

DRAWN 2 LEARN PRESCHOOL® EDUCATION CONTINUUM

Foundational Skills

Goals

Examples

SOCIAL AND EMOTIONAL DEVELOPMENT	Emotional Functioning	Expresses, identifies and responds to a range of emotions Demonstrates appropriate affect (emotional response) between behavior and facial expression	1. Identifies complex emotions in a book, picture or on a person's face (e.g., frustrated, confused) 1. Verbalizes own feelings and those of others
	Managing Emotions	Demonstrates ability to self-regulate	1. Begins to verbalize their emotions
		Attends to sights, sounds, objects, people and activities	1. Begins to sustain attention for brief period of time in group activities
	Building and Maintaining Relationships with Adults and Peers	Develops positive relationships with adults	1. Develops positive relationships and interacts comfortably with familiar adults
		Develops positive relationships with peers	1. Builds social relationships and becomes more connected to other children 2. Demonstrates strategies for entry into social play with peers 3. Develops an initial understanding of bullying
		Develops increasing ability to engage in social problem solving	1. Able to suggest a potential solution to social problems and with adult support is able to follow through
	Sense of Identity and Belonging	Exhibits empathy by demonstrating care and concern for others	1. Responds to the emotions of others with comforting words or actions
		Develops sense of identity and belonging through play	1. Continues to play with preferred playmates
		Develops sense of identity and belonging through exploration and persistence	1. Continues sustained independent play and participates in more planned group activities
		Develops sense of identity and belonging through routines, rituals, and interactions	1. Begins to show a willingness to be flexible if routines must change in minor ways
	Develops sense of self awareness and independence	1. Increasingly uses words to communicate needs and wants 2. Begins to recognize preferences of others 3. Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size) 4. Begins to identify self as part of a group (e.g., class or family)	

LANGUAGE AND LITERACY	Listening and Understanding	Demonstrates understanding when listening	1. Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal 2. Shows understanding by answering factual questions and responding appropriately to what is said
		Increase knowledge through listening	1. Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection 2. Observes simple aspects of child's world and responds and reacts
	Speaking	Follows directions	1. Achieves mastery of one-step directions and usually follows two-step directions
		Speaks and is understood when speaking	1. Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation error
	Vocabulary	Shows an understanding of words and their meanings (receptive)	1. Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings) 2. Begins to understand the use of words in different context (including plurals and past tense in speech)
		Uses increased vocabulary to describe objects, actions, and events (expressive)	1. Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words) 2. Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)
	Sentences and Structure	Uses appropriate grammar in conversations and increasingly complex phrases and sentences	1. Produces utterances of four to five units of meaning in length 2. Produces words and phrases using the regular past tense and the regular third person (e.g., "Daddy jumped." "We're building.")
		Connects words, phrases, and sentences to build ideas	1. Produces sentences or phrases of two to five words including subject/verb/object (e.g., "Suzy has cookies." "My shirt's got blue flowers.") 2. Asks more complex questions beginning with "is" (e.g., "Is David here?" "What was for lunch?") 3. Uses conjunctions "and" and sometimes "because" in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs)
	Conversation	Uses nonverbal and verbal communication and language to express needs and feelings, share experiences, and resolve problems	1. Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information
		Asks questions, and responds to adults and peers in a variety of settings	1. Asks and responds to increasingly longer and more complex sentences and simple questions
Emergent Reading	Demonstrates understanding of the social conventions of communication and language use	1. Demonstrates awareness of nonverbal conversational rules 2. Begins to demonstrate knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation) 3. Begins to match language to social and academic contexts (e.g., uses volume appropriate to context)	
	Shows motivation for and appreciation of reading	1. Begins to select books for reading enjoyment and reading related activities including pretending to read to self or others 2. Begins to make real-world connections between stories and real-life experiences 3. Interacts appropriately with books; pretends to read, holds book appropriately or picture reads 4. Asks to be read to or asks the meaning of written text 5. Participates in conversations that demonstrate appreciation of printed materials	
Emergent Writing	Shows age-appropriate phonological awareness	1. Listens and matches rhythm, volume and pitch of rhymes, songs and chants	
	Shows alphabetic and print knowledge	1. Recognizes that print conveys meaning 2. Recognizes some letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named) 3. Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)	
	Demonstrates comprehension of books read aloud	1. Retells or reenacts parts of a story after it is read aloud	
	Begins to show motivation to engage in written expression	1. Uses scribbling, letter-like shapes and drawings to represent thoughts and ideas	
	appropriate knowledge of forms and functions of written composition		

SCIENTIFIC INQUIRY	Scientific Inquiry Through Exploration and Discovery	Uses senses to explore and understand their social and physical environment	1. Begins to identify each of the five senses and how they relate to the sense organs 2. Uses senses to observe and experience objects and environment
		Uses tools in scientific inquiry	1. Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers)
	Life Science	Uses understanding of causal relationships to act on social and physical environments	1. Makes simple predictions and reflects on what caused something to happen 2. Participates in and discusses simple experiments 3. Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects)
		Demonstrates knowledge related to living things and their environments	1. Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden) 2. Begins to notice the similarities and differences among various living things 3. Explores basic life cycles (e.g., plants grow from seeds and hatching eggs) 4. Explores the differences between living and non-living things 5. Explores the needs of living things (e.g., plants need water to grow and kids need food to grow)
	Physical Science	Demonstrate knowledge related to physical science	1. Explores and investigates objects that require positioning and movement through play (e.g., gears, marble chutes, screws in a toy workbench) 2. Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball) 3. Explores and investigates the properties of toys and objects (e.g., relationship between size and weight of blocks, what makes balls bounce) 4. Explores and begins to identify physical properties and state of matter of objects or materials (e.g., playing with sand and water, mixing paints, freezing and cooking, sinking/floating objects)
		Demonstrate knowledge related to the dynamic properties of earth and sky	1. Investigates and asks questions about the properties of water using adult- and child-directed activities 2. Investigates and asks questions about the properties of rocks, soil, sand and mud using adult- and child-directed activities 3. Asks questions and shows curiosity about objects in the sky (e.g., clouds, sun, moon and stars) 4. Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play 5. Observes and discusses weather changes day to day
	Environment	Demonstrates awareness of relationship to people, objects and living/nonliving things in their environment	1. Describes familiar people and objects in the environment 2. Participates in activities to protect the environment
		Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures	1. Begins to identify problems and tries to solve them by designing or using tools (e.g., uses a stick or bat to reach and pull a ball back inside the fence) 2. Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys and levers) 3. Explores and constructs simple objects and structures with appropriate materials and explores concept of stability of structures (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)

PHYSICAL DEVELOPMENT	Health and Well Being	Active Physical Play	1. Engages in physical activities with increasing balance, coordination, endurance and intensity.
		Safety	1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in a daily activity
		Personal Care Routines	1. Responds to and initiates care routines that support personal hygiene
	Motor Development	Feeding and Nutrition	1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices
		Gross Motor Development	1. Demonstrates use of large muscles for movement, position, strength, and coordination 2. Demonstrates use of large muscles to move in the environment
		Gross Motor Perception	1. Uses perceptual information to guide motions and interactions with objects and other people
		Fine Motor Development	1. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks 2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision

CREATIVE EXPRESSION THROUGH THE ARTS	Sensory Art Experience	1. Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials	SOCIAL STUDIES	Culture	1. Begins to identify self as a member of a culture 2. Begins to understand everyone belongs to a culture 3. Explores culture of peers and families (classroom)
	Music	1. Engages in a variety of individual and group musical activities with more coordinated intention 2. Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching)		Individual Development and Identity	1. Recognizes characteristics of self as an individual 2. Recognizes the ways self is similar to and different from peers and others
	Creative Movement	1. Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge		Individuals and Groups	1. Identifies self and others as part of a group 2. Identifies groups within a community 3. Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community) 4. Exhibits emerging leadership skills and roles (e.g., line leader and door holder)
	Imaginative and Creative Play	1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using a variety of objects in own environment		Spaces, Places, and Environments	1. Recognizes the relationship of personal space to surroundings 2. Identifies own environment and other locations 3. Identifies basic physical characteristics (e.g., landmarks or land features) 4. Begins to use spatial words (e.g., far/close, over/under and up/down) 5. Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS)
	Appreciation of the Arts	1. Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others expressions of others		Time, Continuity, and Change	1. Recognizes sequence of events to establish a sense of order and time 2. Explores changes that take place over time in the immediate environment
				Governance, Civic Ideals, and Practices	1. Begins to recognize and follow rules and expectations in varying settings 2. Begins to participate in problem solving and decision making 3. Begins to recognize national patriotic symbols (e.g., flag and eagle)
		Economics and Resources	1. Begins to recognize the difference between wants and needs 2. Recognizes familiar people who perform different occupations		
			Technology and Our World	1. Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers or tablets)	

MATHEMATICAL THINKING	Number Sense	1. Subitizes (immediately recognizes without counting) the number of objects in a set of four objects 2. Counts and identifies the number sequence "1 to 10" 3. Begins to demonstrate one-to-one correspondence up to 10 during daily routines 4. Identifies the last number spoken tells "how many" up to five (cardinality) 5. Counts sets constructed by the teacher to five and beyond 6. Constructs and counts sets of one to five and beyond	APPROACHES TO LEARNING	Eagerness and Curiosity	1. Shows curiosity and is eager to learn new things and have new experiences
	Number and Operations	1. Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems 2. Changes size of a set of up to five objects by combining and taking away		Persistence	1. Sustains attention for brief periods and finds help when needed
	Patterns	1. Notices a pattern with a missing element and completes the pattern 2. Begins to duplicate a pattern from a model		Creativity and Inventiveness	1. Approaches daily activities with creativity and inventiveness
	Geometry	1. Recognizes and names typical shapes (circle, square, triangle) 2. Matches a wider variety of shapes and orientations 3. Explores three-dimensional shapes in the environment through play		Planning and Reflection	1. Shows initial signs of planning and learning from their experiences
	Spatial Relations	1. Begins to demonstrate an understanding of basic spatial directions through songs, finger plays and games 2. Demonstrates directionality, order and position of objects by following simple directions			
	Measurement and Data	1. Uses size words to label objects 2. Explores two objects by making direct comparisons in length, weight and size using a single attribute 3. Measures object attributes using a variety of standard and nonstandard tools with adult guidance 4. Participates in group sorting and data collection			