DRAWN 2 LEARN TODDLER® EDUCATION CONTINUUM

	Foundational Skills	Goals	Examples
SOCIAL AND EMOTIONAL DEVLOPMENT	Emotional Functioning	Expresses, identifies and responds to a range of emotions	1. Labels simple emotions in self and others (e.g., happy, sad)
		Demonstrates appropriate affect (emotional response) between behavior and facial expression	1. Continues to expand the use of emotion words using them in appropriate settings
	Managing Emotions	Demonstrates ability to self-regulate	1. Takes cues from preferred adult and others to expand their strategies and tools to self- regulate
		Attends to sights, sounds, objects, people and activities	1. Spends more time in child- initiated activities
	Building and Maintaining Relationships with Adults and Peers	Develops positive relationships with adults	1. Enjoys sharing new experiences with familiar adults
		Develops positive relationships with peers	1. Seeks out other children and plays alongside and on occasion with other children
		Develops increasing ability to engage in social problem solving	1. Identifies the problem and requests adult support to address the problem for their desired solution
		Exhibits empathy by demonstrating care and concern for others	1. Recognizes that others have feelings different than their own and often responds with comforting actions
	Sense of Identity and Belonging	Develops sense of identity and belonging through play	1. Continues to engage in parallel play but also begins to play with other preferred playmates
		Develops sense of identity and belonging through exploration and persistence	1. Continues sustained independent play while participating in more complex activities
		Develops sense of identity and belonging through routines, rituals, and interactions	1. Initiates and participates in the rituals and routines of the day
		Develops sense of self awareness and independence	1. Verbally or nonverbally communicates more clearly on needs and wants 2. Communicates verbally or nonverbally own preferences 3. Identifies differences and similarities between self and others; uses pronouns such as I, me, mine
LANGUAGE AND LITERACY	Listening and Understanding	Demonstrates understanding when listening	1. Engages in multiple back-and-forth communicative interactions with adults and peers during creative play and in purposeful and novel situations 2. Listens to and attends to spoken language and read-aloud texts and responds in ways that signal understanding using simple verbal responses and nonverbal gestures
		Increase knowledge through listening	1. Responds to an adult's simple questions about what is being learned 2. Participates in simple conversations 3. Identifies specific sounds, such as animal sounds and environmental sounds
		Follows directions	1. Follows multi-step directions with reminders
	Speaking	Speaks and is understood when speaking	1. Speaks and is understood by familiar peer or adult most of the time
	Vocabulary	Shows an understanding of words and their meanings (receptive)	1. Responds appropriately to almost all adult speech including requests involving multiple steps 2. Demonstrates understanding of words across varied topics, including words or lines from books, songs and stories, as well as body parts (typically understands between 500-900 words)
		Uses increased vocabulary to describe objects, actions, and events (expressive)	1. Increases vocabulary rapidly, including descriptive words, pronouns and/or plurals (e.g., big, happy, you, me, shoes) (typically has a speaking vocabulary of approximately 500 words) 2. Combines words into three-word sentences to describe the world around them although unfamiliar adults may have difficulty understanding the child
	Sentences and Structure	Uses appropriate grammar in conversations and increasingly complex phrases and sentences	1. Produces utterances of three to four units of meaning in length 2. Produces words and phrases using the present progressive "ing" suffix (e.g., "going," "playing"), the possessive "s" (e.g., "Ben's book") and pronouns (e.g., "She is jumping.")
		Connects words, phrases, and sentences to build ideas	1. Produces sentences or phrases of two to three words, including subject/verb/object (e.g., "Juan fell down." "I did it.") 2. Asks basic questions (e.g., "Mommy gone?")
	Conversation	Uses nonverbal and verbal communication and language to express needs and feelings, share experiences, and resolve problems	1. Engages in conversations using words, signs, two- or three-word phrases, or simple sentences to initiate, continue or extend conversations with others
		Asks questions, and responds to adults and peers in a variety of settings	1. Asks and responds to simple questions (e.g., "Who?" "What?" "Where?" "Why?") using gestures and two- or three-word phrases in back-andforth exchanges
		Demonstrates understanding of the social conventions of communication and language use	1. Begins to demonstrate awareness of nonverbal conversational rules 2. Begins to demonstrate knowledge of verbal conversational rules (e.g., responding to adult speech with two- or three-word phrases)
	Emergent Reading	Shows motivation for and appreciation of reading	1. Shows increased interest in print and books 2. Demonstrates that pictures represent real objects, events and ideas (stories) 3. Pretends to read print or books
		Shows age-appropriate phonological awareness	1. Begins to demonstrate appreciation for sounds and patterns in language (e.g., wordplay, listening to nursery rhymes, singing songs with repetitive phrases and sounds)
		Shows alphabetic and print knowledge	1. Begins to recognize that print and other symbols convey meaning (e.g., common signs, lists, nametags, labels)
		Demonstrates comprehension of books read aloud	1. Demonstrates comprehension of meaning of text via pointing to pictures, responding to conversations
	Emergent Writing	Begins to show motivation to engage in written expression appropriate knowledge of forms and functions of written composition	1. Begins to use scribbles, marks and drawings to represent thoughts and ideas
SCIENTIFIC INQUIRY	Scientific Inquiry Through Exploration and Discovery	Uses senses to explore and understand their social and physical environment	1. Identifies sense organs (e.g., nose, mouth, eyes, ears and hands) 2. Begins to use senses to observe and experience the environment 3. Begins to identify objects and features of the world (e.g., bird call, thunder, wind and fire truck)
		Uses tools in scientific inquiry	1. Begins to use simple tools to explore and observe (e.g., magnifiers, spoons)
		Uses understanding of causal relationships to act on social and physical environments	1. Combines simple actions to cause things to happen or change how they interact with objects and people 2. Recognizes and begins to respond to results of own actions
	Life Science	Demonstrates knowledge related to living things and their environments	1. Explores, interacts with and identifies a growing number and variety of plants and animals 2. Begins to explore how plants and animals grow and change (e.g., baby chicks grow to be chickens and puppies grow to be dogs)
	Physical Science	Demonstrate knowledge related to physical science	1. Begins to explore a greater variety of motions with objects (e.g., rotate, spin, twist) 2. Uses basic words for speed of motion (e.g., fast and slow) 3. Begins to describe, compare, sort and classify objects based on observable physical characteristics (e.g., color, sound, weight) 4. Begins to use words to describe basic physical properties and states of matter of objects (e.g., wet/dry, hard/soft, warm/cold, firm/squishy)
	Earth and Space Science	Demonstrate knowledge related to the dynamic properties of earth and sky	1. Begins to explore and investigate the properties of water 2. Begins to explore and investigate the properties of sand, soil and mud 3. Describes the objects in the sky (e.g., clouds, sun, moon and stars) 4. Describes daytime and nighttime through drawing, naming or pretend play 5. Observes and discusses weather
	Environment	Demonstrates awareness of relationship to people, objects and living/nonliving things in their environment	1. Begins to describe familiar people and objects in the environment 2. Begins to participate in activities to protect the environment
	Engineering and Technology	Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures	1. Uses props to represent simple tools through play 2. Uses simple machines in play (e.g., riding toys, push mower or tricycle) 3. Begins to explore materials and construct simple objects and structures and begins to explore motion and stability (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
		Feeding and Nutrition	1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices
	Motor Development	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 through open-ended, diverse and process-oriented art experiences with intention	
	Music	1. Begins to engage in a variety of individual and group musical activities	
	Creative Movement	1. Begins to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	
	Imaginative and Creative Play	1. Purposefully explores, engages and persists in ongoing real and or imaginative experiences through creative play	
	Appreciation of the Arts	1. Responds to own art and to a variety of artistic expressions of others 2. Shows preferences for various art forms	
MATHEMATICAL THINKING	Number Sense	1. Subitizes (immediately recognizes without counting) up to two objects 2. Begins to count groups of one to five objects in daily routine	
	Number and Operations	1. Changes size of a set of objects (up to three) by adding and subtracting with adult assistance	
	Patterns	1. Recognizes patterns in the environment 2. Recognizes a simple AB pattern (e.g., clap/snap, clap/snap, clap/snap)	
	Geometry	1. Matches basic shapes (circle, square) non-verbally	
	Spatial Relations	1. Begins to demonstrate an understanding of basic spatial directions through songs, finger plays and games 2. Manipulates objects by flipping, sliding and rotating to make them fit	
	Measurement and Data	1. Uses increasingly complex size words to accurately describe objects 2. Compares sets of objects by one attribute (e.g., sort by size)	
SOCIAL STUDIES	Culture	1. Identifies family practices (traditions, celebrations, songs, food or language)	
	Individual Development and Identity	1. Begins to recognize characteristics of self as an individual 2. Begins to recognize the ways self is similar to and different from peers and others	
	Individuals and Groups	1. Recognizes self as separate from others 2. Begins to respond to the needs of others (e.g., peers and family members) 3. Begins to follow routines (e.g., family, classroom, school and community)	
	Spaces, Places, and Environments	1. Begins to identify own personal space 2. Explores own environment 3. Recognizes basic physical characteristics (e.g., landmarks or land features) 4. Uses words to describe objects in a familiar space	
	Time, Continuity, and Change	1. Begins to sequence events 2. Begins to recognize time events and routines	
	Governance, Civic Ideals, and Practices	1. Begins to recognize expectations in varying settings 2. Demonstrates emerging problem-solving and decision-making skills 3. Begins to recognize common symbols in the environment	
	Economics and Resources	1. Initiates more complex interactions to get wants and needs met 2. Shows awareness of occupations	
	Technology and Our World	1. Explores technology tools and interactive media (e.g., writing utensils, electronic toys, DVD and music players)	
APPROACHES TO LEARNING	Eagerness and Curiosity	1. Shows eagerness and curiosity as a learner	
	Persistence	1. Spends more time engaging in child-initiated activities and seeks or accepts help when encountering a problem	
	Creativity and Inventiveness	1. Explores the environment with purpose and flexibility	

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