

Preschool - Standards & Benchmarks

Physical Well-Being and Motor Development

Healthy and Safe Living

Children understand healthy and safe living practices

- ❑ Begins to recognize and select healthy foods
- ❑ Follows healthy self-care routines (brushing teeth and washing hands)
- ❑ Demonstrates safe behaviors regarding environment (stranger, tornado, fire, traffic), substances (drugs, poisons), and objects (guns, knives, scissors)

Play and Senses

Children engage in play to learn.

- ❑ Participates in a variety of indoor and outdoor play activities that increase strength, endurance, and flexibility
- ❑ Uses sights, smells, sounds, textures, and tastes to discriminate between, explore, and experience activities and materials

Large Motor Development

Children develop large motor skills.

- ❑ Shows control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and skipping
- ❑ Shows abilities to coordinate movements with balls, such as throwing, kicking, catching, and bouncing

Fine Motor Development

Children develop fine motor skills.

- ❑ Uses hand-eye coordination to perform self-help and fine-motor tasks with a variety of manipulative materials
- ❑ Shows increased skills in using scissors and writing tools for various learning activities

Approaches to Learning

Curiosity and Initiative

Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.

- ❑ Explores and experiences activities and ideas with eagerness, flexibility, imagination, independence, and inventiveness
- ❑ Chooses to explore a variety of activities and experiences with a willingness to try new challenges

Engagement and Persistence

Children purposefully choose and persist in experiences and activities.

- ❑ Persists in and completes a variety of both caregiver-directed and self-initiative tasks, activities, projects, and experiences
- ❑ Maintains concentration on a task

Problem Solving

Children demonstrate strategies for reasoning and problem solving

- ❑ Shows interest in and finds a variety of solutions to questions, tasks, or problems

- ❑ Recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and caregivers

Social and Emotional Development

Self

Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences

- ❑ Expresses sense of self in terms of specific abilities
- ❑ Expresses needs, wants, and feelings in socially appropriate ways
- ❑ Shows increasing confidence and independence in a variety of tasks and routines, expresses pride in accomplishments

Self-Regulation

Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.

- ❑ Shows increasing capacity to monitor own behavior, following and contributing to classroom procedures
- ❑ Uses materials purposefully, safely, and respectfully
- ❑ Begins to accept consequences of own actions
- ❑ Manages transitions and changes to routines
- ❑ States feelings, needs, and opinions in difficult situations without harming self, others, or property

Relationships with Caregivers

Children relate positively to caregivers who work with them

- ❑ Interacts comfortably with a range of familiar caregivers
- ❑ Accepts guidance, comfort, and directions from a range of familiar caregivers
- ❑ Seeks help as needed from familiar caregivers

Peer Interactions

Children develop the ability to interact with peers respectfully and to form positive peer relationships

- ❑ Sustains interactions with peers
- ❑ Develops friendships with other peers
- ❑ Negotiates with others to resolve disagreements
- ❑ Takes turns with others

Awareness of Community

Children have an increasing awareness of belonging to a family, community, culture, and program

- ❑ Shows that he/she values others within the classroom/program, family, and community
- ❑ Shows early understanding of the concepts of justice, fairness, individual rights, and the welfare of the community and its members
- ❑ Shows responsibility as a member of a community
- ❑ Shows acceptance of persons from different cultures and ethnic groups

Communication, Language, and Literacy

Language Understanding and Use

Children understand and use communication and language for a variety of purposes

- ❑ Shows a steady increase in listening and speaking vocabulary
- ❑ Initiates, listens, and responds appropriately in conversations with peers and caregivers
- ❑ Speaks in sentences of increasing length and grammatical complexity
- ❑ Follows simple oral directions that involve several actions
- ❑ Asks and answers a variety of question types

Early Literacy

Children engage in early reading experiences

- ❑ Shows an interest and enjoyment in listening to books and attempts to read familiar books
- ❑ Displays book handling knowledge (turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover)
- ❑ Shows an awareness of environmental print
- ❑ Identifies some alphabet letters by their shapes, especially those in his./own name
- ❑ Recognizes the printed form of his/her name in a variety of contexts
- ❑ Demonstrates comprehension of a book
- ❑ Demonstrates awareness that language is made up of words, parts of words, and sounds in words

Early Writing

Children engage in early writing experiences

- ❑ Attempts to communicate with others using scribbles, shapes, pictures, and/or letters to write
- ❑ Experiments with a variety of writing tools (pencils, crayons, brushes, chalk) and materials
- ❑ Tells others about intended meaning of drawings and writing

Mathematics and Science

Comparison and Number

Children understand amount including use of numbers and counting

- ❑ Shows recognition and naming of numerals (1, 2, 3)
- ❑ Counts objects, matching numbers one-to-one with objects
- ❑ Uses language such as *more* or *less* to compare quantities

Patterns

Children understand patterns

- ❑ Shows skills in recognizing and creating some patterns
- ❑ Predicts what comes next in a pattern

Shapes and Spatial Relationships

Children understand shapes and spatial relationships

- ❑ Demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind

- ❑ Shows more recognition for some simple shapes
- ❑ Notices similarities and differences among shapes
- ❑ Notices how shapes fit together to form other shapes

Scientific Reasoning

Children describe, and predict the world around them

- ❑ Shows curiosity about living and non-living things
- ❑ Notices, describes, and predicts changes in the environment
- ❑ Shows respect for living things

Scientific Problem Solving

Children apply and adapt strategies to solve problems

- ❑ Uses his/her senses and variety of strategies to solve problems
- ❑ Invents strategies to figure out answers to problems
- ❑ When unsuccessful at solving problems, experiments and adapts strategies

Measurement

Children understand comparisons and measurement

- ❑ Sorts, classifies, and puts objects in series, using a variety of properties
- ❑ Makes comparisons among several objects based on one or more attributes (length, size, weight) and using words such as shorter, taller, bigger, smaller, heavier, lighter.

Creative Arts

Art

Children explore art through a variety of media

- ❑ Uses a variety of two- and three-dimensional media (drawing materials, paint, clay, wood, markers) to create original works form, and meaning
- ❑ Expresses ideas about own artwork and artwork of others, relating artwork to what is happening in the environment, life, classroom, etc.

Music, Rhythm, and Movement

Children participate in a variety of music and movement experiences

- ❑ Participates in a variety of musical and rhythmic experiences, including, singing, listening, and finger-plays
- ❑ Notices differences in pitch, tempo, dynamics, and timbre

Dramatic Play

Children engage in dramatic play experiences

- ❑ Shows creativity and imagination to use materials and assume different roles in dramatic play situations
- ❑ Interacts with peers in dramatic play activities that become more extended and complex