectories and alignment of early learning expectations that supports children's learning and development as they transition through various early childhood settings must be updated to reflect the changes that have been made due to public comment.
- An addendum to the ECSQ-PK program standards that translates those standards to support preschool children who are served in home-based settings must be finalized.
- Revised professional development pieces, including examples of what children experience and what teachers do, will be added to the Prekindergarten document.
- Updated references and glossaries will be added.

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- Graphic design must be updated to incorporate the changes. These steps will be completed during the Spring of 2013.

Additional components of the entire 2012-2013 Early Childhood Standards of Quality project include:

- Approval of the revised *Michigan Out-of-School Time Standards of Quality* (March 2013).
- Approval of the revised *Early Childhood Standards of Quality for Infant and Toddler Programs* (March 2013).
- Completion and approval of *Early Childhood Standards of Quality for Kindergarten through Third Grade* (Summer 2013).
- Professional development modules for teachers and caregivers to help them use the standards to improve programs and settings for children birth through kindergarten entry, and to be more effective and intentional in promoting outcomes for children (Summer 2013).
- Informational pieces for families of young children (Summer 2013).

When all of the documents have been approved and the informational pieces available, Michigan will have a framework to support young children and improve the programs and settings where they grow, learn, develop and play from birth through third grade.

It is recommended that the State Board of Education approve the revisions to the *Early Childhood Standards of Quality for Prekindergarten*, as attached to the Superintendent's memorandum dated February 25, 2013.

Attachment

# **Early Childhood Standards of Quality for Prekindergarten**

**Michigan State Board of Education  
Initially Approved March 8, 2005  
Revised March 12, 2013**

# Early Learning Expectations for Three- and Four-Year-Old Children

## INTRODUCTION

As early as 1972, the Michigan State Board of Education approved “Preprimary Objectives” as a step toward the effective implementation of early childhood education programs. Over the decades, expectations for young children’s learning and development have been refined and reorganized to reflect current knowledge and practice. These expectations are meant to emphasize significant content appropriate for preschoolers at this very special time in their lives, before they enter formal schooling. The expectations are meant to protect three and four year olds from an underestimation of their potential *and* from the pressure of academic work meant for older children.

These expectations are not meant to prevent children from enrolling in age-appropriate learning experiences or to exclude them from needed services and supports. High-quality preschool and prekindergarten settings, in centers, homes, and throughout the community, provide children with experiences and opportunities that allow them to meet these expectations.

This section of *Early Childhood Standards of Quality for Prekindergarten* is meant to apply to all three- and four-year-old children in Michigan, both those whose development is typical and those who are of differing abilities and backgrounds. It recognizes that young children’s growth, development, and learning are highly idiosyncratic. Young children learn at different rates in the various domains of their development and not all children master skills and content within a domain in the same order, although there are patterns to their development. All domains of child development are important to the success of early learners; the domains and learning and development within them are interrelated, and dissected here only to be able to discuss them.

The sections that follow are organized with a brief introduction to the domain and content area, followed by statements about children’s learning. Each “early learning expectation” is illustrated by several “emerging indicators” showing how children may exhibit their progress toward meeting that expectation. The indicators are not meant to be exhaustive; children will demonstrate their progress in many ways.

## **Approaches to Learning**

The Approaches to Learning Domain was extensively revised to be applicable to Prekindergarten to 3<sup>rd</sup> grade. The Approaches to Learning Expectations were developed as a part of the 2012-13 Michigan ECSQ–Birth through Grade 3 Alignment Project to create a link around important areas of development and learning between the Preschool and Kindergarten/Primary years. The Approaches to Learning Domain is about the dynamics of learning how to learn on one’s own and in the company of others. It encompasses the domains of Intellectual Development and Approaches to Learning formerly found in the 2005 edition of ECSQ-PK and is deeply linked to the revision of the Social, Emotional and Physical Health and Development domain in the 2012-13 revision of the Early Learning Expectations (2013 ECSQ-PK) and the Social and Emotional Health in the Health subdomain of the K-3 Grade Level Content Expectations.

The Approaches to Learning Domain demonstrates the relationship between thinking, learning and acting. It is the interaction between learners and their environment and is comprised of two subdomains: Habits of Mind are traits that become skillful individual approaches to learning, acting, thinking, creating and/or problem solving; Social Dispositions are a cluster of selected positive behaviors that have value in society and allow children to participate and interact more effectively with others.

Expectations in the Approaches to Learning Domain are expressions of positive attitudes, skills and learning processes that (combined with wide-ranging content knowledge) build foundations for lifelong learning and responsible living in a continuously changing world. An important focus of the Expectations in Approaches to Learning is the attribute of being literate and educated and using those skills for the betterment of self, eventually living as a positive member of society.

### Connections to Multiple Domains

Expectations in the Approaches to Learning Domain intersect with content knowledge and skills in other PK-3 ECSQ Domains and with the Head Start Early Learning and Development Framework. Approaches to Learning contains new strategies that focus attention on the outcomes of sustained approaches to learning in varying contexts. The Approaches to Learning Domain is formed at the intersection of knowledge and skills with behaviors or attitudes in social contexts, and when children are provided with opportunities to learn, create, or resolve problems.

The Approaches to Learning Domain is based on these assumptions:

- Learning is social. Habits of mind and social dispositions are formed by interactions with others--teachers, families and peers.
- The traits identified are those that we hope to foster in children, and that continue to develop over time.

- The traits identified in the Approaches to Learning Domain are learned both from intentional instruction, modeling and when integrated with other meaningful learning experiences that cross multiple domains of learning.

### Critical Role of Teachers

Preschool teachers play an active role in providing children with opportunities to learn, create, or resolve problems so that they can further develop the knowledge, behaviors and dispositions included in the Approaches to Learning Domain:

- Learning is facilitated by the intentional arrangement of the environment, throughout the daily routine, during large and small group times, intentional instruction, active child participation and peer interactions.
- Teacher-child interactions are positive and responsive. Teachers are alert and attentive to children’s interests, developmental levels, and progress, and adapt to stretch children’s learning and understanding.
- Teachers build communities of learners where these habits of mind and social dispositions are valued, practiced and nurtured daily.
- Social and emotional development is recognized as vital to successful learning, both in personal and interpersonal development.

### **Habits of Mind**

#### **1. Early Learning Expectation: *Creativity-Imagination-Visualization.***

Demonstrate a growing ability to use originality or vision when approaching learning; use imagination, show ability to visualize a solution or new concept.

#### **Emerging Indicators:**

- 1.1 Can be playful with peers and adults.
- 1.2 Make connections with situations or events, people or stories.
- 1.3 Create new images or express ideas.
- 1.4 Propose or explore possibilities to suggest what an object or idea might be ‘otherwise.’
- 1.5 Expand current knowledge onto a new solution, new thinking or new concept.
- 1.6 Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.
- 1.7 Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.

**2. Early Learning Expectation: Initiative-Engagement-Persistence-Attentiveness.** Demonstrate the quality of showing interest in learning; pursue learning independently.

**Emerging Indicators:**

- 2.1 Initiate 'shared thinking' with peers and adults.
- 2.2 Grow in abilities to persist in and complete a variety of tasks, activities, projects and experiences.
- 2.3 Demonstrate increasing ability to set goals and to develop and follow through on plans.
- 2.4 Show growing capacity to maintain concentration in spite of distractions and interruptions.
- 2.5 Explore, experiment and ask questions freely.

**3. Early Learning Expectation: Curiosity-Inquiry-Questioning-Tinkering-Risk Taking.** Demonstrate an interest and eagerness in seeking information (e.g., be able to see things from a different perspective, fiddling with something to figure it out or attempting a reasonable solution).

**Emerging Indicators:**

- 3.1 Demonstrate an interest and eagerness in seeking information (e.g., be able to see things from a different perspective, fiddling with something to figure it out or attempting a reasonable solution).
- 3.2 Express a 'sense of wonder.'
- 3.3 Choose to take opportunities to explore, investigate or question in any domain.
- 3.4 Re-conceptualize or re-design (block structures, shapes, art materials, digital images, simple graphs).

**4. Early Learning Expectation: Resilience-Optimism-Confidence.** Demonstrate the capacity to cope with change, persist, move ahead with spirit, vitality and a growing belief in one's ability to realize a goal.

**Emerging Indicators:**

- 4.1 Manage reasonable frustration.
- 4.2 Meet new and varied tasks with energy, creativity, and interest.
- 4.3 Explore and ask questions.
- 4.4 Begin to organize projects or play; make and carryout plans.
- 4.5 Use stories and literature to pretend, play, act or take on characters to help establish their situation or reality.
- 4.6 Begin to set aside fear of failure when self-initiating new tasks.

**5. Early Learning Expectation: *Reasoning-Problem Solving-Reflection.***

Demonstrate a growing capacity to make meaning, using one's habits of mind to find a solution or figure something out.

**Emerging Indicators:**

- 5.1 Begin to hypothesize or make inferences.
- 5.2 Show an increasing ability to ask questions appropriate to the circumstance.
- 5.3 Show an increasing ability to predict outcomes by checking out and evaluating their predictions.
- 5.4 Attempt a variety of ways of solving problems.
- 5.5 Demonstrate enjoyment in solving problems.
- 5.6 Gather information and learn new concepts through experimentation and discovery, making connections to what they already know.
- 5.7 Share through words or actions the acquisition of increasingly complex concepts.
- 5.8 Show an increasing ability to observe detail and attributes of objects, activities, and processes.

**Social Dispositions**

**6. Early Learning Expectation: *Participation-Cooperation-Play-Networking-Contribution.*** Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all; join a community of learners in person and digitally as appropriate.

**Emerging Indicators:**

- 6.1 Learn from and through relationships and interactions.
- 6.2 Show an increasing ability to initiate and sustain age-appropriate play and interactions with peers and adults.
- 6.3 Begin to develop and practice the use of problem-solving and conflict resolution skills.
- 6.4 Recognize respectfully the similarities and differences in people (gender, family, race, culture, language).
- 6.5 Show an increasing capacity to consider or take into account another's perspective.
- 6.6 Can join a community of learners in person and digitally as appropriate; enjoy mutual engagement.
- 6.7 Contribute individual strengths, imagination or interests to a group.
- 6.8 Successfully develop and keep friendships.
- 6.9 Participate successfully as group members.
- 6.10 Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms, and communities.



**7. Early Learning Expectation: *Respect for Self and Others – Mental and Behavioral Health.*** Exhibit a growing regard for one's mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy.

**Emerging Indicators:**

- 7.1 Show increasing respect for the rights of others.
- 7.2 Extend offers (gestures, words) of help to peers or adults, to help them feel that they belong to the group.
- 7.3 Cope with stress in a reasonable and age appropriate way. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.
- 7.4 Use positive communication and behaviors (do not mock, belittle, or exclude others).
- 7.5 Resolve (or attempt to resolve) conflicts respectfully.
- 7.6 Increasingly develop greater self-awareness; identify their own interests and strengths. Can be comfortable choosing to be alone.
- 7.7 Demonstrate the ability to care. Can respond with sensitivity or sincerity, later empathy.
- 7.8 Can resist and effectively respond to inappropriate peer pressure (as age appropriate).
- 7.9 Demonstrate positive feelings about their own gender, family, race, culture and language.
- 7.10 Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.
- 7.11 Demonstrate a reasonable self-perception of confidence, can make choices and explain discoveries.

**8. Early Learning Expectation: *Responsibility-Ethical Actions.*** Are becoming accountable or reliable for their actions to self and others.

**Emerging Indicators:**

- 8.1 Contribute to the community (classroom, school, neighborhood) as age appropriate.
- 8.2 Grow in understanding of the need for rules and boundaries in their learning and social environments.
- 8.3 Show an increasing ability to follow simple, clear, and consistent directions and rules.
- 8.4 Begin to take action to fix their mistakes, solve problems with materials and resolve conflicts with others; do not blame others inappropriately.
- 8.5 Take initiative to do something positive to contribute to their community (family, classroom, school, neighborhood) as age appropriate.

- 8.6 Increase understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.
- 8.7 Use materials purposefully, safely and respectfully more of the time.
- 8.8 Respect the property of others and that of the community.

## Creative Arts (CA)

The creative arts include the visual arts (drawing, painting, ceramics, sculpture, printmaking, fiber, and multimedia), instrumental and vocal music, creative movement, and dramatic play (puppetry, storytelling, mime, and role playing). Support for children's creative development is essential to foster their appreciation of the arts and their competence, self-reliance, and success. Children's learning in all domains is enhanced by the integration of the creative arts with other areas of the curriculum. Teachers who encourage creativity nurture self-esteem and mutual respect. Children whose questions, individuality, and originality are honored see themselves as valued persons who can succeed in school and life.

- 1. Early Learning Expectation: *Visual Arts*.** Children show how they feel, what they think, and what they are learning through experiences in the visual arts.

### **Emerging Indicators:**

- 1.1 Use their own ideas to draw, paint, mold, and build with a variety of art materials (e.g., paint, clay, wood, materials from nature such as leaves).
- 1.2 Begin to plan and carry out projects and activities with increasing persistence.
- 1.3 Begin to show growing awareness and use of artistic elements (e.g., line, shape, color, texture, form).
- 1.4 Create representations that contain increasing detail.

- 2. Early Learning Expectation: *Instrumental and Vocal Music*.** Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.

### **Emerging Indicators:**

- 2.1 Participate in musical activities (e.g., listening, singing, finger plays, singing games, and simple performances) with others.
- 2.2 Begin to understand that music comes in a variety of musical styles.
- 2.3 Begin to understand and demonstrate the components of music (e.g., tone, pitch, beat, rhythm, melody).
- 2.4 Become more familiar with and experiment with a variety of musical instruments.

**3. Early Learning Expectation: Movement and Dance.** Children show how they feel, what they think, and what they are learning through movement and dance experiences.

**Emerging Indicators:**

- 3.1 Can respond to selected varieties of music, literature, or vocal tones to express their feelings and ideas through creative movement.
- 3.2 Begin to show awareness of contrast through use of dance elements (e.g., time: fast/slow; space: high/middle/low; energy: hard/soft).
- 3.3 Begin to identify and create movement in place and through space.

**4. Early Learning Expectation: Dramatic Play.** Children show how they feel, what they think, and what they are learning through dramatic play.

**Emerging Indicators:**

- 4.1 Grow in the ability to pretend and to use objects as symbols for other things.
- 4.2 Use dramatic play to represent concepts, understand adult roles, characters, and feelings.
- 4.3 Begin to understand components of dramatic play (e.g., setting, prop, costume, voice).
- 4.4 Contribute ideas and offer suggestions to build the dramatic play theme.
- 4.5 Begin to differentiate between fantasy and reality.

**5. Early Learning Expectation: Aesthetic Appreciation.** Children develop rich and rewarding aesthetic lives.

**Emerging Indicators:**

- 5.1 Develop healthy self-concepts through creative arts experiences.
- 5.2 Show eagerness and pleasure when approaching learning through the creative arts.
- 5.3 Show growing satisfaction with their own creative work and growing respect for the creative work of others.
- 5.4 Can use alternative forms of art to express themselves depending on the avenues available to them (e.g., through the visual arts, if hearing impaired; through listening to music, if physically impaired).
- 5.5 Are comfortable sharing their ideas and work with others.
- 5.6 Use the creative arts to express their view of the world.
- 5.7 Begin to develop their own preferences for stories, poems, illustrations, forms of music, and other works of art.
- 5.8 Begin to appreciate their artistic heritage and that of other cultures.
- 5.9 Can talk about their creations with peers and adults.
- 5.10 Begin to develop creative arts vocabulary.

## Language and Early Literacy Development (LL)

Children begin to communicate at birth. During the preschool years they are emerging as language users and developing competence as listeners, speakers, readers, writers and viewers. Each of these language arts is strengthened by integrated literacy experiences in print-rich active learning environments in homes, neighborhoods, outdoor play spaces, and in all formal and informal early learning settings.

Having knowledge of the major characteristics of children's language development in the three- and four-year old age range enables parents, teachers and caregivers to provide support and strengthen children's emerging competence. Intentional learning experiences which support the early learning expectations outlined below will help young children become motivated and efficient communicators who listen, speak, read, write, and view effectively for meaningful purposes and for the pure joy of being literate.

**1. Early Learning Expectation: *Emergent Reading*.** Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.

### **Emerging Indicators:**

- A. In comprehension strategies:** Retell a few important events and ideas they have heard from written materials (e.g., in stories and in books about things and events).
- 1.A.1 Enlarge their vocabularies both with words from conversation and instructional materials and activities.
  - 1.A.2 Use different strategies for understanding written materials (e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions).
  - 1.A.3 Demonstrate reading-like behaviors with familiar written materials [i.e., moving from labeling pictures to creating connected stories using book language (e.g., "Once upon a time . . ."); using patterns and vocabulary that occur in printed material to making use of printed text (e.g., trying out what one is learning about words and sounds)].
  - 1.A.4 Talk about preferences for favorite authors, kinds of books, and topics and question the content and author's choices (critical literacy).

**B. In print and alphabetic knowledge:**

- 1.B.1 Show progress in identifying and associating letters with their names and sounds.
- 1.B.2 Recognize a few personally meaningful words including their own name, "mom," "dad," signs, and other print in their environment.
- 1.B.3 Participate in play activities with sounds (e.g., rhyming games, finger plays).

**C. In concepts about reading:**

- 1.C.1 Understand that ideas can be written and then read by others.
- 1.C.2 Understand print and book handling concepts including directionality, title, etc.
- 1.C.3 Understand that people read for many purposes (e.g., enjoyment, information, to understand directions).
- 1.C.4 Understand that printed materials have various forms and functions (e.g., signs, labels, notes, letters, types).
- 1.C.5 Develop an understanding of the roles of authors and illustrators.

**2. Early Learning Expectation: Writing Skills.** Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.

**Emerging Indicators:**

- 2.1 Begin to understand that their ideas can be written and then read by themselves or others.
- 2.2 Use a variety of forms of early writing (e.g., scribbling, drawing, use of letter strings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling.
- 2.3 Begin to develop an understanding of purposes for writing (e.g., lists, directions, stories, invitations, labels).
- 2.4 Represent their own or imaginary experiences through writing (with/without illustrations).
- 2.5 Begin to write familiar words such as their own name.
- 2.6 Attempt to read or pretend to read what they have written to friends, family members, and others.
- 2.7 Show beginnings of a sense of the need to look over and modify their writings and drawings (e.g., adding to picture or writing).
- 2.8 Develop greater control over the physical skills needed to write letters and numbers.

**3. Early Learning Expectation: *Spoken Language: Expressive*.** Children develop abilities to express themselves clearly and communicate ideas to others.

**Emerging Indicators:**

- 3.1 Use spoken language for a variety of purposes (e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others).
- 3.2 Show increasing comfort and confidence when speaking.
- 3.3 Experiment and play with sounds (e.g., rhyming, alliteration, playing with sounds, and other aspects of phonological awareness).
- 3.4 Continue to develop vocabulary by using words learned from stories and other sources in conversations.
- 3.5 Speak in increasingly more complex combinations of words and in sentences.
- 3.6 Understand the roles of the participants in conversation (e.g., taking turns in conversation and relating their own comments to what is being talked about; asking relevant questions).
- 3.7 Take part in different kinds of roles as a speaker (e.g., part of a group discussion, role playing, fantasy play, storytelling and retelling).
- 3.8 Use nonverbal expressions and gestures to match and reinforce spoken expression.
- 3.9 Show progress in speaking both their home language and English (if non-English-speaking children).
- 3.10 If appropriate, show progress in learning alternative communication strategies such as sign language.

**4. Early Learning Expectation: *Spoken Language: Receptive*.** Children grow in their capacity to use effective listening skills and understand what is said to them.

**Emerging Indicators:**

- 4.1 Gain information from listening (e.g., to conversations, stories, songs, poems).
- 4.2 Show progress in listening to and following spoken directions.
- 4.3 Show progress in listening attentively, avoiding interrupting others, learning to be respectful.
- 4.4 Respond with understanding to speech directed at them.
- 4.5 Understand the concept and role of an audience (e.g., being part of an audience, being quiet, being considerate, looking at the speaker).
- 4.6 Understand and respond appropriately to non-verbal expressions and gestures.
- 4.7 Show progress in listening to and understanding both their home language and English (if non-English-speaking children).

**5. Early Learning Expectation: Viewing Images and Other Media Materials.** Children begin to develop strategies that assist them in viewing a variety of images and multimedia materials effectively and critically.

**Emerging Indicators:**

- 5.1 View images and other media materials for a variety of purposes (e.g., to gain information, for pleasure, to add to their understanding of written materials, for visual cues or creative purposes).
- 5.2 Use different strategies for understanding various media (e.g., making predictions using what they already know, using the structure of the image or media, linking themselves and their experiences to the content, asking relevant questions).
- 5.3 Begin to compare information across sources and discriminate between fantasy and reality.

**6. Early Learning Expectation: Positive Attitudes about Literacy.** Children develop positive attitudes about themselves as literate beings--as readers, writers, speakers, viewers, and listeners.

**Emerging Indicators:**

- 6.1 Choose to read, write, listen, speak, and view for enjoyment and information, and to expand their curiosity.
- 6.2 Demonstrate emotion from literacy experiences (e.g. laughter, concern, curiosity).
- 6.3 Make connections with situations or events, people or stories.
- 6.4 Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.
- 6.5 Show growth in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.

**7. Early Learning Expectation: Diversity of Communication.** Children begin to understand that communication is diverse and that people communicate in a variety of ways.

**Emerging Indicators:**

- 7.1 Understand that some people communicate in different languages and other forms of English.
- 7.2 Become aware of the value of the language used in their homes.
- 7.3 Become aware of alternate and various forms of communication (e.g., Braille, sign language, lip reading, digital communication tablets).
- 7.4 Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication.



## Dual Language Learning (DLL)

The new preschool Dual Language Learning Expectations were developed as part of the *2012-13 MI-ECSQ–Birth through Grade 3 Alignment Project*. This new domain addresses the learning needs of the growing population of young children whose first language is not English or those who speak a language other than English at home. A similar domain is also found in the revised 2010 Head Start Child Development and Early Learning Framework: English Language Development. Reference to children learning dual languages deliberately interspersed across the ECSQ-PK in the initial developmental phase were left in place.

As a result of the multiple influences on young Dual Language Learners, defining ‘progress’ can not necessarily be determined by age or specific grade level alone. Therefore, the DLL Expectations for preschool children apply to the age range from Pre-K through Grade 3.

The full grade range of Prekindergarten through Grade 3 Expectations are found in the *2012-13 Alignment Document: Language and Literacies; Dual Language Learning*. Several critical understandings are unique to this subdomain, including the following:

### Commonly Used Definitions

- **Dual Language Learners:** Children whose first language is not English; including those learning English for the first time as well as those who may or may not have various levels of English proficiency. The term “Dual Language Learners” encompasses other terms frequently used, such as limited English proficient (LEP), bilingual, English language learners (ELL), English as a second language learners (ESL), and children who speak a language other than English (LOTE). [Source: Office of Head Start [website](#)].
- **First Language:** The home language of the child; may also be referred to as the native language of the child.
- **Extent of Culturally Responsive Teaching:** Demonstrating an awareness and respect for the customs, heritage and values of the families and children. **Demonstrating and responding with a positive attitude for learning about various cultures and languages.**

### Approaches

- The best entry into literacy is a child’s first language. Literacy in a child’s first language establishes a knowledge, concept and skills base that transfers from first language reading to reading in a second language.
- Learning opportunities should be integrated into all content areas using strategies that support Dual Language Learning.
- Bilingualism is a benefit to future learning and achievement.

## Degrees of Bilingualism

Particularly with very young children, traits associated with bilingualism are not fixed capacities and a group of preschool children may be comprised of children who speak several languages and who represent different language capacities. Bilingualism encompasses children who:

- Have acquired language skills in their first language and then begin to learn a second language.
- Are not yet comfortable and capable in their first language, thus are learning two languages simultaneously.

## Influences on Progress in Dual Language Learning

Children make progress in learning more than one language through:

- Both maturation and the trajectory of second language acquisition;
- Age of entry into an 'English' speaking environment;
- Extent of first language acquisition;
- Extent of support from the learning environment/program; and,
- The extent of culturally responsive teaching.

### **1. Early Learning Expectation: Receptive English Language Skills.**

Demonstrate an increasing ability to comprehend or understand the English language at an appropriate developmental level.

#### **Emerging Indicators:**

- 1.1 Observe peers and adults with increasing attention to understand language and intent.
- 1.2 Respond with non-verbal actions and basic English words or phrases to communicate.
- 1.3 Demonstrate increased understanding of simple words and phrases used in daily routines or content studies.
- 1.4 Increase understanding of multiple meanings of words.
- 1.5 Exhibit a growing vocabulary of basic and high-frequency words.
- 1.6 Demonstrate a beginning of phonological awareness and phonics.

**2. Early Learning Expectation: *Expressive English Language Skills.***

Demonstrate an increasing ability to speak or use English at an appropriate developmental level.

**Emerging Indicators:**

- 2.1 Express basic needs using common words or phrases in English.
- 2.2 Participate with peers and adults in simple exchanges in English.
- 2.3 As age appropriate, attempt to use longer sentences or phrases in English.
- 2.4 Continue to use and build home language as needed to build understanding of words and concepts in second language.

**3. Early Learning Expectation: *Engagement in English Literacy***

***Activities.*** Demonstrate increased understanding and response to books, storytelling, and songs presented in English and increased participation in English literacy activities.

**Emerging Indicators:**

- 3.1 Demonstrate increasing attention to stories and book reading.
- 3.2 Name or recall characters in stories.
- 3.3 Use both verbal and nonverbal methods to demonstrate understanding as early literacy skills also increase.
- 3.4 Begin to talk about books, stories, make predictions or take a guess about the book.

**4. Early Learning Expectation: *Engagement in Writing.*** Demonstrate in increasing ability to write words or engage in early stages of writing in English.

**Emerging Indicators:**

Alphabet

- 4.1 Engage in early drawing or emergent writing attempts.
- 4.2 Copy letters of the English alphabet as age appropriate.

Words

- 4.3 Write or copying important words (name, friends, and family).
- 4.4 Write name and using a capital letter at the beginning.
- 4.5 Copy words or labels from integrated learning (math, science, arts) experiences.
- 4.6 Use drawing and emergent writing together.

**5. Early Learning Expectation: *Social Interaction.*** Interact with peers in play, classroom and social situations using English with increasing ability and comfort; use first language when appropriate and share home culture.

**Emerging Indicators:**

5.1 Demonstrate and also accept positive verbal and non-verbal interactions from peers.

In English:

5.2 Engage with the teacher and others in a positive manner.

5.3 Communicate emotions appropriately and beginning to label feelings.

5.4 Show both verbal and non-verbal attempts to participate with peers.

In the First Language:

5.5 Write, draw and talk about family and cultural traditions (songs, food, celebrations, etc.).

5.6 Demonstrate pride and recognition of first language.

5.7 Build skills in first language.

## **Technology Literacy-Early Learning and Technology (TL)**

Digital technology plays an increasing role in the lives of young children in preschool programs and beyond. The array of such tools continues to expand as does understanding of both their potentials and cautions. Research supports young children's age-appropriate use of technology to support and to extend learning and development under the guidance of adults who understand how to use it appropriately. However, technology should never dominate the early learning environment and the daily schedule, nor replace the opportunity for children to play actively and have direct experience with peers, adults, and/or concrete materials and the natural world.

These new preschool technology literacy expectations are derived from the 2009 Michigan Educational Technology Standards for Students, Grades PK-2. They replace PK Early Learning Expectations originally adopted in 2005.

- 1. Early Learning Expectation: *Creativity and Innovation*.** Use a variety of developmentally appropriate digital tools to learn and create.

### **Emerging Indicators:**

- 1.1 Can describe and creatively use a variety of technological tools independently or with peer or adult help.
- 1.2 Understand that technology tools can be used throughout the day.
- 1.3 Understand that different technology tools have different uses, including communicating feelings and ideas.

- 2. Early Learning Expectation: *Communication and Collaboration*.** Work together when using developmentally appropriate digital tools.

### **Emerging Indicators:**

- 2.1 Respond to other children's technology products vocally or within the technology tool.
- 2.2 Work with one or more other children to plan and create a product with a technology tool.

**3. Early Learning Expectation: Research and Information Literacy.**

With adult support and supervision, interact with developmentally appropriate Internet based resources. With adult support, use developmentally appropriate digital resources to locate and use information relating to a topic under study.

**Emerging Indicators:**

- 3.1 Begin to be able to navigate developmentally appropriate websites.
- 3.2 Understand that the internet can be used to locate information as well as for entertainment.
- 3.3 Respond to information found on the internet in developmentally appropriate ways (e.g., tell what they learned, draw a picture, use the information to accomplish a task).

**4. Early Learning Expectation: Critical Thinking, Problem Solving, and Decision Making.** Explain some ways that technology can be used to solve problems.

**Emerging Indicators**

- 4.1 Talk, ask questions, solve problems and share ideas with peers and adults, when using computers and other technology tools.
- 4.2 When faced with a problem, suggest the use of technology tool to solve the problem (e.g., take a picture of a block creation to show parents, find out the size of a dinosaur).

**5. Early Learning Expectation: Digital Citizenship.** Begin to understand how technology can be used appropriately or inappropriately.

**Emerging Indicators:**

- 5.1 Begin to state and follow rules for safe use of the computer and other technology tools.
- 5.2 Begin to understand how technology can be used inappropriately (e.g., using another's cell phone without permission, using the Internet without supervision).
- 5.3 Identify the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling).
- 5.4 Identify personal information that should not be shared on the Internet or the phone (e.g., name, address, phone).
- 5.5 Know to use the computer only when an adult is supervising and to inform a trusted adult if anything on the Internet creates discomfort.

**6. Early Learning Expectation: *Technology Operations and Concepts.***  
Begin to learn to use and talk about technology tools appropriately.

**Emerging Indicators:**

- 6.1 Can follow simple directions to use common technology tools.
- 6.2 Recognize and name the major parts of a computer and other devices.
- 6.3 Understand the need for and demonstrate basic care for technology equipment.
- 6.4 Use adaptive devices to operate a software program as necessary.

\*Source: 2009 Michigan Educational Technology Standards for Students, Grades PK-2 <http://techplan.edzone.net/METS/METS2009PK2.pdf>

## **Social, Emotional and Physical Health and Development (SEP)**

During the preschool years, children increase self-understanding, cooperative and social interaction skills, improve movement skills, and develop greater knowledge about the importance of physical activity, exercise and good nutrition to their overall health. They learn more about how they can play an age appropriate role in their own social and emotional health and physical well-being. They begin to learn that their behavior affects their health and safety and recognize that they or their peers may participate in activities in a variety of ways, some with the help of adaptations. Good social and emotional health, physical well-being and healthy nutrition practices all contribute to improved learning.

### Social and Emotional Development and Health

To develop socially and emotionally, children need to develop the capacity to experience, express, and gain self-control over their emotions and social interactions. Children learn and thrive when they feel emotionally secure with and socially connected to adults who provide nurturing relationships and positive early learning experiences and with other children. When children feel emotionally secure and physically safe, they feel more confident to explore their environment and to learn.

An environment that is responsive to each child and that is predictable and consistent strengthens a child's confidence in approaching new challenges and enhances the development of trusting and healthy relationships. In the preschool years children grow in the ability to participate in the larger world beyond the family—to serve as a resource, to negotiate, to lead and follow, and to be actively involved in their relationships with others. The Expectations in Social Emotional Development and Health are closely related to the Approaches to Learning Domain.

### Physical Development

Physical development (fine and gross/large motor) is important to the achievement of general health. Gross motor development enhances body awareness, understanding of spatial relationships, and cognitive growth. Fine motor development fosters dexterity as well as coordination of the hand and eye when using the small muscles of the fingers and hands in a variety of activities. Children participate in physical activity for the sheer joy of it and also learn how many forms of vigorous physical activity contribute to their overall health.

### Physical Health, Safety and Nutrition

The preschool years offer many opportunities for children to learn how all aspects of their physical health and well-being are related, how to keep themselves safe in their physical and social environments and how good food choices help them grow to be strong and healthy. Children learn to care for and respect their bodies and, with adult support, contribute to keeping themselves healthy and safe. During



meal and snack times, adults help them learn more healthy food choices, about their own food preferences more about the role of food in their own cultural celebrations and those of their peers.

## **Social and Emotional Development and Health**

**1. Early Learning Expectation: *Understanding of Self.*** Children develop and exhibit a healthy sense of self.

### **Emerging Indicators:**

- 1.1 Show an emerging sense of self-awareness.
- 1.2 Continue to develop personal preferences.
- 1.3 Demonstrate growing confidence in expressing their feelings, needs and opinions.
- 1.4 Become increasingly more independent.
- 1.5 Recognize and have positive feelings about their own gender, family, race, culture and language.
- 1.6 Identify a variety of feelings and moods (in themselves and others).

**2. Early Learning Expectation: *Expressing Emotions.*** Children show increasing ability to regulate how they express their emotions.

### **Emerging Indicators:**

- 2.1 Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.
- 2.2 Grow in their ability to follow simple, clear, and consistent directions and rules.
- 2.3 Use materials purposefully, safely, and respectfully more and more of the time.
- 2.4 Begin to know when and how to seek help from an adult or peer.
- 2.5 Manage transitions and follow routines most of the time.
- 2.6 Can adapt to different environments.

**3. Early Learning Expectation: *Relationships with Others.*** Children develop healthy relationships with other children and adults.

### **Emerging Indicators:**

- 3.1 Increase their ability to initiate and sustain age-appropriate interactions with peers and adults.
- 3.2 Begin to develop and practice the use of problem-solving and conflict resolution skills.

- 3.3 Recognize similarities and differences in people (gender, family, race, culture, language).
- 3.4 Increase their capacity to take another's perspective.
- 3.5 Show increasing respect for the rights of others.
- 3.6 Show progress in developing and keeping friendships.
- 3.7 Participate successfully as a group member.
- 3.8 Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community.

### **Physical Development**

**4. Early Learning Expectation: *Body Control and Activity.*** Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.

#### **Emerging Indicators:**

- 4.1 Begin to recognize and learn the names of body parts.
- 4.2 Begin to understand spatial awareness for themselves, others, and their environment.
- 4.3 Participate actively and on a regular basis, in games, outdoor play, and other forms of vigorous exercise that enhance physical fitness.
- 4.4 Increasingly develops greater self-awareness; identifies his or her own interest and strengths.

**5. Early Learning Expectation: *Gross Motor Development.*** Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and planned and spontaneous settings.

#### **Emerging Indicators:**

- 5.1 Begin or continue to develop traveling movements such as walking, climbing, running, jumping, hopping, skipping, marching, and galloping.
- 5.2 Show their ability to use different body parts in a rhythmic pattern
- 5.3 Show increasing abilities to coordinate movements (e.g., throwing, catching, kicking, bouncing balls, using the slide and swing) in order to build strength, flexibility, balance, and stamina.
- 5.4 Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries (e.g., riding a tricycle or bike, using their bodies in helpful vs. hurtful ways, being a 'leader' in a game).

**6. Early Learning Expectation: *Fine Motor Development.*** Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.

**Emerging Indicators:**

- 6.1 Develop and refine motor control and coordination, eye-hand coordination, finger/thumb and whole-hand strength coordination and endurance using a variety of age-appropriate tools (e.g., scissors, pencils, markers, crayons, blocks, putting together puzzles, using a variety of technology).
- 6.2 Use fine motor skills they are learning in daily activities (e.g., dressing themselves).

**7. Early Learning Expectation: *Positive Activity.*** Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.

**Emerging Indicators:**

- 7.1 Learn to cooperate with others through games and other activities and actions that show a growing knowledge of the rights of others.
- 7.2 Take pride in their own abilities and increase self-motivation.
- 7.3 Begin to develop an appreciation and respect for the varying physical abilities and capabilities of others.
- 7.4 Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all.

**Health, Safety and Nutrition**

**8. Early Learning Expectation: *Healthy Eating.*** Children become aware of and begin to develop nutritional habits that contribute to good health.

**Emerging Indicators:**

- 8.1 Grow in their understanding of the importance of eating nutritious meals and snacks at regular intervals, and how this relates to good health.
- 8.2 Begin to listen to body signals of hunger and fullness, learn to choose how much to eat at meals and snacks, and are able to convey their needs for food to adults.
- 8.3 Use age/developmentally-appropriate eating utensils safely and correctly.

- 8.4 Become aware of foods that cause allergic reactions for some children and/or other dietary needs or restrictions.

**9. Early Learning Expectation: *Healthy Choices*.** Children begin to have knowledge about and make age-appropriate healthy choices in daily life.

**Emerging Indicators:**

- 9.1 Show growing independence in keeping themselves clean, personal care when eating, dressing, washing hands, brushing teeth, use of tissues for nose-blowing (and their disposal), and toileting.
- 9.2 Grow in understanding of the importance of good health and its relationship to physical activity.
- 9.3 Talk about ways to prevent spreading germs and diseases to other people.
- 9.4 Develop an understanding of basic oral hygiene.
- 9.5 Begin to be able to recognize activities that contribute to the spread of communicable diseases (e.g., sharing of cups, eating utensils, hats, clothing, foods).
- 9.6 Can begin to recognize some symptoms of disease or health issues (e.g., a sore throat is not a "sore neck") and common instruments used in diagnosing disease (e.g., thermometer, x-ray machines).
- 9.7 Begin to become aware of activities, substances, and situations that may pose potential hazards to health [e.g., smoking, poisonous materials, edible, non-edible items (e.g., plants/berries), medications (appropriate use of)].

**10. Early Learning Expectation: *Personal Safety*.** Children recognize that they have a role in preventing accidents or potential emergencies.

**Emerging Indicators:**

- 10.1 Begin to learn appropriate safety procedures (e.g., in the home, at school, as a pedestrian, outdoors, on the playground, with vehicles, with bicycles, around bodies of water).
- 10.2 Identify persons to whom they can turn for help in an emergency situation.
- 10.3 Begin to know important facts about themselves (e.g., address, phone number, parent's name).
- 10.4 Become aware of issues relative to personal safety (e.g., inappropriate touching, good and bad secrets, learning how to say 'No' to inappropriate touching by any other person, recognizing when to tell an adult about an uncomfortable situation).

- 10.5 Begin to learn the correct procedure for self-protection in emergency situations (e.g., tornados, fire, storms, gun fire, chemical spills, avoidance of other's blood and vomit).
- 10.6 Begin to try new activities with 'just manageable' risk (e.g., riding a tricycle, climbing safely, jumping, exploring).
- 10.7 Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.

## **Early Learning in Mathematics (M)**

Young children’s early understandings of mathematics are broad in scope and extend well beyond numbers and counting. Problem solving is the central focus of the mathematics curriculum from the early years onward. How children’s early understandings are supported and extended by their parents and caregivers/ teachers enable them to use and expand their knowledge. Mathematical experiences involving interactions with the environment, materials, peers and supportive adults give children opportunities to build, modify, and integrate simple mathematical concepts—primarily ideas about whole numbers, shapes and space.

For Kindergarten and beyond, Michigan has adopted the College and Career Ready Standards (CCRS), and Expectations for K-3 based on those new standards are a part of the 2012 Birth through Grade 3 Alignment Project. The CCRS emphasizes that the focus of experiences in early mathematics should be on understanding whole numbers with some emphasis on shapes and space (e.g., Expectations related to fractions do not appear until Grade 3). All of the Expectations expressed here at the preschool level support and lead into the learning expectations in later schooling. They may be organized and titled somewhat differently than in the CCRS, but they all help children develop the attitudes, skills, and knowledge necessary for later proficiency in mathematics. At the preschool level, they are expressed to reflect developmentally appropriate expectations for three- and four-year-old children.

Of critical importance is the support of teachers in helping children adopt these attitudes and practices in their early exploration of mathematics in their daily lives and in their early learning programs:

- Making sense of problems and persevering in solving them.
- Reasoning abstractly and quantitatively.
- Constructing viable arguments and critique the reasoning of others.
- Modeling with mathematics.
- Using appropriate tools strategically.
- Attending to precision.
- Looking for and make use of structure.
- Looking for and express regularity in repeated reasoning.

**1. Early Learning Expectation: *Math Practices*.** Children begin to develop processes and strategies for solving mathematical problems.

**Emerging Indicators:**

- 1.1 Try to solve problems in their daily lives using mathematics (e.g., how many napkins are needed).
- 1.2 Generate new problems from every day mathematical situations and use current knowledge and experience to solve them (e.g., distribute crackers).
- 1.3 Begin to develop and use various approaches to problem solving based upon their trial and error experiences.
- 1.4 Begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations.
- 1.5 Begin to generate problems that involve predicting, collecting, and analyzing information and using simple estimation.

**2. Early Learning Expectation: *Mathematical Literacy*.** Children begin to use the language of mathematics by applying emerging skills in representing, discussing, reading, writing, and listening (e.g., by translating a problem or activity into a new form; a picture, diagram, model, symbol, or words).

**Emerging Indicators:**

- 2.1 Participate regularly in informal conversations about mathematical concepts and number relationships.
- 2.2 Begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number and other mathematical symbols.
- 2.3 Begin to use symbols to represent real objects and quantities.
- 2.4 Make progress from matching and recognizing number symbols to reading and writing numerals.
- 2.5 Talk about their own mathematical explorations and discoveries using simple mathematical language and quantity-related words.
- 2.6 Begin to recognize that information comes in many forms and can be organized and displayed in different ways.
- 2.7 Begin to describe comparative relationships (e.g., more/less/same number of objects or quantities).

**3. Early Learning Expectation: *Classification and Patterns*.** Children begin to develop skills of recognizing, comparing and classifying objects, relationships, events and patterns in their environment and in everyday life.

**Emerging Indicators:**

- 3.1 Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures.
- 3.2 Identify patterns in their environment.
- 3.3 Investigate patterns and describe relationships.
- 3.4 Recognize patterns in various formats (e.g., things that can be seen, heard, felt).

**4. Early Learning Expectation: *Counting and Cardinality*.** Children extend their understanding of numbers and their relationship to one another and things in the environment.

**Emerging Indicators:**

- 4.1 Develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems.
- 4.2 Match, build, compare, and label amounts of objects and events (e.g., birthdays in the week) in their daily lives.
- 4.3 Make progress in moving beyond rote counting to an understanding of conceptual counting (e.g., one-to-one correspondence).
- 4.4 Recognize and match number symbols for small amounts with the appropriate amounts (e.g., subitizing).
- 4.5 Show progress in linking number concepts, vocabulary, quantities and written numerals in meaningful ways.
- 4.6 Show growth in understanding that number words and numerals represent quantities.
- 4.7 Use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life.
- 4.8 Understand how numbers can be used to label various aspects of their lives (e.g., house number, phone number, ages of classmates).
- 4.9 Develop an increasing ability to count in sequence up to ten and beyond, typically referred to as "counting on." [Note: Expectations relating to place value (tens and ones) begin with Kindergarten]



**5. Early Learning Expectation: Simple Operations and Beginning Algebraic Thinking.** Children begin to develop skills of sorting and organizing information, seeing patterns, and using information to make predictions and solve new problems.

**Emerging Indicators:**

- 5.1 Begin to develop the ability to solve problems involving joining, separating, combining, and comparing amounts when using small quantities of concrete materials.
- 5.2 Can generate problems that involve predicting, collecting, and analyzing information.
- 5.3 Use simple estimation to make better guesses.
- 5.4 Identify likenesses and differences.
- 5.5 Can place objects or events in order, according to a given criterion (e.g., color, shape, size, time).
- 5.6 Recognize that the same group can be sorted and classified in more than one way and describe why they would group or sequence in a particular way.
- 5.7 Begin to understand that simple concrete and representational graphs are ways of collecting, organizing, recording, and describing information.

**6. Early Learning Expectation: Measuring.** Children explore and discover simple ways to measure.

**Emerging Indicators:**

- 6.1 Show awareness that things in their environment can be measured.
- 6.2 Begin to understand concepts of weight.
- 6.3 Show an awareness of the concept of time, beginning with the recognition of time as a sequence of events and how time plays a role in their daily life (e.g., breakfast, snack, lunch, dinner).
- 6.4 Show an awareness of temperature as it affects their daily lives.
- 6.5 Use beginning skills of estimation in solving everyday measurement problems (e.g., about how many cookies are needed for a small group of children).
- 6.6 Begin to use non-standard measures (e.g., length of hand) for length and area of objects.
- 6.7 Begin to understand that tools (e.g., rulers, scales, counters) can be used to measure properties of objects and amounts.

**7. Early Learning Expectation: Geometry.** Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.

**Emerging Indicators:**

- 7.1 Can make models, draw, name, and/or classify common shapes and verbally describe them in simple terms.
- 7.2 Investigate and begin to predict the results of combining, subdividing, and changing shapes.
- 7.3 Begin to recognize and appreciate geometric shapes in their environment.
- 7.4 Begin to build an understanding of directionality, order, and positions of objects through the use of words (e.g., up, down, over, under, top, bottom, inside, outside, in front of, behind). Identify patterns in their environment.
- 7.5 Recognize, describe, copy, extend and create simple patterns with real objects and through pictures.
- 7.6 Investigate patterns and describe relationships.
- 7.7 Recognize patterns in various formats (e.g., things that can be seen, heard, felt).

## Early Learning in Science (S)

Early learning in science builds on young children's natural sense of wonder and curiosity. It provides them with better understanding of the world around them and how it works. Early learning expectations for science model the nature of scientific inquiry which has at its core the opportunity to ask and answer questions and develop problem-solving skills. Children bring their emerging skills in mathematics to their experiences and use their growing abilities in representing ideas through language and the creative arts to portray their scientific knowledge.

Early science opportunities use active hands-on experiences to foster positive attitudes toward science and form the basis for later and more sophisticated understandings. This requires adults to model the same attitudes and sense of wonder about the world around them.

**1. Early Learning Expectation: Observation and Inquiry.** Children develop positive attitudes and gain knowledge about science through observation and active play.

### **Emerging Indicators:**

- 1.1 Demonstrate curiosity about and interest in their natural environment that leads them to confidently engage in activities related to science.
- 1.2 Ask questions related to their own interest and observations.
- 1.3 Talk about their own predictions, explanations and generalizations based on past and current experiences.
- 1.4 Expand their observational skills (e.g., extending the time they observe, being able to describe and confirm their observations by using a variety of resources).
- 1.5 Begin to participate in simple investigations (e.g., asking questions manipulating materials; anticipating what might happen next; testing their observations to determine why things happen).

**2. Early Learning Expectation: Living and Non-living Things.** Children show a beginning awareness of scientific knowledge related to living and non-living things.

### **Emerging Indicators:**

- 2.1 Demonstrate a growing ability to collect, talk about, and record information about living and non-living things (e.g., through discussions, drawings).
- 2.2 Begin to categorize living and non-living things in their environment based on characteristics they can observe (e.g., texture, color, size, shape, temperature, usefulness, weight).

- 2.3 Use observation skills to build awareness of plants and animals, their life cycles (e.g., birth, aging, death) and basic needs (e.g., air, food, light, rest).
- 2.4 Begin to describe relationships among familiar plants and animals (e.g., caterpillars eat leaves).
- 2.5 Begin to describe the places in which familiar plants and animals in their neighborhood live (e.g., city, drainage ponds, parks, fields, forests).
- 2.6 Demonstrate greater knowledge and respect for their bodies (e.g., describe visible parts of the human body and their functions).
- 2.7 Observe, describe, and compare the motions of common objects in terms of speed and direction (e.g., faster, slowest, up, down).

**3. Early Learning Expectation: *Knowledge about the Earth.*** Children show a beginning awareness of scientific knowledge related to the earth.

**Emerging Indicators:**

- 3.1 Can talk about observable characteristics of different seasons.
- 3.2 Can talk about the observable properties of earth materials (sand, rocks, soil, water) and living organisms.
- 3.3 Can talk about major features of the earth's surface (streams, hills, beaches) when found in the children's neighborhood and neighborhoods that they visit.
- 3.4 Begin to describe weather and its changing conditions (e.g., wind, rain, snow, clouds).
- 3.5 Talk about ways to be safe during bad weather and in outdoor explorations.

## Early Learning in the Social Studies (SS)

Children study their social world from the moment of birth. By the time they are three- and four-years-old, children are becoming increasingly sophisticated in observing and understanding their social world (Chard, 1998). The preschool classroom is a perfect laboratory for children to further learn the knowledge, skills, and attitudes required to live in a diverse democratic society and to be able to understand our growing global interdependence as adults.

The balance of age appropriate content and the use of inquiry to learn more about the people in their families and neighborhoods, the earth they live on, the people who live on the earth and learning more about their histories, will give young children the skills they will need as citizens of a democracy. At this age, learning in the social studies is closely related to children's social and emotional development and to what they experience in the community of their classroom. Learning experiences in the PK-3 age/grade range cross the discipline-based areas of the social studies such as history, civics and economics that are more appropriate in later elementary school and beyond. The climate of acceptance and zest for learning set by the adults is an important part of social studies for preschool children.

**1. Early Learning Expectation: *Relationship in Place.*** Children begin to understand and interpret their relationship and place within their own environment.

### **Emerging Indicators:**

- 1.1 Explore the environment, experiment and play with natural materials, explore the texture, sound and smells of nature.
- 1.2 Extend information gained from books and stories or projects to learning in the outdoor setting in which they live and play.
- 1.3 Develop a sense of connectedness through the exploration of the natural environment and materials, caring for animals or plants.
- 1.4 Engage in conversations that reflect experiences in and observations of the environment.
- 1.5 Demonstrate a developing sense of respect for nature and its components.
- 1.6 Use and understand words for location and direction.

**2. Early Learning Expectation: *How People Are Influenced.*** Children begin to recognize that many different influences shape people's thinking and behavior.

**Emerging Indicators:**

- 2.1 Can talk about personal information (e.g., name; family members; and, by four, knowledge of personal traits, address, telephone number).
- 2.2 Begin to recognize themselves as unique individuals and become aware of the uniqueness of others.
- 2.3 Show an understanding of family and how families are alike and different.
- 2.4 Talk about ways members of a family can work together to help one another.
- 2.5 Begin to recognize that people celebrate events in a variety of ways.
- 2.6 Grow in understanding of and respect for differences among cultural groups, as well as their contributions to society.
- 2.7 Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.
- 2.8 Participate in creating their own classroom celebrations.

**3. Early Learning Expectation: *Understanding Time.*** Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.

**Emerging Indicators:**

- 3.1 Use words to describe time (e.g., yesterday, today, tomorrow).
- 3.2 Can talk about recent and past events.
- 3.3 Show interest in nature and asks questions about what is seen and what has changed (e.g., temperature, trees, sunlight) over time.
- 3.4 Gather information and learns new concepts through experimentation and discovery, making connections what they already know.
- 3.5 Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms, and communities.
- 3.6 Contribute to their community (classroom, school, neighborhood) as age appropriate.

**4. Early Learning Expectation: Why We Have Rules and Laws.** Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.

**Emerging Indicators:**

- 4.1 Grow in their understanding of the need for rules and boundaries in their learning and social environment.
- 4.2 Begin to understand consequences of following and breaking (disobeying) rules.
- 4.3 Can identify people (e.g., parents, teachers, bus drivers, lunchroom helpers) who have authority in their home and early learning programs (e.g., who helps them make rules, who tell them when they are breaking a rule, who helps enforce rules).
- 4.4 Show increasing respect for the rights of others.

**5. Early Learning Expectation: Basic Ideas about Economics.** Children increase their understanding about how basic economic concepts relate to their lives.

**Emerging Indicators:**

- 5.1 Can talk about some of the workers and services in their community.
- 5.2 Can talk about some of the ways people earn a living.
- 5.3 Begin to understand that people pay for things with a representation of money (e.g., currency, checks, debit cards, credit cards).
- 5.4 Make simple choices about how to spend money.

**6. Early Learning Expectation: People and Their Environment.** Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.

**Emerging Indicators:**

- 6.1 Begin to identify what families need to thrive (e.g., food, shelter, clothing, love).
- 6.2 Can participate in improving their environment (e.g., pick up litter, recycle, plant trees and flowers, conserve lights, water and paper).
- 6.3 Engages in activities that promote a sense of contribution.
- 6.4 Responds and recognizes naturally occurring events that reinforce the ideas of change and the connections to care giving of living things.