Maine's Early Learning and Development Standards

Maine Department of Education
Maine Department of Health & Human Services

March 2015

At the request of educators across the state, the Maine Department of Education, in partnership with Maine Roads to Quality, supported this reprint of Maine's Early Learning and Development Standards (MELDS) to include nomenclature for each standard. In ELA and Math, the Common Core State Standards' (CCSS) nomenclature was also added for each kindergarten standard.

Please note: the standards themselves have not changed. The nomenclature has been added to link curriculum, lesson plans, and assessments directly to the standards for those who may find it helpful.

The nomenclature can be translated as follows: *MELDS. Learning Domain. Sub Domain. Preschool. Standard Number*
As an example, the first standard for Social and Emotional Development. Emotional Development. Self Concept is written as: *MELDS.SED.ED.SC.PS.1*

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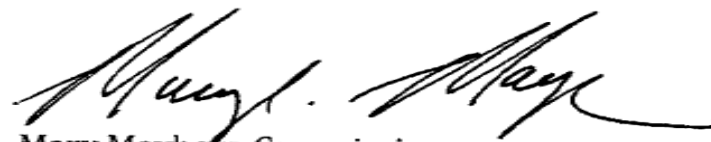To Maine's Parents and Early Childhood Educators:

We are pleased to join our many state and local partners in presenting *Maine's Early Learning and Development Standards* (the revision of the *State of Maine Early Learning Guidelines*). These standards represent the latest research and practice in the field of early childhood education.

Maine's Early Learning and Development Standards serves as a guide for state and local early childhood educators' efforts to improve practice and programs for young children during their preschool years. More than ever, we know the critical development of skills and knowledge that occurs during a child's preschool-age years and sets the foundation for them to be successful in kindergarten and beyond. *Maine's Early Learning and Development Standards* is intended to enhance the collaboration and consistency across systems by aligning practices across all early childhood settings, as well as serve as a resource to parents who are a child's first and most important teacher. In this document, you will see the continuum of development from the end of toddlerhood to the end of kindergarten as the preschool standards have been aligned to both *Supporting Maine's Infants and Toddlers: Guidelines for Learning and Development* and *Maine's College and Career Ready Standards* (*the Maine Learning Results*) which begin in kindergarten.

Since the early childhood field is defined as birth through age eight and the goal is to provide seamless care, education and services for children and their families, this new format will help local programs and schools plan and discuss curriculum, instruction and assessment for children, families and early childhood educators. We hope you find this document useful and encourage you to share it with anyone interested in the field of early childhood education. Thank you for your commitment to quality early learning and development and ensuring that all Maine children get the start in life necessary to realize their incredible potential.

Thomas A. Desjardin, Acting Commissioner
Maine Department of Education

Mary Mayhew, Commissioner
Maine Department of Health and Human Services

The Maine Department of Education and the Maine Department of Health and Human Services would like to recognize the dedicated work of the Early Learning and Development Standards Stakeholder Group. The work of these Stakeholder Group members was instrumental in completing this document. This revision began in 2011 under the direction of Janine Blatt, Early Childhood Consultant at the Maine Department of Education (Maine DOE). Due to staff changes at the Maine DOE and Maine's participation in a 10-state consortium project (which involved a review of its draft Standards), there was a hiatus in the revision between September 13 and June 14. Thus, there were some changes in the Stakeholder Group over time.

Maine's Early Learning and Development Standards revision was a collaborative project between Maine DOE and Maine DHHS. The following is a list of the members of the Stakeholder group that participated in the revision:

2011
Janine Blatt, Early Childhood Consultant, Maine DOE, Chair
Anita Bernhardt, Science and Technology Specialist, Maine DOE
Linda Capone-Newton, Early Childhood Education Specialist, Maine Head Start Training and Technical Assistance Project
Allyson Dean, Director, Maine Roads to Quality
Linda Leiva, Consulting Teacher for Early Childhood, Auburn School Department
Tracye Fortin, Operations Director KVCAP Child & Family Services/Educare
Sue Fossett, State Assessment Coordinator, Maine DOE
Beth Hatcher, Associate Professor of Early Childhood Education, University of Maine Farmington
Dr. Donna Karno, Assistant Professor of Early Childhood Education
Linda Labas, Center for Community Inclusion and Disability Studies, University of Maine Orono
Lee Anne Larsen, Literacy Specialist, Maine DOE
Kristie Littlefield, Social Studies Specialist, Maine DOE
Mary Elin Logue, Associate Professor of Early Childhood Education, University of Maine Orono
Anneke MacIsaac, Early Literacy Liaison, Androscoggin Head Start
Michele Mailhot, Mathematics Specialist/Penquis Regional Representative, Maine DOE
Kristopher Michaud, Child Care Services Team Leader, Maine DHHS
Monica Redlevske, Early Literacy Coach, University of Southern Maine
Sue Reed, Director, Early Reading First, University of Southern Maine
Chris Rudd, Community Collaboration Coach
Carol Wynne, Community Collaboration Coach

Table of Contents

Maine's Early Learning and Development Standards
2015

<u>PREFACE</u>
Welcome to *Maine's Early Learning and Development Standards (MELDS),* a revision that replaces the *State of Maine Early Childhood Learning Guidelines (MELG), 2005,* and serves as a guide for all early childhood educators' efforts to improve professional practice and programs for young children from the age of three until kindergarten entrance.

Research and practice are constantly informing the field of education and *Maine's Early Learning and Development Standards* reflects the most current knowledge to date. The document can be used within and across a wide range of early learning settings - public preschool, Head Start, child care (both family and center-based), nursery schools, home visiting, specialized services and informal care settings. *Maine's Early Learning and Development Standards* is designed to promote greater collaboration and consistency across systems by aligning with and creating a continuum of practice from birth through third grade.

<u>PURPOSE</u>
The intent of *Maine's Early Learning and Development Standards* is to:

- Represent the communities, values, perspectives and recommended practices of the early childhood community in the State of Maine;
- Provide early childhood educators with guidance as they design inclusive environments, shape curriculum, lead professional development initiatives, build intentionality into teaching practice, engage families, and support children's learning at home. Since effective early childhood learning environments for young children incorporate an integrated, holistic approach to teaching children and address each child's social emotional, physical and intellectual development, Maine's *Early Learning and Development Standards'* eight domains and their standards cannot be addressed in isolation;
- Facilitate personalized learning goals to accommodate each child's unique learning pathway. Learning goals are based on predictable developmental stages, yet include an individualized approach to each child as s/he develops at her/his own rate. Development is influenced by many factors: genetics, prenatal care, birth and temperament, attachment to families, caregivers, and teachers and early experiences;
- Provide early childhood educators with tools to support children who may be at-risk;

- Serve as a guide for best practices in inclusive environments for all children including those who are culturally, linguistically and ability diverse;
- Be neither a curriculum nor an assessment, but should align with and inform both in early childhood settings;
- Connect the learning that occurs in the preschool years (age three through kindergarten entry) with the essential learning and development that occurs both before and after this age span. *Maine's Early Learning and Development Standards* is aligned with the *Supporting Maine's Infants and Toddlers: Guidelines for Learning & Development* and *Maine's College and Career Ready Standards (K-12)*, as appropriate, to demonstrate the continuous learning pathways for children as they progress from birth through all subsequent development;
- Incorporate and reflect current research on early education and care, school readiness, and culturally-embedded practices.

HISTORY

The *State of Maine Early Childhood Learning Guidelines (MELG)* began with a workgroup in 2002 and was the result of national legislative initiatives - the No Child Left Behind Act, Good Start Grow Smart, and the Head Start Child Outcomes Framework - in order to strengthen school readiness efforts across local, state and federal early care and education systems. Following a rigorous review and pilot training series, the *State of Maine Early Childhood Guidelines* outlined what children need to succeed socially, emotionally, physically and intellectually, and was designed to guide best practice in the field. The 2005 edition of the MELG, was endorsed by both the Maine Department of Education and the Maine Department of Health and Human Services, and has been embraced by numerous cross-sector early childhood professionals.

The *State of Maine Early Childhood Learning Guideline*s set the tone for collaboration across departments and programs. Since the 2005 implementation of the original document, the *State of Maine Early Childhood Learning Guidelines* have been embedded in Maine law governing public preschool, *Quality for ME-QRIS (Maine's Quality Rating and Improvement System),* and early childhood teacher preparation programs in higher education. *Supporting Maine's Infants and Toddlers: Guidelines for Learning & Development, Maine's Early Learning Development Standards* and *Maine's Learning Results* http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html create a seamless connection of standards from infancy - third grade and beyond. Further revision became necessary in order to ensure Maine's preschool standards remained in alignment across all facets of early childhood programming. These revisions were influenced by a number of important factors including: 1) ongoing federal direction for states to develop a comprehensive unified early childhood system; 2) the revision of the *Head Start*

Outcomes Framework and *Maine's College and Career Ready Standards;* 3) the growing emphasis on supporting early childhood educators in the use of research-based practice; and 4) the focus on school readiness and child outcomes.

The name change to *Maine Early Learning and Development Standards* reflects alignment with national language and therefore replaces the previous title *State of Maine Early Childhood Learning Guidelines.*

PHILOSOPHY
The experiences children have between birth and age eight shape the developing brain's architecture and directly influence later life outcomes, including economic stability, work productivity, and mental health. Positive early childhood experiences improve developmental and school readiness outcomes, increase K–12 achievement, and contribute to higher rates of high school graduation. *Maine's Early Learning and Development Standards* supports the work of early childhood educators, families, and community members in creating supportive, learning-rich environments for all young children in Maine.

Early childhood educators with skills and knowledge can support children's early language and social development through trusting relationships as well as engaging activities, thus buffering risk and supporting children's readiness for school. For example, the amount and kind of language a child hears from birth impacts his/her ability to learn to read and read to learn. If a child comes to preschool with little experience with books or language, the preschool environment must focus on this critical area of development in very intentional ways.

All children can learn and learning is rooted in strong relationships. Families are early childhood educators' strongest partners. The principles supporting *Maine's Early Childhood Learning and Development Standards* reflects a view a child's development as being within the context of the system of relationships that form within his/ her environment.   This approach depends upon high levels of communication and collaboration among family, school and community partners to create the nurturing and engaging experiences children need in order to grow and learn. The standards serve as a foundation in efforts to improve, align, and create continuity between and among early childhood programs and elementary schools.

Play, in concert with adult planning, guidance, support and follow-up, is also a vital experience in early development. Early learning environments should focus on planned, supported, and intentional play-based learning as a central feature of programming.

GUIDING PRINCIPLES AND ESSENTIAL PRACTICES

1. All children are born learners and the quality of the environments in which children spend time affects what and how they learn.

Early childhood educators create physical and social environments in which children can use their inborn capacity to learn and to make sense of the world; educators should intentionally design environments to foster children's active learning. The environment includes not only the family and community, but specific early experiences designed to support the whole child - socially, emotionally, intellectually and physically. *Maine's Early Learning and Development Standards* provides direction for how early childhood educators can create and sustain inclusive environments. When all the pieces are in place, children flourish and develop to their fullest potential.

2. Nurturing relationships are essential to promote healthy social emotional development.

Young children's social and emotional development is the foundation for learning and integrates all domains. Children learn best in an environment where their psychological needs are being met because they feel safe and valued as unique individuals. Early childhood educators, through planned experiences and interactions, support children's curiosity, creativity, independence, cooperativeness, and persistence. Children depend upon their interactions with peers and adults to construct a sense of self and to view themselves as learners. By explicitly and implicitly supporting children's dispositions to form close relationships and fully engage in learning experiences, early childhood educators help children develop strong and positive self-concepts as well as appropriate self-control when interacting with others. Early childhood educators understand that their own ability to create consistent and caring relationships will help children develop a positive sense of personal well-being and ability to develop meaningful relationships with adults and peers.

3. Families are children's first teachers and essential partners in education

The early childhood educators are most effective when they view young children in the context of their families and culture. Children's attitudes toward learning and their understanding of the world begin within the family. The language and culture that children bring to their early learning environment is the prism through which they view the world around them and through which they interpret and learn. Through ongoing communication with families, early childhood professionals expand on what children are

learning in the home and support the development of families as equal partners in the child's education. Viewing families with respect and equality fosters and maximizes cooperative involvement critical to the child's school success.

4. Children learn through play and active experiences that cross all areas of development.

Children learn every day, and they grow and develop an understanding of the world around them through play. As children engage in "playful learning" they create new understandings while expanding their current knowledge. These standards are built on the premise that environments that support play do not just happen by chance. They are the result of skilled early childhood educators who are knowledgeable about the developmental progression in each domain and who integrate play into learning experiences across domains. The early childhood years are a time when children form attitudes of curiosity, wonder and excitement about the learning process itself.

5. Development and learning are rooted in culture and supported by family.
Maine is increasingly diverse, so early childhood educators' awareness of families' beliefs and values are crucial to maximize children's learning and development. Effective partnerships with families in diverse settings require that teachers learn to recognize their own cultural biases, and to learn about the home cultures of their families. Culturally responsive practices are respectful and sensitive approaches that support children, their culture and their families.
6. High quality learning experiences are related to skilled, knowledgeable, and responsive early childhood educators.

The field of early childhood education is always changing and it is important that teachers continue in their professional development to reflect those changes. To teach young children in the 21st century, early childhood educators must use their knowledge of current practice to organize learning opportunities for children and to purposefully integrate these meaningful learning experiences across all domains. Early childhood educators play a vital role in creating supportive learning environments and using intentional instructional strategies to advance children's thinking to the next level. Effective educators have a repertoire of these instructional strategies and know when to use a given strategy to accommodate the different ways that individual children learn and the specific content they are learning.

7. Personalized learning for diverse learners involves providing multiple approaches to learning for each child within inclusive settings.

Early childhood educators need knowledge and skills to customize learning for children with a range of individual differences. All children, including children with disabilities and intellectual gifts, children learning English and entering a new culture, and children with positive and negative life experiences and differing levels of emotional support bring unique combinations of prior learning, interests and skills into early learning settings. The abilities of early childhood educators to engage with families, collaborate with community partners, and implement the principles of universal design and differentiated instruction in their teaching support the personalized learning experience of each child.

Universal design for learning is based on the principles that learners should be provided with "multiple means of representation, expression and engagement" When early childhood educators follow these principles, they present information and content in different ways, differentiate the ways that children can express what they know through multiple means of action or expression, and stimulate children's interest and motivation for learning. By creating learning experiences that reflect a belief in multiple styles of learning, early childhood educators can effectively differentiate instruction and offer a variety of ways for children to represent their learning. This student-centered approach to learning promotes the inclusion of all young children in the early childhood classroom.

8. Intentional planning for young children involves integrating formative assessment that guides meaningful curriculum and child outcomes.

When early childhood educators start with a plan for what children will learn, document what they do learn on an ongoing basis from multiple sources, and plan the next experiences based on that assessment, children keep progressing toward higher levels of mastery. Children show us what they know through multiple "voices". While it is important that curriculum and learning experiences reflect children's interests and are taught in ways that integrate domains of learning, children's individual learning needs will be best met when early childhood educators are clear about their learning goals and use multiple ways of documenting children's learning. When early childhood educators can show what each child learns from an experience, she/he can build upon that learning to bring each child to higher levels of mastery in future learning experiences.

9. A collaborative approach across early care and education systems supports a continuum of learning from birth through age eight and into adulthood.

The quality and quantity of children's experiences in the early years of life have lasting impacts on school achievement and overall wellbeing, particularly for children from low resource homes and communities. High levels of emotional support, classroom organization, instructional support and verbal feedback are linked to social competence and academic gains. Careful attention must be given to the transitions from and among home and child care settings and public schools in order to support the child's continuity of learning.
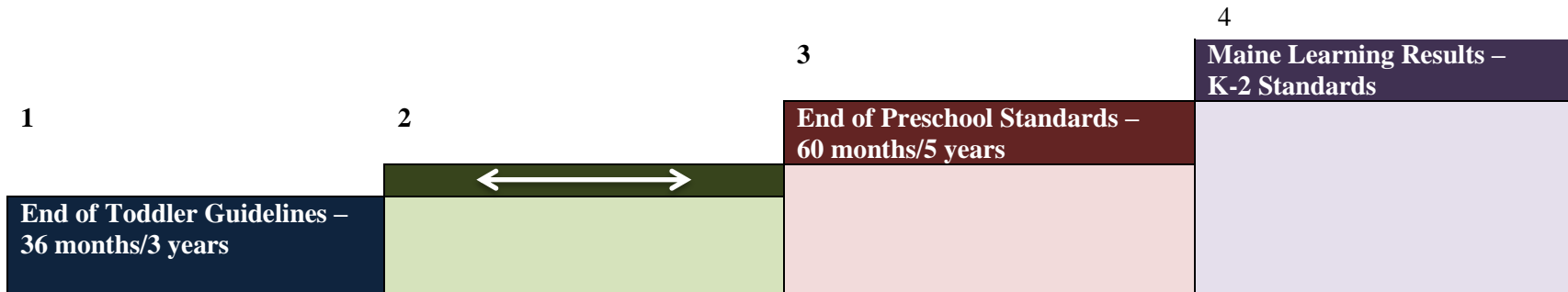
SCHOOL READINESS

Maine's Early Learning and Development Standards supports a multi-dimensional view of readiness, based on family, school and community factors. Several key areas of development are associated with a child-centered view of school readiness: social/emotional factors, language, early literacy and numeracy skills, and physical development. Equally important are the environments that surround a child as s/he prepares to enter formal schooling. The child's overall health, exposure to poverty, and family characteristics (e.g. maternal education level, among many others) are crucial elements that set the stage for children's school success long before they enter the preschool years. Each of the eight domains in *MELDS* is essential to children's overall abilities to make the most of formal schooling experiences. An important goal of *MELDS* is to provide guidance to early childhood educators and preschool programs as they seek to prepare young children for formal school experiences while at the same time recognizing that elementary teachers and schools also have a role in preparing their educational environments to be ready for young children.

ORGANIZATION

Maine's Early Learning and Development Standards is organized into 8 domains that are the same as those used in the *State of Maine Early Childhood Learning Guidelines*. Each domain includes indicators that cross-reference the 18-36 month range from *Supporting Maine's Infants and Toddlers: Guidelines for Learning and Development*, to *Maine's Early Learning and Development Standards* to the content area for *Maine's Learning Results* for kindergarten or kindergarten-second grade. These important connections are designed to help early childhood educators see clearly the continuum of learning before and after the preschool years.

This new document is divided into four columns.

1. The blue column (1) on the far left references the standard for the 18-36 months in *Supporting Maine's Infants and Toddlers: Guidelines.*
2. The preschool years are now divided into two columns (2) & (3).
    a. The green column (2) indicates a mid-preschool "benchmark". The indicators listed in this are not to be taken as absolutes for a child at 48 months/4 years of age and the column is not labeled for that reason. Children develop in individual domains at different rates over the course of their preschool years.
    b. The pink column (3) contains the standards for end of preschool/kindergarten entry (5 years/60 months). This column represents what children should know and be able to do when they leave preschool. Column 3 lists the standards that have been revised from the earlier document, *State of Maine Early Learning Guidelines.*
3. Column 4, purple, indicates the end of kindergarten or end of second grade standard of the *Maine Learning Results.*

1	2	3	4
			Maine Learning Results – K-2 Standards
		End of Preschool Standards – 60 months/5 years	
End of Toddler Guidelines – 36 months/3 years	⟷		

DUAL LANGUAGE/ENGLISH LANGUAGE LEARNERS
Please use *The Early English Language Development Standards 2.5-5.5 YEARS* developed by World Class Instructional Design and Assessment (WIDA), 2013. See link below:
https://www.wida.us/standards/EarlyYears.aspx

CHILDREN WITH DISABILITIES
Children with disabilities have rights under federal and state special education law, including the right to a free appropriate public education in the least restrictive environment and access to the general education curriculum. A continuum of services and support, and appropriate adaptation and modifications to the environment, materials, curriculum and teaching approaches are necessary to ensure that all learners, including young children with disabilities, can demonstrate what they know and can do. In working with a child with disabilities, as with all children, the early childhood educator should demonstrate an ability to design individualized ways for each child to best meet expectations, using information based on each child's way of attending, organizing information, communicating and interacting.

LINKING SCREENING, FORMATIVE ASSESSMENT AND CURRICULUM
There is significant research on the importance of linking screening, formative assessment and curriculum to provide an optimal and progressive paradigm for the support of children and families. The interplay among the three of these processes, as detailed below, is ongoing, strategic and purposeful; it is used to inform planning and implementation, to communicate with families and to evaluate the quality of the early childhood program experience for young children.

Quality screening entails a rapid process for identifying individuals who require closer examination for possible disabilities or special needs. Quality screening is completed by appropriately qualified personnel; it is sensitive to individual needs, has specificity to developmental trajectories, is equitable, and has congruency and utility. Formative assessment is a process that professionals employ to collect and use information to tailor instruction to the individual needs of children. Collecting information from multiple sources and analyzing it in light of children's individual learning needs can support teaching whereby all children continue to learn and thrive. Strong curriculum is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all young children.

Development and learning for young children is highly influenced by maturity and experience. Young children are better able to demonstrate their abilities, than they are to talk or write as the means of showing what they know. For these reasons, careful attention must be paid to the linking of screening, formative assessment and curriculum and to the accuracy of the conclusions that can be drawn from this purposefully interdependent process. Within this context, *Maine's Early Learning and Development Standards* offers information about the milestones that occur along a developmental continuum during the preschool years.

As early childhood educators work to individualize learning activities and target instruction based upon young children's unique learning styles, their stages of development, the information gathered through screening, formative assessment and curriculum development, and their emerging skills and interests, *Maine's Early Learning and Development Standards* offers guidance regarding what children typically know and would be able to do at different stages in their development. Additionally, *Maine's Early Learning and Development Standards* is not meant to be used in isolation, or as a tool for screening and/or assessing preschoolers; rather it should be considered one piece of information to help an early childhood educator plan experiences for preschoolers that offer opportunities for practice, refinement, and mastery of a wide array of developmental skills and abilities across the three to five year old continuum.

Social and Emotional Development

Young children's social and emotional development is fostered through positive interactions and in settings where guidance for healthy and safe relationships exists. Children between the ages of three and five years develop a growing awareness of themselves as an individual as well as of others around them. While children each develop social and emotional skills and regulation at their own rate, as they grow socially and emotionally they will begin to express their needs and feelings, communicate and develop a growing awareness of self and others, begin to recognize the feelings of others and to develop sympathy and empathy for their peers. Children at this age display increasing confidence in themselves by their willingness to take on new tasks, by initiating play with their peers, and by demonstrating an understanding of routines and rules for behavior in their daily environment.

Early childhood educators can foster children's social and emotional skills by providing a supportive environment where children's unique needs, skills and individual talents are respected. Early childhood educators can promote social and emotional well-being of children by providing an environment that encourages participation, cooperation, and positive interactions with others. A cooperative learning environment encourages children to understand and celebrate their similarities and differences with others. Furthermore, through intentional teaching strategies modeled in the classroom, children can develop a positive self-image and learn appropriate conflict resolution skills that they will use for the rest of their lives.

Standards for Social and Emotional Development

Emotional Development

End of Toddler Guidelines – 36 months/3 years	Emotional Development- Self Concept	End of Preschool Standards – 60 months/5 years	Maine Learning Results – K-2 Standards
		Emotional Development- Self Concept	**MLR Health Education: Section A1 Self-Knowledge and Self-Concept**
Wants to experience world on own terms	Develops and communicates a growing awareness of self as having certain abilities, characteristics, preferences and rights	*MELDS.SED.ED.SC.PS.1* Has an awareness of self as having certain abilities, characteristics, preferences and rights	Identifies interests, skills, and habits of mind that build a positive self-concept
Developing ability to make independent decisions and choices		*MELDS.SED.ED.SC.PS.2* Demonstrates self-direction by making choices among peers, activities and materials	Identifies and demonstrates the skills, behaviors, and attitudes that lead to success in schoolwork
Identifies self by gender	Chooses individual activities		
Uses adjectives to refer to self	Expresses self in different roles during pretend play	*MELDS.SED.ED.SC.PS.3* Takes on new tasks and improves skills with practice	
Recognizes self in mirror or photographs	Compares self with others	*MELDS.SED.ED.SC.PS.4* Initiates actions or activities with peers	
	Expresses own ideas and opinions	*MELDS.SED.ED.SC.PS.5* Expresses delight over a successful project and want others to like it too	**MLR Health Education: Section E Communication and Advocacy Skills**
Shows impulse control			
Anticipates and follows routines when prompted			Demonstrates healthy ways to express needs, wants, and feelings

	Emotional Development-Self-Regulation Begins to tell and follow basic safety guidelines and requirements Shows progress in appropriately expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others or property Demonstrates increasing competency in recognizing and describing own and others' emotions Develops increased capacity to share materials or caregiver/teacher's attention Shows increased ability to wait for his/her turn in a simple game or for use of equipment Will use private or inner speech to help remember the	*MELDS.SED.ED.SC.PS.6* Demonstrates confidence in own abilities and delights in the mastery of a skill *MELDS.SED.ED.SC.PS.7* Demonstrates an understanding of and follows through with basic responsibilities **Emotional Development-Self-Regulation** *MELDS.SED.ED.SR.PS.1* Expresses self in safe and appropriate ways through words and actions *MELDS.SED.ED.SR.PS.2* Seeks peaceful resolutions to conflict *MELDS.SED.ED.SR.PS.3* Stops and listens to instructions before jumping into activity, with guidance *MELDS.SED.ED.SR.PS.4* Follows rules and routines *MELDS.SED.ED.SR.PS.5* Respects the rights and property of others	Makes requests to promote personal health Demonstrates listening skills to enhance health **MLR Personal and Social Skills and Knowledge: Section I** Demonstrates cooperative skills by taking turns and sharing while participating in physical activities Demonstrates responsible behavior by following procedures for safe behaviors, including maintaining appropriate personal space
Shows concern for a peer in distress Notices, relates and becomes attached to people			

In new settings, periodically checks back with caregiver when playing and exploring Anxious reaction to unfamiliar adults decreases in intensity	rules and standards of behavior Uses materials and equipment purposefully, safely and respectfully Begins to accept consequences of own actions Listens with interest and understanding to directions Listens with interest and understanding during conversations **Emotional Development-Sympathy and Empathy** Realizes and expresses how another child might feel Demonstrates awareness of feeling during pretend play Recognizes other children's kind behaviors	*MELDS.SED.ED.SR.PS.6* Uses materials appropriately *MELDS.SED.ED.SR.PS.7* Is able to share materials or caregiver's/teacher's attention *MELDS.SED.ED.SR.PS.8* Can wait for turn in simple game or use of equipment *MELDS.SED.ED.SR.PS.9* Accepts consequences of own actions *MELDS.SED.ED.SR.PS.10* Regulates own emotions and behaviors *MELDS.SED.ED.SR.PS.11* Refrains from disruptive, aggressive, angry or defiant behaviors *MELDS.SED.ED.SR.PS.12* Asks what and why questions to understand effects of behavior **Emotional Development-Sympathy and Empathy** *MELDS.SED.ED.SE.PS.1* Expresses empathy for others	**MLR Health Education: Section A3 Interpersonal Skills** Accepts responsibility for personal behavior Manages conflict Demonstrates ability to get along with others Follows established rules/etiquette for observing/listening Demonstrates safe behavior

| | Emotional Development-Adapting to Diverse Settings

Explores objects and materials, and interacts with others in a variety of new settings

Begins to demonstrate ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, | *MELDS.SED.ED.SE.PS.2*
Comforts physically hurt or emotionally upset child through appropriate words or actions

MELDS.SED.ED.SE.PS.3
Labels own emotions and, increasingly, the emotions of others

MELDS.SED.ED.SE.PS.4
Demonstrates understanding of the consequences of own actions on others

MELDS.SED.ED.SE.PS.5
Understands the reasons for rules and routines within the group and accepts them

MELDS.SED.ED.SE.PS.6
Asks "what" and "why" questions to understand effects of behavior

MELDS.SED.ED.SE.PS.7
Shows progress in expressing feelings, needs, and opinions, in difficult situations and conflicts, without harming self, others, or property | **MLR Health Education: C3 Influences on Decision Making**

Identifies people and experiences that influence decision-making in various settings |

	staffing and group size/ attendance	**Emotional Development-Adapting to Diverse Settings**	
		MELDS.SED.ED.ADS.PS.1 Demonstrates ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/ attendance	
		MELDS.SED.ED.ADS.PS.2 Adjusts to transitions from one activity setting to the next during the day with appropriate emotions and behaviors	
		MELDS.SED.ED.ADS.PS.3 Anticipates with assistance what will be needed in diverse settings	
		MELDS.SED.ED.ADS.PS.4 Follows rules in diverse settings	

Social Development

End of Toddler Guidelines – 36 months/3 years	Social Development- Building Relationships with Adults	End of Preschool Standards – 60 months/5 years	Maine Learning Results – K-2 Standards
Development into social beings Through words or actions, uses adults as a resource Anticipates and follows routine when prompted Is eager to help with chores Imitates adult activities	Separates with assistance from significant adults, without undue anxiety, in familiar settings Approaches adults for assistance Offers to assist adults Expresses affection for significant adults Follows caregivers'/teachers' guidance for appropriate behavior in different environments Interacts appropriately with familiar adult(s) and peers	**Social Development- Building Relationships with Adults** *MELDS.SED.SD.BRA.PS.1* Asks questions and checks with an adult before deviating from rules and routines *MELDS.SED.SD.BRA.PS.2* Seeks adult help when needed for emotional support *MELDS.SED.SD.BRA.PS.3* Confides in at least one adult *MELDS.SED.SD.BRA.PS.4* Works independently and asks for help only when necessary *MELDS.SED.SD.BRA.PS.5* Works cooperatively with an adult to plan and organize activities and solve problems *MELDS.SED.SD.BRA.PS.6* Uses socially appropriate behavior with peers and adults	Demonstrates ways to respond to unwanted, threatening, or dangerous situations including telling a trusted adult if threatened or harmed

Engages in some joint exploration and associative play Shows reciprocal exchanges with peers Seeks out a particular peer to be around Includes other children in pretend play	Identifies known safety roles and distinguishes between trusted and unknown adults **Social Development-Building Relationships with Children** Separates willingly from adults to play with friends Plays beside and interacts with peers Shows enjoyment in playing with other children Participates in group glee Has at least one other friend and begins to show preference for particular playmate Leads or participates in planning cooperative play with others Understands the concept of "mine" and "his/hers" Joins a group of other playing children with adult prompts, as needed	such as helping, sharing and taking turns **Social Development-Building Relationships with Children** *MELDS.SED.SD.BRC.PS.1* Participates cooperatively in large and small group activities *MELDS.SED.SD.BRC.PS.2* Participates in classroom and group routines *MELDS.SED.SD.BRC.PS.3* Uses different turn-taking strategies *MELDS.SED.SD.BRC.PS.4* Shows increasing abilities to use compromise and discussion in play, and resolution of conflicts with peers *MELDS.SED.SD.BRC.PS.5* Develops consideration for the needs or interests of peers	**(MLR Health Education: Section A3)** Identifies social skills that influence interpersonal relationships in positive ways Works as a member of a team Accepts/gives/uses constructive feedback Demonstrates ethical behavior

		MELDS.SED.SD.BRC.PS.6 Develops friendships with peers *MELDS.SED.SD.BRC.PS.7* Notices and comments on who is absent from routine group settings *MELDS.SED.SD.BRC.PS.8* Shows concern for personal fairness within a peer group *MELDS.SED.SD.BRC.PS.9* Defends own rights and the rights of others *MELDS.SED.SD.BRC.PS.10* Gives social support to others *MELDS.SED.SD.BRC.PS.11* Demonstrates knowledge that fairness involves a recognition that respects the needs of individuals as well as sharing and turn-taking *MELDS.SED.SD.BRC.PS.12* Identifies and expresses self a part of several groups (e.g. family, preschool class, faith community, etc.)	**MLR Health Education: Section A3** Identifies social skills that influence interpersonal relationships in positive ways Respects differences **MLR Health Education: B1 Relationships Among Learning, Work, the Community and the Global Economy** Identifies and demonstrates study habits, attitudes, and behaviors that lead to successful relationships

| | Social Development-Respecting Similarities and Differences

Compares similarities or difference of others' physical characteristics, interests, and abilities, may use self as a reference

Develops varied relationships with others based upon shared experiences and engagement in activities not based upon gender, ethnic background or special needs

Carries on sustained interaction with adults in their world

Asks questions about other families, ethnicity, language, cultural heritage, and differences in physical characteristics

Begins to demonstrate an understanding of inclusion or fairness through words and actions | *MELDS.SED.SD.BRC.PS.13*
Uses play to explore, practice and understand social roles

MELDS.SED.SD.BRC.PS.14
Joins in the middle of an on-going group activity with friends independently

MELDS.SED.SD.BRC.PS.15
Invents and sets up activities that include more than one child

MELDS.SED.SD.BRC.PS.16
Gives social support to others

Social Development-Respecting Similarities and Differences

MELDS.SED.SD.RSD.PS.1
Names and accepts differences and similarities in preferences

MELDS.SED.SD.RSD.PS.2
Notices that other children might communicate differently or use different words for the same object | |

		MELDS.SED.SD.RSD.PS.3 Begins to examine a situation from others' perspective *MELDS.SED.SD.RSD.PS.4* Shows concern about personal fairness within a peer group	

Approaches to Learning

The young child is by nature, curious and inquisitive. Children will explore their world in the context of the trust and guidance of significant others, and based upon their own temperament and interests. Children's drive to learn develops from their need to make sense of the world as they attempt to understand their own experiences. Children display their approaches to learning by expressing an eagerness to learn through asking questions, making choices, exploring, imagining, inventing, concentrating, and applying prior knowledge to new learning experiences.

A well-designed learning environment contributes to children's feelings of safety and trust. It supports children's play and builds upon their strengths, interests, knowledge and ability to explore and learn about the world around them. Early childhood educators, along with family support and involvement, can help children feel good about themselves, have positive relationships with others, and learn to understand and regulate their emotions. This emotional security will encourage children to approach learning in a positive way as they explore, initiate, persevere and solve problems. These are skills and attitudes that will promote school success and active learning in kindergarten and beyond.

STANDARDS FOR APPROACHES TO LEARNING

End of Toddler Guidelines – 36 months/3 years	Initiative & Curiosity	End of Preschool Standards – 60 months/5 years	Maine Learning Results – K-2 Standards
		Initiative & Curiosity	**Self-Knowledge and-Self Concept**
Experiments with objects and actions	Expresses (verbally or nonverbally) an interest in a widening range of topics, ideas, and tasks	*MELDS.ATL.IC.PS.1* Initiates participation in a widening range of topics, ideas, and tasks	Identifies beliefs and behaviors, interests, skills and habits of the mind that build self-concept
Experiences the properties of things, develops curiosity and inquiries about the world	Shows interest in how and why others do things	*MELDS.ATL.IC.PS.2* Invents projects and works on them with little assistance	Identifies and demonstrates skills, behaviors and attitudes that lead to success
		MELDS.ATL.IC.PS.3 Wonders and asks questions about change in his/her world	Identifies and locates information and resources at home, at school and in the community, that improve study habits, school work, or educational achievement
		MELDS.ATL.IC.PS.4 Uses *"wh"* questions to get information a variety of topics (why, who, what, where and when)	
	Develops increased ability to make independent choices	*MELDS.ATL.IC.PS.5* Approaches tasks and activities with increasing flexibility, imagination, and inventiveness	
	Explores materials and actively uses them to follow through on an idea		

		MELDS.ATL.IC.PS.6 Invents games and new activities	

End of Toddler Guidelines – 36 months/3 years	Engagement & Persistence	End of Preschool Standards – 60 months/5 years	Maine Learning Results – K-2 Standards
Returns to a desired task even when distracted Focuses on the reader or storyteller for brief periods of time	Engages in individual or group activities that express real life experiences, ideas, knowledge, feelings, and fantasy Participates in an increasing variety of tasks and activities Begins to sets goals, develops plans, and completes tasks Demonstrates an increasing capacity to maintain concentration for a meaningful period of time	**Engagement & Persistence** *MELDS.ATL.EP.PS.1* Persists in and completes an increasing variety of tasks, activities, projects, and experiences despite frustrations *MELDS.ATL.IC.PS.2* Demonstrates resiliency and coping skills when faced with challenges (i.e. concentrates despite distractions and/ or increasingly manages own level of frustration) *MELDS.ATL.IC.PS.3* Chooses to leave a project and returns to it later for completion or elaboration *MELDS.ATL.IC.PS.4* Sets goals, develops plans, and completes tasks with increasing independence *MELDS.ATL.IC.PS.5* Maintains concentration despite distractions	**Relationships Among Learning, Work and Environment** Identifies and demonstrates study, habits, attitudes and behaviors that lead to successful relationships **The Planning Process** Identifies and gives examples of how they make choices and set personal goals for school

End of Toddler Guidelines – 36 months/3 years	Reflection & Problem-Solving	End of Preschool Standards – 60 months/5 years	Maine Learning Results – K-2 Standards
Engages in make believe play Find simple solutions through trial and error Develops the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression	Recognizes and attempts to solve problems through trial and error and by interacting with peers and adults Explains part, or all, of the problem when asking for help Uses self-talk to guide when solving a problem	**Reflection & Problem-Solving** *MELDS.ATL.RPS.PS.1* Predicts when something might be a problem or challenge *MELDS.ATL.RPS.PS.2* Makes predictions about what will happen next *MELDS.ATL.RPS.PS.3* Looks for more than one solution to a question, task, or problem *MELDS.ATL.RPS.PS.4* Applies prior experiences, senses, and knowledge to new learning situations *MELDS.ATL.RPS.PS.5* Considers and implements different approaches to carrying out a task	**Decision Making** Identifies experiences and behaviors that reflect decision-making at school **Influences on Decision Making** Identifies people and experiences that influence decision making in a variety of settings

		MELDS.ATL.RPS.PS.6 Independently alters approach to tasks when initial approach does not work *MELDS.ATL.RPS.PS.7* Discusses or documents important aspects of an experience and identifies what was learned *MELDS.ATL.RPS.PS.8* Solves increasingly complex problems and an increased number of problems	

Creative Arts

Creative expression allows a young child to engage in the world of their own imagination. It offers them an opportunity to express themselves in ways that are unique to them and to form an appreciation for the unique expressions of others. Fostering creativity in young children allows them to explore, examine and reflect upon their own individual form of creative expression. It also provides an opportunity for the Early Educator to gather information and insight into a child's ideas, feelings, interests and individual learning styles and preferences.

Providing experiences such as music, movement, dance, dramatic play, and experimentation with a variety of art media, allows a child to explore the different dimensions of the creative arts. As children interact with sounds, colors, forms and motion they expand upon their communication between their inner and outer world. An Early Educator who is able to promote these experiences and build upon these skills not only supports the young child's own creative efforts but brings language and understanding to the creative arts and an appreciation for the arts in general. Exposure to and interaction with the creative arts provides rich, valuable and engaging activities which support the development of a variety of important skills. Young children who are exposed to a rich variety of creative opportunity in an emotionally safe environment will not only benefit as young learners but will benefit as they move forward in their lives as creative and unique individuals.

STANDARDS FOR CREATIVE ARTS

Visual Arts

End of Toddler Guidelines – 36 months/3 years		End of Preschool Standards – 60 months/5 years	Maine Learning Results – K-2 Standards
Uses a crayon to imitate marks/scribbles	Uses a variety of art- making tools	MELDS.CA.VA.PS.1 Shows interest in different art media and materials in a variety of ways for creative expression and representation	Students use basic media, tools and techniques to create original art works
Engages in some joint exploration and associate play	Shares art materials and begins to work with peers on a group artwork	MELDS.CA.VA.PS.2 Works collaboratively to create group art displays	Students use Elements of Art and Principles of Design to create original art works
Uses artistic tools for creative expression	Chooses artwork to display and keep based on personal preferences	MELDS.CA.VA.PS.3 Progresses in abilities to create drawings, paintings and other art creations that reflect more detail, uniqueness, and/or realism	Students create art works that communicate ideas and feelings and demonstrate skill in the use of media, tools and techniques
Tries new activities, materials and equipment; tries unfamiliar art materials	Explores a variety of developmentally appropriate materials and media to create 2 and 3-dimensional artwork	MELDS.CA.VA.PS.4 Uses art materials safely and appropriately	
	Begins to use art materials safely and appropriately	MELDS.CA.VA.PS.5 Selects and describes the elements of personal artwork with teachers, other children and parents	
	Observes and discusses artwork created by both adults and children		

Movement and Dance

End of Toddler Guidelines – 36 months/3 years		End of Preschool Standards – 60 months/5 years	Maine Learning Results – K-2 Standards
Engages in creative movement and dance spontaneously when prompted by music or cues	Responds in movement to a variety of sensory stimuli (e.g. audio, visual, tactile) Engages in various types of music and rhythm activities through movement Demonstrates awareness of body in space and moves with developing control	*MELDS.CA.MD.PS.1* Moves in response to tempo changes and different styles of music *MELDS.CA.MD.PS.2* Uses creative movement, planned or improvised, that expresses an idea or feeling *MELDS.CA.MD.PS.3* Listens and cooperates in group creative movement/dances	Students replicate tempo change using body movement Students develop a short dance sequence with a beginning, middle, and end Students participate in skits, puppet shows, theatre games and/or show and tell using movement skills

Music

End of Toddler Guidelines – 36 months/3 years	←——————→	End of Preschool Standards – 60 months/5 years	Maine Learning Results – K-2 Standards
Imitates counting rhymes Memorizes and repeats phrases of songs, books and rhymes Continues to enjoy listening to rhymes, finger plays and songs of increased complexity Sensory thresholds do not interfere with desire to explore surroundings Hearing discriminations may become more refined	Recognizes different patterns of tempo, rhythm and pitch Develops ability to sing expressively Listens to and explores various kinds of music and instruments, and natural sounds	*MELDS.CA.M.PS.1* Shows increasing ability to recognize tempo changes and different styles of music *MELDS.CA.M.PS.2* Sings songs with more complex and varied lyrics, patterns and notations *MELDS.CA.M.PS.3* Uses music and instruments to imitate and improvise songs, melodies, and patterns	Students create or perform short musical selections of various styles and genres accurately applying selected knowledge and skills of: proper posture and technique, notation, symbols; and terminology of dynamics

37

Dramatic Play/Performance

End of Toddler Guidelines – 36 months/3 years	Dramatic Expression ⟷	End of Preschool Standards – 60 months/5 years	Maine Learning Results – K-2 Standards
Uses familiar objects in combination Acts out dramatic play themes with others Engages in make-believe play Includes other children in pretend play	Begins to use objects for other than their intended purpose during play Begins to identify real and make-believe Explores new and familiar situations through dramatic play	**Dramatic Expression** *MELDS.CA.DE.PS.1* Uses objects for other than their intended purpose to create representations of real life objects or activities *MELDS.CA.DE.PS.2* Represents fantasy and real life experiences through pretend play and use of props and costumes *MELDS.CA.DE.PS.3* Uses pretend play to represent known or anticipated situations **Performance** *MELDS.CA.DP.PS.1* Creates characters through physical movement, gesture, sound, speech and facial expressions	Students select and make props, costumes, set pieces, and/or puppets, and practice using them appropriately Students identify the "who, what, where, when and why" of a dramatic performance they have participated in or seen. Students demonstrate a character by participating in skits, puppet shows, and or theatre games

		MELDS.CA.DP.PS.2 Recreates dramatic play experiences, stories or poems for an audience	

Early Language and Literacy

Children acquire language and literacy skills through meaningful interactions with people in their lives. Early childhood is the most critical time for language and literacy development, and the foundations built by students during this time are essential to children's later learning. Some language and literacy learning is incidental and arises naturally during play and everyday experiences. Other learning depends on explicit instruction that occurs through formal teaching. Young learners can actively construct their own language and literacy knowledge, but they also need intentional interactions with adults to further their development, provide motivation and strengthen essential skills.

Supportive language and literacy learning environments are created with different styles and approaches but should always include three important elements: responsive conversations that use rich vocabulary; daily interactions with high-quality books (literary and informational); and engaging interactions with print and the sounds of language and letters. Intentional language and literacy teaching does not happen by chance; it is planned, thoughtful, and purposeful. The early learning curriculum and environment should integrate language and literacy in all areas of development. Hands-on exposure to books, creative expression through play, and guided encouragement from adults supports development of children's language and literacy skills. They provide children with not only the tools for lifelong learning, but also the ability to become critical thinkers and effective communicators.

STANDARDS FOR EARLY LANGUAGE AND LITERACY

Speaking and Listening

End of Toddler Guidelines 36 months/3 years	Comprehension & Collaboration	End of Preschool Standards – 60 months/5 years	Maine Learning Results - End of Kindergarten Standards
	←——→	Comprehension & Collaboration	Comprehension & Collaboration
Carries on sustained interactions with caregivers	Begins to engage in collaborative conversations about preschool topics and texts with peers and adults in small and larger groups:	*MELDS.ELA.SL.CC.PS.1* Increases ability to engage in collaborative conversations about preschool topics and texts with peers and adults in small & larger groups:	*CCSS.ELA-Literacy.SL.K.1* Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups:
	• Begins to follow agreed-upon rules for discussions (e.g., listening to others and taking turn speaking about the topics and texts under discussion)	• *MELDS.ELA.SL.CC.PS.1.a* Follows agreed-upon rules for discussions (e.g., listening to other & taking turn speaking about the topics & texts under discussion)	• *CCSS.ELA-Literacy.SL.K.1.a* Follows agreed-upon rules for discussions (e.g. listening to other & taking turn speaking about the topics & texts under discussion).
	• Begins to engage in conversations with multiple exchanges	• *MELDS.ELA.SL.CC.PS.1.b* Engages in conversations with multiple exchanges	• *CCSS.ELA-Literacy.SL.K.1.b* Continues a conversation through multiple exchanges.

Uses words or actions to request assistance from familiar adults Recognizes names for common objects, familiar people and familiar actions	Begins to confirm understanding of a text read aloud or information presented orally or through other media by asking & answering questions	*MELDS.ELA.SL.CC.PS.2* Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions	*CCSS.ELA-Literacy.SL.K.2* Confirms understanding of a text read aloud or information presented orally or through other media by asking & answering questions about key details & requesting clarification if something is not understood.
	Begins to ask questions in order to seek help, get information, or clarify something that is not understood	*MELDS.ELA.SL.CC.PS.3* Asks questions in order to seek help, get information, or clarify something that is not understood	*CCSS.ELA.Literacy.SL.K.3* Asks & answers questions in order to seek help, get information, or clarify something that is not understood.
	Presentation of Knowledge & Ideas Begins to describe familiar people, places, things, and events	**Presentation of Knowledge & Ideas** *MELDS.ELA.SL.PKI.PS.1* Describes familiar people, places, things, and events, and, with prompting and support, begins to provide additional detail	**Presentation of Knowledge & Ideas** *CCSS.ELA-Literacy SL.K.4* Describes familiar people, places, things, and events, and with prompting and support, provides additional detail
	Begins to speak audibly and, with prompting and support, express thoughts, feelings, and ideas	*MELDS.ELA.SL.PKI.PS.2* Begins to add drawing or other visual displays to descriptions to provide additional detail	*CCSS.ELA-Literacy.SL.K.5* Adds drawing or other visual displays to descriptions as desired to provide additional detail

		MELDS.ELA.SL.PKI.PS.3 Speaks audibly most of the time and expresses thoughts, feelings, and ideas	*CCSS.ELA-Literacy.SL.K.6* Speaks audibly and expresses thoughts, feelings, and ideas clearly

Language Standards

End of Toddler Guidelines – 36 months/3 years	Conventions of Standard English	End of Preschool Standards – 60 months/5 years	Maine Learning Results – End of Kindergarten Standards
	←——————→	Conventions of Standard English	Conventions of Standard English
	Begins to demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking: • Prints some letter and/or letter-like symbols • Uses frequently occurring nouns and verbs • Begins to form some regular plural nouns orally by adding /s/ or /es? (e.g. dog, dogs; wish, wishes)	*MELDS.ELA.LS.CSE.PS.1* Begins to demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking: *MELDS.ELA.LS.CSE.PS.1.a* • Prints some upper- and lowercase letters, and can write own name *MELDS.ELA.LS.CSE.PS.1.b* • Uses frequently occurring nouns and verbs *MELDS.ELA.LS.CSE.PS.1.c* • Begins to form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes)	*CCSS.ELA-Literacy.L.K.1* Demonstrates command of the conventions of standard English grammar and usage when writing or speaking: *CCSS.ELA-Literacy.L.K.1.a* • Prints many upper- and lowercase letters *CCSS.ELA-Literacy.L.K.1.b* • Uses frequently occurring nouns and verbs *CCSS.ELA-Literacy.L.K.1.c* • Forms regular plural nouns orally by adding
Asks and answers simple questions (e.g. What is that?, Where is daddy?)			

Understands prepositions such as on, in, or under Combines words into simple sentences	• Begins to understand question words (e.g. *who, what, where, when, why, how)* • Begins to understand the most frequently occurring prepositions (e.g. *to, from, in, out, on, off, for, of, by, with)* • Begins to speak in complete sentences	*MELDS.ELA.LS.CSE.PS.1.d* • Responds to and uses more question words (interrogatives, e.g. *who, what, where, when, why, how)* *MELDS.ELA.LS.CSE.PS.1.e* • Begins to use the most frequently occurring prepositions (e.g. *to, from, in, out, on, off, for, of, by, with)* *MELDS.ELA.LS.CSE.PS.1.f* • Demonstrates the ability to speak in complete sentences *MELDS.ELA.LS.CSE.PS.2* Begins to use standard English capitalization, punctuation, and spelling when writing: *MELDS.ELA.LS.CSE.PS.2.a* • Capitalizes the first letter in own name *MELDS.ELA.LS.CSE.PS.2.b* • Begins to recognize punctuation (e.g.,., ?, !)	/s/ or /es (e.g., dog, dogs; wish, wishes) *CCSS.ELA-Literacy.L.K.1.d* • Understands & uses question words (interrogatives) (e.g. *who, what, where, when, why, how)* *CCSS.ELA-Literacy.L.K.1.e* • Uses the most frequently occurring prepositions (e.g. *to, from, in, out, on, off, for, of, by, with)* *CCSS.ELA-Literacy.L.K.1.f* • Produces and expands complete sentences in shared language activities *CCSS.ELA-Literacy.L.K.2* Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing: *CCSS.ELA-Literacy.L.K.2.a* • Capitalizes the first word in a sentence and the pronoun I

		MELDS.ELA.LS.CSE.PS.2.c • Begins to write letters to represent sounds *MELDS.ELA.LS.CSE.PS.2.d* • Begins to spell simple words phonetically, drawing on knowledge of sound-letter relationships	*CCSS.ELA-Literacy.L.K.2.b* • Recognizes & names end punctuation *CCSS.ELA-Literacy.L.K.2.c* • Writes a letter or letters for most consonant and short-vowel sounds (phonemes) *CCSS.ELA-Literacy.L.K.2.d* • Spells simple words phonetically, drawing on knowledge of sound-letter relationships
Uses everyday experiences to build vocabulary: • May express feelings both physical and emotional • Talks about what they are doing • Uses language to convey simple ideas • Refers to self by name • Uses personal pronouns like I, me, and you with increased proficiency • Articulation becomes increasingly clearer • Vocabulary increases with age Understands contrasts such as: • Yes/no • Run/stop • Come/go • Up/down	**Vocabulary Acquisition & Use** Begins to ask and answer questions about the meanings of new words and phrases introduced through books, activities and play: • Begins to generate words that are similar in meaning (e.g. *happy/glad, angry/mad)*	**Vocabulary Acquisition & Use** *MELDS.ELA.LS.VAU.PS.1* Asks & answers questions about the meanings of new words and phrases introduced through books, activities and play *MELDS.ELA.LS.VAU.PS.1.a* • With prompting and support, generates words that are similar in meaning (e.g. *happy/glad, angry/mad)* *MELDS.ELA.LS.VAU.PS.2* • Explores word relationships and meanings	**Vocabulary Acquisition & Use** *CCSS.ELA-Literacy.L.K.4* Determines or clarifies the meaning of unknown and multiple meaning words and phrases based on *kindergarten reading & content:* • *CCSS.ELA-Literacy.L.K.4.a* Identifies new meaning for familiar words & applies them accurately (e.g. knowing *duck* is a bird & learning the verb *to duck)*

	Begins to explore word relationships and meanings: • Begins to sort common objects into categories (e.g. big/small, living/nonliving) • Begins to apply words learned in classroom activities to real-life examples (e.g., names places in school that are fun, quiet, or noisy) Begins to use words and phrases acquired through conversations, listening to books read aloud, activities, and play	*MELDS.ELA.LS.VAU.PS.2.a* • Sorts common objects into categories (e.g. big/small, living/nonliving) *MELDS.ELA.LS.VAU.PS.2.b* • Applies words learned in classroom activities to real-life examples (e.g., names places in school that are fun, quiet, or noisy) *MELDS.ELA.LS.VAU.PS.2.c* • Begins to distinguish shades of meaning among verbs describing the same general action by acting out the meanings *MELDS.ELA.LS.VAU.PS.3* Uses words and phrases acquired through conversations, listening to books read aloud, activities, and play	• *CCSS.ELA-Literacy.L.K.4.b* Uses the most frequently occurring inflections and affixes (e.g.,*-ed, -s, re-, un-,pre-,-ful, -less)* as a clue to the meaning of an unknown word *CCSS.ELA-Literacy.L.K.5* Explores word relationships and nuances in word meanings: • *CCSS.ELA-Literacy.L.K.5.a* Sorts common objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent • *CCSS.ELA-Literacy.L.K.5.b* Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) • *CCSS.ELA-Literacy.L.K.5.c* Identifies real-life connections between words and their use

			• *CCSS.ELA-Literacy.L.K.5.d* Distinguishes shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance)* by acting out the meanings *CCSS.ELA-Literacy.L.K.6* Uses words and phrases acquired through conversations, reading and being read to, and responding

Reading Standards for Literature

End of Toddler Guidelines – 36 months/3 years	Key Ideas & Details	End of Preschool Standards – 60 months/5 years	Maine Learning Results – End of Kindergarten Standards
		Key Ideas & Details	**Key Ideas & Details**
Shows increased attention span when being read to	*With prompting and support:* Engages and interacts during story reading Retells information from a story Demonstrates understanding of whom or what a story is about	*With prompting and support:* MELDS.ELA.RL.KID.PS.1 Asks and answers questions about simple stories MELDS.ELA.RL.KID.PS.2 Retells at least one major event from a simple story MELDS.ELA.RL.KID.PS.3 Identifies main characters in simple stories	*With prompting and support:* CCSS.ELA-Literacy.RL.K.1 Asks and answers questions about key details in a text CCSS.ELA-Literacy.RL.K.2 Retells familiar stories, including key details CCSS.ELA-Literacy.RL.K.3 Identifies characters, settings and major events
Exhibits increased participation with written forms of communication: Makes sounds that relate to pictures in books	**Craft & Structure** Makes observations about words and pictures in books	**Craft & Structure** MELDS.ELA.RL.CS.PS.1 Asks questions about unknown words and phrases in stories	**Craft & Structure** CCSS.ELA-Literacy.RL.K.4 Asks and answers questions about unknown words in a text

Begins to make observations about the use of words and pictures Enjoys listening to stories of increased complexity.	Begins to understand that a book has a title, author & illustrator **Integration of Knowledge & Ideas** Makes observations about the use of words and pictures Begins to make connections between a story or poem and one's own experiences **Reading & Level of Text Complexity** Seeks out experiences (individually and in groups) with pictures, books, and other print materials	*MELDS.ELA.RL.CS.PS.2* Begins to recognize that there are different text structures, such as stories, poems, and songs *MELDS.ELA.RL.CS.PS.3* Begins to describe the roles of authors & illustrators **Integration of Knowledge & Ideas** *MELDS.ELA.RL.IKI.PS.1* Retells stories using both storybook language and pictures *MELDS.ELA.RL.IKI.PS.2* Begins to make connections between characters in familiar stories **Reading & Level of Text Complexity** *MELDS.ELA.RL.LTC.PS.1* Participates in (individually and in groups) a variety of age-appropriate print materials	*CCSS.ELA-Literacy.RL.K.5* Recognizes common types of texts (e.g., storybooks, poems) *CCSS.ELA-Literacy.RL.K.6* Begins to name the author and illustrator of a story and define the role of each **Integration of Knowledge & Ideas** *CCSS.ELA-Literacy.RL.K.7* Describes the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) *CCSS.ELA-Literacy.RL.K.9* Compares and contrasts the adventures and experiences of characters in familiar stories **Reading & Level of Text Complexity** *CCSS.ELA-Literacy.RL.K.10* Actively engages in group reading activities with purpose and understanding

Reading Standards for Informational Text

End of Toddler Guidelines – 36 months/3 years	Details-Informational Text	End of Preschool Standards – 60 months/5 years	Maine Learning Results – End of Kindergarten Standards
		Details-Informational Text	Details-Informational Text
Shows increased attention span when being read to	*With prompting and support*: Engages and interacts during reading of an informational text	*With prompting and support*: MELDS.ELA.IT.D.PS.1 Asks and answers questions about an informational text read aloud	*With prompting and support:* CCSS.ELA-Literacy.RI.K.1 Asks and answers questions about key details in a text
	Recognizes that books provide information about the world	MELDS.ELA.IT.D.PS.2 Recalls important facts from an informational text after hearing it read aloud or studying particular pages/visuals	CCSS.ELA-Literacy.RI.K.2 Identifies the main topic and retell key details of a text
	Recalls some information from an informational text read aloud or shared visually	MELDS.ELA.IT.D.PS.3 Represents or acts out concepts learned from hearing an informational text read aloud (e.g. makes a skyscraper out of blocks at the sensory table)	CCSS.ELA-Literacy.RI.K.3 Describes the connection between two individuals, events, ideas, or pieces of information in a text
Exhibits increased participation with written forms of communication: Makes sounds that relate to pictures in books			

Begins to make observations about the use of words and pictures	**Structure-Informational text** Makes observations about words and pictures in an informational text Begins to display appropriate book-handling behaviors- orients book as if to be read, points to title, turns pages in a single direction Begins to understand that books have titles, authors, and illustrators	**Structure-Informational Text** *MELDS.ELA.IT.S.PS.1* Asks questions about unknown words and phrases in informational texts read aloud or shared visually *MELDS.ELA.IT.S.PS.2* Identifies front cover and back cover of a book and title *MELDS.ELA.IT.S.PS.3* Begins to describe the role of authors and illustrators	**Structure-Informational Text** *CCSS.ELA-Literacy.RI.K.4* Asks and answers questions about unknown words in a text *CCSS.ELA-Literacy.RI.K.5* Identifies the front cover, back cover, and title page of a book *CCSS.ELA-Literacy.RI.K.6* Names the author and illustrator of a text and defines the role of each in presenting the ideas or information in a text
	Integration of Knowledge Ideas Describes important details from a photograph or illustration	**Integration of Knowledge Ideas** *MELDS.ELA.IT.I.PS.1* Describes important information from text and pictures/photos/graphics	**Integration of Knowledge Ideas** *CCSS.ELA-Literacy.RI.K.7* Describes 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).

Enjoys listening to *informational texts* of increased complexity* *Italicized text represents a slight wording change.	Begins to recognize that information on a topic can be found in more than one text	*MELDS.ELA.IT.I.PS.2* Recognizes that information on a topic can be found in more than one text	*CCSS.ELA-Literacy.RI.K.8* Identifies the reason an author gives to support points in a text *CCSS.ELA-Literacy.RI.K.9* Identifies basic similarities in and differences between two text on the same topic (e.g., in illustrations, descriptions, or procedures)
	Range of Reading Level of Text Complexity Seeks out experiences with informational text materials	**Range of Reading Level of Text Complexity** *MELDS.ELA.IT.LTC.PS.1* Participates individually and in groups in a variety of age-appropriate informational text materials	**Range of Reading Level of Text Complexity** *CCSS.ELA-Literacy.RI.K.10* Actively engages in group reading activities with purpose and understanding

**Reading Standards*: Foundational Skills*

End of Toddler Guidelines – 36 months/3 years	Print Concepts	End of Preschool Standards – 60 months/5 years	Maine Learning Results – End of Kindergarten Standards
Exhibits increased participation with written forms of communication: • Looks at books and magazines as if he/she is reading • Turns pages at the right time	**Print Concepts** Begins to display appropriate book-handling behaviors and begin to recognize print conventions: • Holds a book as if to read, point to title, and opens book and turns pages in single direction • Recognizes print as something that can be read	**Print Concepts** *MELDS.ELA.RF.PC.PS.1* Displays appropriate book-handling skills and knowledge of print conventions: • *MELDS.ELA.RF.PC.PS.1a* Begins to track print from left to right and top to bottom • *MELDS.ELA.RF.PC.PS.1b* Recognizes that print is something that is read and has specific meaning • *MELDS ELA.RF.PC.PS.1c* Begins to demonstrate that words are separated by spaces in print	**Print Concepts** *CCSS.ELA-Literacy.RF.K.1* Demonstrates understanding of the organization and basic features of print: • *CCSS.ELA-Literacy.RF.K.1.a* Follows words from left to right, top to bottom, and page by page • *CCSS.ELA-Literacy.RF.K.1.b* Recognizes that spoken words are represented in written language by specific sequences of letters • *CCSS.ELA-Literacy.RF.K.1.c* Understands that words are separated by spaces in print

Enjoys listening to rhymes, finger plays, and songs of increased complexity Recognizes signs and symbols in the environment- memorizes and repeats phrases of songs, books, and rhymes	• Recognizes and names the letters of his/her first name **Phonological Awareness** *With prompting and support:* Demonstrates an understanding of spoken words and syllables:	• *MELDS.ELA.RF.PC.PS.1d* Recognizes and names at least 15-20 upper and 15-20 lower case letters. **Phonological Awareness** *With prompting and support:* *MELDS.ELA.RF.PA.PS.1* Demonstrates understanding of spoken words, syllables, and some beginning sounds (phonemes):	• *CCSS.ELA-Literacy.RF.K.1.d* Recognizes and names all upper and lower case letters of the alphabet **Phonological Awareness** • *CCSS.ELA-Literacy.RF.K.2* Demonstrates understanding of spoken words, syllables, and sounds (phonemes):
	• Begins to recognize rhyming words • Begins to count, pronounce, blend, and segment syllables in their own names	• *MELDS.ELA.RF.PA.PS.1a* Recognizes and produces rhyming words • *MELDS.ELA.RF.PA.PS.1b* Counts, pronounces, blends, and segments syllables in spoken words • *MELDS.ELA.RF.PA.PS.1c* Blends and segments onsets and rimes of single-syllable words	• *CCSS.ELA-Literacy.RF.K.2.a* Recognizes and produces rhyming words • *CCSS.ELA-Literacy. RF.K.2.b* Counts, pronounces, blends, and segments syllables in spoken words • *CCSS.ELA-Literacy.RF.K.2.c* Blends and segments onsets and rhymes of single-syllable words
Recognizes signs and symbols in the environment: • Identifies stop sign			

• Identifies label or logo from favorite cereal box	• Begins to isolate and pronounce the initial sounds (phonemes) in their own name and in some words	• *MELDS.ELA.RF.PA.PS.1d* Isolates and pronounces the initial and final sounds (phonemes) in single syllable words and their name • *MELDS.ELA.RF.PA.PS.1e* Begins to add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words	• *CCSS.ELA-Literacy.RF.K.2.d* Isolates and pronounces the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant) words • *CCSS.ELA-Literacy.RF.K.2.e* Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words
	Phonics & Word Recognition With prompting and support: • Begins to recognize that letters represent sounds • Begins to recognize own name and the names of other children in the classroom and common print around the classroom	**Phonics & Word Recognition** With prompting and support, applies beginning phonics and word analysis skills: *MELDS.ELA.RF.PWR.PS.1* Links a sound to a picture of an object that begins with that sound. *MELDS.ELA.RF.PWR.PS.2* Begins to link a sound to the corresponding printed letter	**Phonics & Word Recognition** *CCSS.ELA-Literacy.RF.K.3* Knows and applies grade-level phonics and word analysis skills in decoding words:

Shows increased attention span when being read to, and continues to enjoy listening to rhymes, finger plays, and songs of increased complexity		*MELDS.ELA.RF.PWR.PS.3* Recognizes names of other children in the classroom and common print around the classroom.	• *CCSS.ELA-Literacy.RF.K.3.d* Demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant • *CCSS.ELA-Literacy.RF.K.3.b* Associates the long and short sounds with common spellings (graphemes for the five major vowels) • *CCSS.ELA-Literacy.RF.K.3.c* Reads common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are do, does) • *CCSS.ELA-Literacy.RF.K.3.d* Distinguishes between similarly spelled words by identifying the sounds of the letters that differ

	Fluency	**Fluency**	**Fluency**
	Attends to fluent models of reading Begins to imitate fluent models of reading	*MELDS.ELA.RF.F.PS.1* Attends to fluent models of reading *MELDS.ELA.RF.F.PS.2* Imitates fluent models of reading	*CCSS.ELA-Literacy.RF.K.4* Reads emergent-reader texts with purpose and understanding

Writing Standards

End of Toddler Guidelines – 36 months/3 years	Text Types and Purposes of Writing	End of Preschool Standards – 60 months/5 years	Maine Learning Results – End of Kindergarten Standards
		Text Types and Purposes of Writing	**Text Types and Purposes of Writing**
Increases understanding of use of communication tools- names scribbles made with marker or crayon by telling others what scribbles mean	With prompting and support, uses a combination of drawing, dictating and emergent writing to: • Communicate ideas	With prompting and support, uses a combination of drawing, dictating and writing to: *MELDS.ELA.W.TTP.PS.1* Communicate opinions on topics of interest (e.g., My favorite food is…) *MELDS.ELA.W.TTP.PS.2* Communicate information about a topic *MELDS.ELA.W.TTP.PS.3* Tell a story	Uses a combination of drawing, dictating and writing to: • *CCSS.ELA-Literacy.W.K.1* 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 • *CCSS.ELA-Literacy.W.K.2* Compose informative/ explanatory text in which they name what they are writing about and supply some information about the topic

			• _CCSS.ELA-Literacy.W.K.3_ Narrate a single event or several loosely linked events, tells about the events in the order in which they occurred, and provide a reaction to what happened
	Production & Distribution of Writing	**Production & Distribution of Writing**	**Production & Distribution of Writing**
	With prompting and support:	With prompting and support:	With guidance & support from adults:
	Shares drawing and writing with others	_MELDS.ELA.W.PD.PS.1_ Shares drawing and writing with peers to gather additional ideas and/or answer questions	_CCSS.ELA-Literacy.W.K.5_ Responds to questions and suggestions from peers and adds details to strengthen writing as needed
	Recognizes that digital tools are used for communication and, with support and guidance, uses them to convey messages in picture and/or words	_MELDS.ELA.W.PD.PS.2_ Recognizes that digital tools are used for communication and, with support and guidance uses them to convey messages in picture and/or words	_CCSS.ELA-Literacy.W.K.6_ Explores a variety of digital tools to produce and publish writing, including in collaboration with peers
	Research to Build & Present Knowledge-Writing	**Research to Build & Present Knowledge-Writing**	**Research to Build & Present Knowledge-Writing**
	Begins to participate in shared research and writing projects modeled by adults (e.g., community helpers)	_MELDS.ELA.W.R.PS.1_ Participates in shared research and writing projects modeled by adults (e.g. class explores how	_CCSS.ELA-Literacy.W.K.7_ Participates in shared research and writing projects (e.g. explores a number of

	With guidance & support from adults, begins to recall some information from experiences or gather information from resources	tadpoles become frogs and create visuals) *MELDS.ELA.W.R.PS.2* With guidance and support, begins to recall information from experiences or gather information from different sources	books by a favorite author & expresses opinion about them) *CCSS.ELA-Literacy.W.K.8* With guidance & support from adults, recalls information from experiences or gathers information from provided sources to answer a question

Physical Development and Health

Young children love active play. Children age three to five are developing their physical abilities at an extremely rapid rate. Early childhood educators encourage and promote this physical development by providing safe and appropriate physical activities adapted to the child's abilities, special needs or health concerns, and individual patterns of growth. Children who participate in regular physical activity will have overall better health and confidence in their bodies and what their bodies can do, as well as a more general sense of well-being. Participation in moderate to vigorous physical activity with increased heart rate that is intentionally planned and facilitated increases stamina, endurance and flexibility; daily walking, running, hopping, throwing and catching, turning, twisting and stretching are examples of this kind of activity.

Early childhood educators can do much to support life-long habits that contribute to overall physical health. Promoting regular physical activity goes hand-in-hand with promoting healthy eating and healthy food choices. Strategies to support understanding the importance of good nutrition include: providing healthy nutritious foods, promoting family style meals, modeling good food choices, allowing for self-serving in order to support an understanding of appropriate food portions, discussion about healthy foods, and gardening and exposure to locally grown and fresh foods. When early childhood educators can successfully model, and support the benefits of both regular exercise and proper nutrition, they can significantly impact a young child's life-long habits of maintaining good physical health.

STANDARDS FOR PHYSICAL DEVELOPMENT AND HEALTH

Nutrition

End of Toddler Guidelines – 36 months/3 years	Nutrition	End of Preschool Standards – 60 months/5 years	Maine Learning Results – End of Kindergarten
Continues to progress with self-feeding: • Holds spoon, fork, cup but may spill • Feed self alone and well • Pours own milk & juice from small plastic pitcher	Makes known health-related needs and/or interests and considers possible options (i.e., when thirsty, asks for water) Helps to set and clear the table for meals, recognizing the appropriate materials needed Child serves self, taking food from one container to another, using utensils Engages, as possible, in food preparation	**Nutrition** *MELDS.PHD.N.PS.1* Recognizes, chooses and eats a variety of healthy foods from various cultures *MELDS.PHD.N.PS.2* Identifies foods by their food group and where the food comes from, and knows the difference between healthful foods and those with little nutritional value *MELDS.PHD.N.PS.3* Shows a growing awareness of nutrition and independence in hygiene, nutrition and personal care when eating	Recognizes that healthy behaviors impact personal health Identifies basic health terms related to family life: nutrition; personal health; safety and injury prevention Demonstrates age-appropriate healthy practices to maintain or improve personal health

Safety

End of Toddler Guidelines – 36 months/3 years	Safety	End of Preschool Standards – 60 months/5 years	Maine Learning Results – End of Kindergarten
Periodically checks back with caregiver when playing or exploring: • Makes physical contact when in need of reassurance • Calls caregiver over during play Anxious reaction to unfamiliar adults decreases in intensity Shows impulse control by walking around spilled items	Recognizes and names people who keep them safe in dangerous situations Has an awareness of strangers. Develops awareness of and the ability to follow basic safety rules and practices Avoids hazardous chemicals and unsafe materials Seeks adult approval before approaching unknown pets	**Safety** *MELDS.PHD.S.PS.1* Identifies how people help keep them safe in dangerous situations *MELDS.PHD.S.PS.2* Can identify a stranger *MELDS.PHD.S.PS.3* Follows basic safety rules and practices *MELDS.PHD.S.PS.4* Responds appropriately to harmful or unsafe situations, objects, substances and environments, and can identify the consequences of unsafe behavior *MELDS.PHD.S.PS.5* Demonstrates safety awareness and responsibility when using materials *MELDS.PHD.S.PS.6* Uses caution and keeps a distance from wildlife and unknown pets	Describes ways a safe and healthy school environment can promote health Identifies trusted adults and professionals who can help promote health and safety Demonstrates behaviors to avoid or reduce personal health risks Identify safety rules and rules of games and physical activities Follows procedures for safe behaviors, including maintaining appropriate personal/physical space

		MELDS.PHD.S.PS.7 Follows emergency routines after adult instruction	

Fine Motor

End of Toddler Guidelines – 36 months/3 years	Fine Motor	End of Preschool Standards – 60 months/5 years	Maine Learning Results – End of Kindergarten
Fine Motor Holds object with one hand and manipulates it with the other: Folds blanket, cloth, diaper, or paper Pours liquid from small pitcher or cup Shows preference for one hand Puts on some easy clothing Holds spoon, fork, cup, but may still spill Can use a paintbrush but doesn't control drips	**Fine Motor** Holds drawing, writing and painting tools with fingers and thumb, creating more recognizable drawings (letters, shapes), but may hold the instrument too close to one end Develops increasing strength, dexterity, and hand-eye coordination to use hands, fingers and wrists to manipulate objects Cuts paper in straight line Completes interlocking puzzles Uses increased skill in self-serving with little spilling during meals, including using tongs	**Fine Motor** *MELDS.PHD.FM.PS.1* Holds drawing, writing and painting tools by using a three-point finger grip, writing more detail, and drawing more recognizable facial features *MELDS.PHD.FM.PS.2* Continues to progress with use of utensils with limited spilling, using fork, and using knife for cutting *MELDS.PHD.FM.PS.3* Demonstrates increased skills in using scissor grip to cut shapes or simple pictures while holding paper stationary with other hand *MELDS.PHD.FM.PS.4* Practices manual self-help skills, including dressing self and attempting to tie shoes *MELDS.PHD.FM.PS.5* Uses small, precise finger and hand movements	Currently no Fine Motor standards in Maine Learning Results.

		MELDS.PHD.FM.PS.6 Uses fingers, hands and wrists to manipulate a variety of small tools (e.g., stapler, hole punchers, spray bottles)	

Gross Motor

End of Toddler Guidelines – 36 months/3 years	Gross Motor	End of Preschool Standards – 60 months/5 years	Maine Learning Results – K-2 Standards
Gross Motor Exhibits more control and coordination of large muscle and body movement: • Walks fast and well • Seldom falls • Stands and walk on tip toes • Walks backwards • Walks up stairs holding a hand or railing • Walks, runs with control, climbs well, throws a ball with aim • May jump in place • May balance on one foot for a second or two • Rides tricycle using pedals most of the time. Uses arms and legs with more purposefulness:	**Gross Motor** Moves purposefully from place to place with control Moves with an awareness of personal space in relationship to others Hops on one foot one time without losing balance or falling Jumps down from a step and forward ten inches Walks forward and backward along a line or a beam using normal stride Walks up and down stairs, alternating feet Develops motor coordination and skill while using objects for a range of physical activities, such as pulling or throwing	**Gross Motor** *MELDS.PHD.GM.PS.1* Coordinates complex movements in play and games *MELDS.PHD.GM.PS.2* Understands movement concepts, how the body moves, an awareness of space and directionality, and that the body can move independently or in coordination with other objects *MELDS.PHD.GM.PS.3* Demonstrates progressive locomotive skills; successive hopping, and forward jumping. Has control over speed and direction and balance (running, sliding, galloping forward, back, right, left) *MELDS.PHD.GM.PS.4* Demonstrates cooperative skills while participating in physical activities *MELDS.PHD.GM.PS.5*	**Gross Motor** Demonstrates progress in mastering loco-motor skills and non-loco-motor skills Demonstrates improving form when using various sports equipment Demonstrates simple combinations of motor patterns Makes smooth transitions between sequential motor skills Adapts and adjusts movement skills to uncomplicated, changing, environmental conditions and expectations Applies movement concepts to a variety of fundamental skills

• Catches a ball by trapping it with arms and hands • Pounds object with intention and precision	Combines large motor movements with the use of equipment	Sustains balance during complex movements *MELDS.PHD.GM.PS.6* Manipulates balls or similar objects with a full range of motion *MELDS.PHD.GM.PS.7* Develops coordination and balance with a variety of playground equipment *MELDS.PHD.GM.PS.8* Enjoys challenging him/herself to try new and increasingly difficult activities *MELDS.PHD.GM.PS.9* Shows enthusiasm for mastery of gross motor movements through repetitive practice	Demonstrates a variety of loco-motor skills Uses a series of motor skills to perform a movement pattern Identifies the skill related fitness components of balance and coordination

Physical Health Status

End of Toddler Guidelines – 36 months/3 years	Physical Health Status	End of Preschool Standards – 60 months/5 years	Maine Learning Results – K-2 Standards
	Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended body mass index ranges for weight by height by age	**Physical Health Status**	**Physical Health Status**
		MELDS.PHD.PHS.PS.1 Participates in games, outdoor play, and other forms of exercise to enhance physical fitness	Engages in moderate to vigorous physical activity
	Demonstrates body spatial awareness in relationship to stationary objects	*MELDS.PHD.PHS.PS.2* Develops an awareness of personal health and fitness	Participates in physical activities to introduce the health-related fitness components of flexibility, cardiovascular endurance, muscular endurance, and muscular strength
	Participates in games, outdoor play, and other forms of exercise to enhance physical fitness	*MELDS.PHD.PHS.PS.3* Participates in moderate to vigorous physical activity independently and in groups that increase strength, endurance and flexibility.	Identifies components of health-related fitness
	Engages in adaptive physical activities, as appropriate		

70

Health Knowledge and Practices

Maine Learning Results – End of Kindergarten

End of Toddler Guidelines – 36 months/3 years	**Health Knowledge and Practices**	**End of Preschool Standards – 60 months/5 years**	

End of Toddler Guidelines – 36 months/3 years

Continues to show interest in dressing self:
- Undresses self
- Puts on clothing except for buttoning
- Puts on shoes (does not lace, but can manage Velcro fasteners)

Shows increased interest and proficiency with toileting skills:
- Exercise bowel and bladder control
- Willing to use toilet
- Will wash hands after toileting

May show increased interest in helping with chores

Health Knowledge and Practices

Completes personal care tasks with increasing independence

Takes off coat and puts it where it belongs

Participates in structured and unstructured physical activities

Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness

Transitions from high-energy to low-energy activities

Follows routines independently

Cooperates during doctor and dentist visits and health and developmental screenings

End of Preschool Standards – 60 months/5 years

Health Knowledge and Practices

MELDS.PHD.HKP.PS.1
Identifies specific practices that support body development and function

MELDS.PHD.HKP.PS.2
Combines and uses different senses depending on the activity

MELDS.PHD.HKP.PS.3
Recognizes the importance of doctor and dentist visits

MELDS.PHD.HKP.PS.4
Identifies medicine and knows that is it used to stay healthy

MELDS.PHD.HKP.PS.5
Identifies which school and community health helpers are needed in a given situation

MELDS.PHD.HKP.PS.6
Regulates own emotions and behaviors

Maine Learning Results – End of Kindergarten

Recognizes that healthy behaviors impact personal health

Identifies ways to locate school and community health helpers

Demonstrates behaviors to avoid or reduce personal health risks

Identifies influences on personal health practices and behaviors

Identifies situations where a health-related decision is needed

Identifies components of health-related fitness

	Regulates own emotions and behaviors Begins to take responsibility for meeting own needs	*MELDS.PHD.HKP.PS.7* Moves with an awareness of others *MELDS.PHD.HKP.PS.8* Demonstrates the increasing ability to perform self-care skills independently when eating, tooth brushing, dressing, toileting, grooming *MELDS.PHD.HKP.PS.9* Participates easily and knows what to do in routine activities *MELDS.PHD.HKP.PS.10* Covers mouth when coughing *MELDS.PHD.HKP.PS.11* Helps with routine care of the environment *MELDS.PHD.HKP.PS.12* Recognizes there are multiple components of health *MELDS.PHD.HKP.PS.13* Identifies physical changes that accompany moderate to vigorous physical activity *MELDS.PHD.HKP.PS.14* Participates in sleep routines	Identifies the skill-related fitness components of balance and coordination Describes the transmission and prevention of common childhood communicable diseases Recognizes that there are multiple dimensions of health Identifies the physical benefits and bodily responses related to physical activity.

Math

Young children are natural mathematicians. Even as infants and young toddlers they engage in matching and sorting activities. Children age three to five are eager to learn the role of math in everyday life, and benefit from rich learning environments and adults who introduce important concepts and content to them.   This approach supports an appreciation for math and gives the young child a foundation in math which builds upon their natural curiosity and desire to learn.

Active experiences and hands-on materials (both those found in the natural world and purchased) are especially important in helping young learners focus on the key concepts of early mathematics: numeracy, geometry, measurement and problem- solving skills. These concept areas are linked by teaching practices that emphasize the enjoyment and appreciation of mathematics. All of these elements - a supportive environment, current content knowledge, interactive materials and a love of math - combine to create young mathematicians who will carry their positive approaches to math through their kindergarten years and beyond.

STANDARDS FOR MATH

End of Toddler Guidelines – 36 months/3 years	Mathematical Practices	End of Preschool Standards – 60 months/5 years	Common Core - End of Kindergarten
		Mathematical Practices	**Mathematical Practices**
Independently explores the immediate environment to investigate what is there	Develops positive attitudes about math	*MELDS.M.MP.PS.1* Approaches math with enthusiasm.	*CCSS.Math Practice.MP1* Makes sense of problems and perseveres in solving them
Tries new activities, materials and equipment	Participates in whole group and small group math-focused activities	*MELDS.M.MP.PS.2* Associates math with engaging classroom materials and activities	*CCSS.Math Practice.MP2* Reasons abstractly and quantitatively
	Recognizes the idea of a "problem" and "problem solving" in the physical and social world.	*MELDS.M.MP.PS.3* Recognizes the usefulness of math in everyday tasks	*CCSS.Math Practice.MP3* Constructs viable arguments and critique the reasoning of others
	Communicates math ideas verbally and non-verbally	*MELDS.M.MP.PS.4* Uses math to solve problems in the context of classroom and home experiences	*CCSS.Math Practice.MP4* Models with mathematics
		MELDS.M.MP.PS.5 Represents mathematical concepts using manipulatives	*CCSS.Math Practice.MP5* Uses appropriate tools strategically
			CCSS.Math Practice.MP6 Attends to precision
			CCSS.Math Practice.MP7 Looks for and makes use of structure

		MELDS.M.MP.PS.6 Uses math-related skills, such as sorting, counting, and matching in the course of everyday classroom experiences *MELDS.M.MP.PS.7* Uses math terms in the course of everyday conversations	*CCSS.Math Practice.MP8* Looks for and expresses regularity in repeated reasoning

End of Toddler Guidelines – 36 months/3 years	Counting and Cardinality Cluster	End of Preschool Standards – 60 months/5 years	Maine Learning Results- End of Kindergarten Standards
Counts to two or three

Imitates counting rhymes

Uses some number words during play or activity | Rote Counts to 10 and beyond by ones with increasing accuracy

Recognizes and names written numerals 0-5

Begins to subitize to determine how many (recognizes small quantities immediately)

Recognizes the relationship between numbers and quantities: connect counting to cardinality (0-5).

Shows understanding that the last number name spoken tells the number of objects counted up to 5 (cardinality) | **Counting and Cardinality Cluster**

MELDS.M.CCC.PS.1
Rote counts to 20 and beyond by ones with increasing accuracy

MELDS.M.CCC.PS.2
Recognizes and names written numerals 0 -10

MELDS.M.CCC.PS.3
Subitizes to determine how many (recognizes small quantities immediately)

MELDS.M.CCC.PS.4
Recognizes the relationship between numbers and quantities: connect counting to cardinality (0-10)

MELDS.M.CCC.PS.5
Shows understanding that the last number name spoken tells the number of objects counted up to 10 (cardinality) | **Counting and Cardinality Cluster**

Know number names and the count sequence

CCSS.Math.Content.K.CC.A.1
Count to 100 by ones and by tens

CCSS.Math.Content.K.CC.A.2
Count forward beginning from a given number within the known sequence (instead of having to begin at 1)

CCSS.Math.Content.K.CC.A.3
Write numbers from 0 to 20 with written numeral 0-20 (with 0 representing a count of no objects)

Count to tell the number of objects
CCSS.Math.Content.K.CC.B.5
Count to answer "how many?" questions as many as 10 things arranged in a line, rectangular array, or a circle, or as many as 5 things in a scattered configuration; given |

Begins to solve simple problems in his or her head Uses objects for other than their intended purpose Shows interest in patterns and sequences	**Operations and Algebraic Thinking** Responds with number words and/or counting strategy, when asked the question, How many? Transitions from rote counting to 1:1 correspondence	*MELDS.M.CCC.PS.6* Shows understanding that the number of objects is the same regardless of their arrangement or the order in which they were counted *MELDS.M.CCC.PS.7* Begins to write number symbols 0-10 *MELDS.M.CCC.PS.8* Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 10 **Operations and Algebraic Thinking** *MELDS.M.OAT.PS.1* Associates quantity with a number name or written numeral *MELDS.M.OAT.PS.2* Counts using 1:1 correspondence with increasing accuracy	a number from 1-10, count out that many objects **Compare numbers** *CCSS.Math.Content.K.CC.C.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 up to 10. **Operations and Algebraic Thinking** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations

		MELDS.M.OAT.PS.3 Represents addition and subtraction with fingers, drawing, acting out situations and verbal explanation *MELDS.M.OAT.PS.4* Uses concrete objects to model real-world addition and subtraction up to 5 (composing and decomposing numbers) *MELDS.M.OAT.PS.5* Acts out and solves story problems using sets of up to ten objects	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem 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 (e.g., $5 = 2 + 3$ and $5 = 4 + 1$)

End of Toddler Guidelines – 36 months/3 years	Geometry	End of Preschool Standards – 60 months/5 years	Maine Learning Results- End of Kindergarten Standards
Matches simple shapes: using puzzles- circle, square, triangle	Recognizes and names/describes simple shapes Matches similar shapes Explores three-dimensional and two-dimensional shapes in the environment Uses puzzles and other learning materials to demonstrate beginning part/whole, shape and orientation concepts to solve problems Uses physical movement to gain understanding of orientation and directionality	**Geometry** *MELDS.M.G.PS.1* Describes, sorts and classifies shapes using some attributes such as size, sides, and other properties *MELDS.M.G.PS.2* Discovers connections between formal geometric shapes and the surrounding environment *MELDS.M.G.PS.3* Combines materials to make three-dimensional and two-dimensional shapes *MELDS.M.G.PS.4* Breaks down shapes into parts and wholes *MELDS.M.G.PS.5* Initiates activities that indicate understanding of directionality	**Geometry** Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cones, cylinders and spheres) *CCSS.Math Content.K.G.A.1* Describe objects in the environment using names of shapes *CCSS.Math Content.K.G.A.2* Correctly name shapes regardless of their orientations or overall size. *CCSS.Math Content.K.G.A.3* Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid") Analyze, compare, create and compose shapes

| | Responds to words indicating directionality and position through physical movement (near, far, beside, up, down, over) | MELDS.M.G.PS.6 Uses orientation and directionality words such as slides, flips and turns as shapes are manipulated

MELDS.M.G.PS.7 Uses symbols and/or objects to indicate beginning understanding of relative positions in space (i.e. creates simple maps; follows directions during nature walks)

MELDS.M.G.PS.8 Demonstrates or describes relative positions of objects, using words such as up, down, beside, over | CCSS.Math Content.K.G.B.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)

CCSS.Math Content.K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes

CCSS.Math Content.K.G.B.6 Compose simple shapes to form larger shapes. *For example, can you join these two triangles with full sides touching to make a rectangle?*

CCSS.Math Content.K.G.A.1 Describe relative positions of objects in the environment using terms such as above, below, beside, in front of, behind and next to |

End of Toddler Guidelines - 36 months/3 years	Measurement and Data	End of Preschool Standards – 60 months/5 years	Maine Learning Results - End of Kindergarten Standards
Classifies, labels and sorts objects by characteristics	Matches and groups similar objects	**Measurement and Data**	**Measurement and Data**
	Recognizes measurable attributes of objects, such as length, weight and capacity of everyday objects (e.g., long, short, tall, heavy, light, big, small, full, empty)	*MELDS.M.MD.PS.1* Describes, sorts and classifies groups of objects using one or more attribute	**Describe and compare measurable attributes.**
	Sorts, orders and classifies familiar objects by a single attribute (e.g., size, shape, color, texture, orientation, and position) and explains the reason	*MELDS.M.MD.PS.2* Identifies and compares measurable attributes of everyday objects, using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, full, empty)	*CCSS.Math.Content.K.MD.A.1* Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object
Arranges objects in lines	Uses seriation as a strategy for organizing materials	*MELDS.M.MD.PS.3* Begins to identify such words as "first", "next", and "last	*CCSS.Math Content.K.MD.A.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. *For example, directly compare the heights of two children and describe one child as taller/shorter*
	Recognizes and duplicates simple patterns in the environment, including sound and movement patterns	*MELDS.M.MD.PS.4* Uses discrete attributes to order and seriate materials	
Shows interest in patterns and sequences		*MELDS.M.MD.PS.5* Recognizes, duplicates, creates, and extends simple patterns using objects	*CCSS.Math Content.K.MD.B.3* Classify objects into given categories; count the numbers of objects in each category and sort the categories by count

Shows some understanding of daily time sequence	Demonstrates an understanding of time periods (a short time /a long time, "five more minutes", morning, afternoon, night) Relates concepts of past, present and future to daily activities Participates in data collection activities Explores and begins to use measurement tools	*MELDS.M.MD.PS.6* Uses past and future tenses and time words appropriately *MELDS.M.MD.PS.7* Begins to understand concepts such as yesterday, today, and tomorrow *MELDS.M.MD.PS.8* Responds to questions that can be answered through data analysis *MELDS.M.MD.PS.9* Represents data using simple charts and graphs (2-D or 3-D) *MELDS.M.MD.PS.10* Uses non-standard units of measurement to measure objects; notices similarities and differences *MELDS.M.MD.PS.11* Connects measurement terms and concepts in everyday life	

Science

Young children are born investigators. Children are curious problem-solvers, seeking to understand the world about them every day. Through early science experiences, these young learners explore, invent, investigate, question, discover and note changes in their environment. In doing so, they learn new words to describe and classify the world they experience, apply math knowledge, and use these tools to deepen their understanding of the world about them.

Science-rich environments (indoors and outdoors) are a critical component of early childhood education. Early childhood educators who value science plan experiences with concepts that are integrated throughout the children's day. These activities help to develop literacy, numeracy, and social studies content as well as strengthen memory, attention, motor skills, and social cooperation. When Early childhood educators use the language of science and co-investigate with children, they generate interest and questions that support the early stages of critical thinking and problem solving that will benefit children throughout their lives.

STANDARDS FOR SCIENCE

Physical Science

End of Toddler Guidelines – 36 months/3 years		End of Preschool Standards – 60 months/5 years	Maine Learning Results- K-2 Standards
Explores and discovers new materials, activities and equipment Begins to solve simple problems in his/her head such as moving an object to get another Classifies, labels and sorts objects Tries new materials, equipment and activities Uses familiar objects in combination	⟵⟶ Begins to experiment with objects whose motion is affected by pushes or pulls of different strengths in different directions Answers questions about the effects of pushes and pulls (e.g. pulls objects attached to a string, pushes objects with and without wheels, rolls objects, collides objects) Listens to stories, poems, finger plays about physical knowledge and begins to use vocabulary about speed, motion and stability in daily conversations	*MELDS.S.PS.PS.1* Uses senses, tools (including technology) to observe, describe, discuss and attempt to explain the effects of different strengths or different directions of pushes and pulls on the object *MELDS.S.PS.PS.2* Plans and carries out, with teacher support, comparisons of motion and force using common objects and materials (e.g., which objects move faster or slower, which object goes faster or further when you just let go or give it a push) *MELDS.S.PS.PS.3* Records results of observations, with teacher support, using simple drawings, discussions, charts, photos or models and reflects on what was learned	*K-PS2* Motion and Stability: Forces and Interactions *K-PS2-1* Plan and conduct an investigation to compare the effects of different directions of pushes and pulls on the motion of an object. *K-PS2-2* Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull

		MELDS.S.PS.PS.4 Uses knowledge and skills learned through observation and exploration to create new and improved objects or processes (e.g., changes the surface material of a ramp or put bigger wheels on a car to make a difference in speed)	
		MELDS.S.PS.PS.5 Listens to stories, poems, and finger plays about physical knowledge and uses vocabulary about speed, motion and stability in daily conversations	
		MELDS.S.PS.PS.6 Constructs a system of tubes and/or ramps for a marble to travel through; and discovers that steeper ramps will cause a marble to travel faster	

Earth Science

		End of Preschool Standards – 60 months/5 years	**Maine Learning Results K-2 Standards**
	⟷		*K-PS3* Energy *K-PS3-1* Make observations to determine the effect of sunlight on Earth's surface
End of Toddler Guidelines – 36 months/3 years Shows some understanding of daily time sequence	Using simple tools and guided investigation, explores differences in soil and water in different weather conditions and temperatures Describes temperature, weather and seasons using words such as rainy, cold, warm, sunny, and identifies items used for protection, safety, and enjoyment in different weather conditions Organizes weather related items (real objects or symbols) used in different weather conditions Makes simple observations about the sky and connects observations to what we do outside	*MELDS.S.ES.PS.1* Uses senses and tools (including technology) to observe, describe, discuss and generate questions about changes in weather over time (e, g., why ice melts faster in the sun than in the woods, why puddles evaporate in the sun but remain longer in the shade, why metal gets hot on a sunny day but not a rainy one) *MELDS.S.ES.PS.2* Plans and carries out simple experiments about water and heat (turning water to ice when brought outdoors in winter or mud turning to dirt in the sun) and records observations using drawings, discussions, graphs and technology *MELDS.S.ES.PS.3* Asks questions and investigates the ways that weather can affect things that can be done outside	*K-PS3-2* Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area *K-ESS2* Earth's Systems *ESS2-1* Use and share observations of local weather conditions to describe patterns over time. *ESS2-2* Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs *K-ESS3* Earth and Human Activity

	Begins to understand the relationship between litter and cleaning up the earth	*MELDS.S.ES.PS.4* Uses knowledge and skills learned through observation of the earth and sun to create new and improved objects or processes (e.g. creating shade on a hot day or changing the path of water away from the playground after rain) *MELDS.S.ES.PS.5* Demonstrates, through observation and investigation, an understanding that human action impacts the earth (i.e., use of resources and recycling, the process from cutting trees to recycling paper) *MELDS.S.ES.PS.6* Demonstrates an understanding of how weather forecasts are used to select appropriate garments to wear or bring along when leaving home *MELDS.S.ES.PS.7* Develops a sense of dangerous/severe weather in Maine	*ESS3-1* Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live *ESS3-2* Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather *ESS3-3* Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment

Life Science

End of Toddler Guidelines – 36 months/3 years	⟷	End of Preschool Standards – 60 months/5 years	Maine Learning Results- K-2 Standards
Sorts objects Shows enjoyment and discrimination of increasingly complex sensory information Explores different textures in the natural environment Visual discrimination more refined	Uses senses to observe and describe properties of familiar plants and animals Begins to use vocabulary for naming plants and animals moving beyond generic labels (e.g. "bug") to names of specific creatures (e.g. "ant", "beetle") and use symbols or icons to identify where they see such creatures Compares properties and needs of similar and different life forms using increasingly advanced vocabulary Cares for plants and animals in the classroom and surrounding area and describes the needs of organism cared for Begins to identify problems affecting the lives of plants and	*MELDS.S.LS.PS.1* Uses senses to observe and describe properties of familiar plants and animals *MELDS.S.LS.PS.2* Uses vocabulary for naming plants and animals moving beyond generic labels (e.g. "bug") to names of specific creatures (e.g. "ant", "beetle") and use symbols or icons to identify where they see such creatures *MELDS.S.LS.PS.3* Develops plans, based on observations and guided inquiry, to care for plants and animals in the classroom and surrounding area *MELDS.S.LS.PS.4* Observes and describes animals in his/her immediate environment to learn what they need to live	*K-LS1* From Molecules to Organisms: Structures and Processes *K-LS1-1* Use observations to describe patterns of what plants and animals (including humans) need to survive

88

	animals (including themselves) and, with teacher support, generates possible solutions Creates solutions, with teacher support, for classroom-based problems (e.g., staking up plants that grow tall) Uses and names a variety of tools	*MELDS.S.LS.PS.5* Uses nature journals, tally sheets and resource materials, with support, to summarize observations (e.g., make connections between the types and numbers of birds coming to a feeder in summer or winter by counting and categorizing) *MELDS.S.LS.PS.6* Listens to accounts and discusses pictures found in fictional or non-fictional books or media to enhance vocabulary and concept knowledge of living things and their environments *MELDS.S.LS.PS.7* Identifies problems affecting the lives of plants and animals (including themselves) and generates possible solutions *MELDS.S.LS.PS.8* With teacher support, creates drawings or models for possible solutions *MELDS.S.LS.PS.9* Compares tools or solutions and reflects on what works well	*K-2 ETS1* Engineering Design *K-2 ETS1-1* 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. *K-2 ETS1-2* 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 *K-2 ETS1-3* Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs

		MELDS.S.LS.PS.10 Designs and creates materials to change the behavior or incidence of creatures (e.g. bird feeders, butterfly gardens) in places	

Social Studies

Young children begin to understand their place in the world with their awareness and understanding of family. As their world expands to the classroom and beyond, a child's sense of their place within the world also grows. The ability to participate in family and group settings enables the young child to develop, practice and apply important life skills such as cooperation, sharing and following rules. With increased opportunity and exposure, they take these important life skills and begin to broaden and refine them as they learn more about neighborhoods, communities and the larger world.

Early childhood educators contribute to a young child's understanding of themselves and the world around them. By creating safe and inclusive environments young children learn about similarities and differences amongst each other. Exposure to various cultures, ages, abilities, languages and family structure build upon the concept that there are differences that can be equally honored and valued within a community.

Efforts such as recycling and interacting with community members further support the development of a caring society. Providing dramatic play props and encouraging pretend play allow the young child to experiment with themes that relate to the family, classroom, community and the larger society. When early childhood educators nurture these values, and promote these types of experiences, young children are better prepared for the larger world.

STANDARDS FOR SOCIAL STUDIES

Civics and Government

End of Toddler Guidelines – 36 months/3 years	Civics and Government	End of Preschool Standards – 60 months/5 years	Maine Learning Results – End of Kindergarten Standards
Anticipates and follows routine when prompted Engages in some joint exploration and associative play	**Civics and Government** Displays awareness of role as a member of a group Knows that rules and laws are established by people Understands that people can take care of the environment through activities such as recycling	**Civics and Government** *MELDS.SS.CG.PS.1* Understands the reasons for rules in the home and classroom and for laws in the community *MELDS.SS.CG.PS.2* Understands and discusses why responsibilities are important *MELDS.SS.CG.PS.3* Displays awareness that rules and laws change *MELDS.SS.CG.PS.4* Participates in developing classroom rules and decisions *MELDS.SS.CG.PS.5* Assists, with support and guidance, in developing and participating in activity designed to care for the environment and/or community	**Civics and Government** Displays awareness of concepts of rights, duties, responsibilities, and participation Identifies and compares similar and differing interests and opinions students have related to classroom traditions and decisions Selects, plans, and participates in a civic action or service learning project based on a classroom or school asset or need, and describes the project's potential civic contribution

Economics

End of Toddler Guidelines – 36 months/3 years	Economics	End of Preschool Standards – 60 months/5 years	Maine Learning Results – End of Kindergarten Standards
Identifies and imitates other people's roles	Understands that an individual earns money through work Recognizes a variety of jobs Explores materials that build a foundation for understanding economic concepts such as using money to buy goods and services	**Economics** *MELDS.SS.E.PS.1* Explores and discusses differences between needs and wants *MELDS.SS.E.PS.2* Understands individuals may have to wait before buying a good or service they want	**Economics** Identifies and explains where and how some products originate Describes how money is earned and managed in order to buy goods and services and save for the future

Geography

End of Toddler Guidelines – 36 months/3 years	Geography	End of Preschool Standards – 60 months/5 years	Maine Learning Results – K-2 Standards
Independently explores and investigates the immediate environment	Recognizes that people share the environment with other people, animals, and plants Recognizes various ways people communicate, travel, live, and work Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations	**Geography** *MELDS.SS.G.PS.1* Develops an understanding of the use and representation of simple maps, globes, and other geographic tools *MELDS.SS.G.PS.2* Describes some physical features of the community *MELDS.SS.G.PS.3* Recognizes that environmental changes can impact people, animals, and plants *MELDS.SS.G.PS.4* Displays awareness that geographic features influence how people live and work in their community and in other geographic regions	**Geography** Uses simple maps, globes, or other geographic tools to identify physical features and locations of local and distant places Demonstrates understanding of impact geographic features have on how people live and work in Maine, the United States, and other regions of the world

History

End of Toddler Guidelines – 36 months/3 years	History	End of Preschool Standards – 60 months/5 years	Maine Learning Results – K-2 Standards
Shows some understanding of daily time sequence: • Time for nap, lunch, outdoor play Notices likenesses and differences	Uses words to describe time (i.e. yesterday, names of seasons, before) Displays awareness of change in community Develops awareness of diversity	**History** *MELDS.SS.G.PS.1* Differentiates between past, present, and future *MELDS.SS.G.PS.2* Demonstrates a basic understanding of how things, people, and places change over time *MELDS.SS.G.PS.3* Recalls events that happened in the past, such as a family or personal history *MELDS.SS.G.PS.4* Displays awareness of similarities and differences among individuals and families	**History** Demonstrates understanding of the sequence of events Describes how things, people, and places have changed over time Demonstrates understanding of the uniqueness and commonality of individuals, families, and communities

95

Glossary

Language and Literacy

The glossary of terms for the Maine's ELA/Literacy standards can be found in Appendix A, along with the research that supports the standards: http://www.corestandards.org/assets/Appendix_A.pdf.

Alphabetic Principal: knowing that words are composed of letters and that there is a systematic relationship between the letters and the sounds they make

Alliteration: repetition of beginning sounds

Auditory: relating to or experience through hearing

Collaborative conversation: conversation among students and/or teachers about learning topics

Comprehension: an active process whereby a reader interprets and constructs meaning about the text based on prior knowledge and experience

Dictation: recording spoken words in writing

Environmental Print: familiar print found in the surroundings, such as logos, food labels and road signs

Expressive Language: putting words together to form thoughts or express oneself

Fluency: the ability to read a text accurately, quickly, and with proper expression and comprehension.

Fiction: imaginative

Genre: a category used to classify literary works, usually by form, technique or context.

Informational text: Non-fiction text designed to inform the reader

Narrative Story: a story or account of events, experiences, or the like, true or fictitious

Onset: any consonants before a vowel in a syllable

Phonemes: individual speech sounds represented by a single letter or group of letters (/ch/,/igh/, etc.)

Phonological Awareness: the ability to identify and manipulate individual speech sounds as well as syllables and whole words. Children can segment and blend single phonemes. Phonological awareness is strictly an oral activity without any association to symbols.

Phonemic Awareness: the awareness that spoken words are made up of sounds, and the ability to hear and identify the sounds.
Phonics: A strategy that involves learning the alphabetic principles of language and knowledge of letter-sound relationships.

Print Conventions: basic rules about the forms and functions of print, such as directionality and punctuation

Receptive Language: ability to process, comprehend, or integrate spoken language

Recasting: a teaching technique that involves a teacher who supplies a child's missing word or gently models correct usage of a word or extends the child's idea following the child's verbal statement.

Rime: the vowel and any consonants after it in a syllable

Scaffolding: a strategy in which teachers provide children with modeling and support to help them acquire a skill.

Segment: to divide words in segments based on their sound components

Math

Subitize: Rapid recognition of the number of objects seen without counting. ex: when a child sees a dice with 2 dots on it and knows that there are two dots without counting 1, 2.

Cardinality: The understanding that the last number stated when counting correlates with the number of objects in the group. ex: when a child counts 1, 2, 3 and says there are 3, they are showing the principle of cardinality.

Orientation: The position of an object in space. The orientation of an object can be changed by rotating, turning, or flipping an

object . Ex: p.141

Directionality: The location of an object in space. An objects directionality can be changed by moving or sliding an object. Ex. The circle is above the square.

Attributes: Identifiable features of an object that can be compared and contrasted with other objects such as, but not limited to color, size, length, and weight. p. 223

Seriation: When objects are organized in a logical sequence. Ex. When block are lined up from smallest to tallest

Physical Health and Development

Assistive devices and mobility aids: walker, wheelchair

Cooperative skills: following rules, taking turns, sharing equipment, etc.

Locomotor skills: skills used to move from one place to another - i.e., walking, running, jumping, hopping)

Moderate to vigorous physical activity: any activity that cause sweating, increased heart rate, heavy breathing

Movement concepts: patterns of movement, direction, speed, etc.

Non-locomotor skills: skills used to move in place- i.e., turning, twisting

Resources

Language and Literacy

Web-Based Resources

Common Core State Standards for ELA-Literacy
http://www.corestandards.org/ELA-Literacy/

Early Childhood Knowledge and Learning Center
https://eclkc.ohs.acf.hhs.gov/hslc

Maine's ELA/Literacy Standards
http://www.maine.gov/doe/ela/index.html

Raising Readers
http://www.raisingreaders.org/

Reading Rockets
http://www.readingrockets.org/

National Association for the Education of Young Children
http://www.naeyc.org/

Zero to Three
http://www.zerotothree.org/child-development/early-language-literacy/

Early Beginnings
https://lincs.ed.gov/publications/pdf/NELPEarlyBeginnings09.pdf

Colorin' Colorado
http://www.colorincolorado.org/article/36679/

Math

Erikson Early Math Collaborative

http://earlymath.erikson.edu/

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MESS- Florida Museum of Natural Science:

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Sprouts- Boston Children's Museum:

http://www.bostonchildrensmuseum.org/sites/default/files/pdfs/STEMGuide.pdf

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