

Nursery-PreK 2 Developmental Continuum

Social and Emotional Development

The Sense of Self

Curriculum Objectives	Phase I End of Nursery	Phase II	Phase III	Phase IV	Phase V End of PreK2
Developing Resilience	Interacts with teachers when family member is nearby. Adjusts to routines and school environment, e.g., explores and plays in a range of settings with support	Treats arrival and departure as routine parts of the day, e.g., says goodbye to family members without undue stress. Accepts comfort from teacher. Explores other adjoining classrooms.	Adjusts to new situations (routines and transitions). Seeks out teacher as a resource and support when necessary. Moves between classes according to interest	Accepts spontaneous and planned changes in daily schedules and routines, e.g., eagerly participates in a field trip; accepts visitors to classroom, snack time outside.	Functions with increasing independence in school, e.g., willingly delivers a message from one class to another. Is responsive, flexible and adapts in many contexts.
Demonstrates appropriate trust and connections towards others.	Developing an attachment to significant others. Learning to manage separation anxiety, e.g., is able to move away from family member; checks back occasionally (social referencing)	Has established an attachment with at least one adult at school. Engages with trusted adult/s and uses them as a secure base in which to explore environments. Manages separation without any distress	Shows confidence in parents' and teachers abilities to keep him/her safe and healthy, e.g., explores the indoor and outdoor environments without being fearful; summons adult when assistance is needed.	Regards parents and teachers as resources and positive role models, e.g., imitates parents going to work or at home during dramatic play; asks teacher's advice on how to complete a task.	Knows the difference between adult members of the community and strangers, e.g., knows who is allowed to pick up from school. Supports peers going through separation anxiety.
Regulates own emotions and behaviors	Cries to express anxiety or discomfort. Uses facial expressions to communicate feelings, e.g., nods when asked if he is feeling sad	Uses adult support to calm self; identifies own feelings e.g. happy, sad, angry face; Beginning to self-regulate with support.	Identifies and labels own feelings, e.g. says, "I'm angry" Demonstrates ability to self-regulate with support and teacher guidance.	Able to describe and label feelings and their causes, e.g., "I'm excited because my dad is coming home"; "I'm angry because they won't let me play with them" Demonstrates ability to self-regulate with limited support	Manages and regulates own feelings, e.g., calms self-down when angry and uses words to explain why. Has developed strategies to manage emotions and behaviours e.g; chooses to go to a quiet area to be alone when upset

Initiation and Responsibility

Curriculum Objectives	Phase I End of Nursery	Phase II	Phase III	Phase IV	Phase V End of PreK2
Demonstrates self-direction and independence	Purposefully indicates needs or wants (may be nonverbal). Self- selects toy or activity and plays independently for brief periods of time.	Explores and experiments with materials for brief periods of time with adult assistance and independently	Chooses and becomes involved in one activity out of several options, e.g. during free play decides to play with giant dominoes on floor; after rest, takes book from shelf to look at it	Completes multiple tasks relating to an interest of his/her own choosing with and without adult assistance, e.g., makes a collage, draws pictures, builds a bridge	Sets and completes own task without adult assistance, e.g., makes a book about family trip that includes pictures in sequence; takes initiative to start a project or activity on his/her own
Follows classroom routines	Observes and participates in some routines e.g. group time, tidy up time Allows adults to move him/her through routines.	Participates in most routines group time, outdoor readiness e.g. shoes on, bug spray. Follows classroom routines with assistance such as reminders, or physical help.	Participates in classroom activities e.g. circle time, clean-up, resting, toileting, eating, with some prompting, e.g., after cleaning up, goes to rug. Helps to create classroom routines	Understands and follows classroom procedures without prompting e.g., goes to wash hands after lunch, signs in every morning, puts snack box and water bottle in correct place	Follows and understands the purpose of classroom routines, e.g., tells peer that he can't eat lunch until hands are washed because of germs, returns puzzle to shelf before leaving the area
Follows classroom rules	Responds to rules though may not consistently follow them. Sometimes accepts re-direction by adults	Recognizes and follows classroom rules with reminders. Follows simple directions and limits when told by an adult	Follows classroom rules with limited reminders, e.g., responds positively to guidance such as "speak with your indoor voice" Helps to create classroom rules	Understands and follows classroom rules without reminders e.g., puts drink bottle in appropriate place upon return to class., walks indoors, uses indoor speaking voice.	Follows and understands reasons for classroom rules, e.g., tells friend to put artwork on shelf so it will be safe; reminds peer to use walking feet so that no one will get hurt

Respects and cares for classroom environment and materials	Developing appropriate use for materials e.g. brushes for painting, books for reading. Participates in some of the cleanup routines with teacher's reminder and/or assistance	Uses materials in appropriate ways e.g. turns pages in a book carefully without tearing. Participates in clean-up routines and knows where things go.	Puts away used materials before starting another activity, e.g., puts markers in correct jar, shuts off the tape box, returns puzzle to shelf	Begins to take initiative and responsibility for care of the classroom environment, e.g., gets broom and dust pan to help remove sand; willingly moves furniture to clear a group area	Has developed skills in caring for school environment, such as keeping classroom tidy, fixing, gardening, Developing early concepts of reduce, reuse, and recycle
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Pro-Social Behavior

Curriculum Objectives	Phase I End of Nursery	Phase II	Phase III	Phase IV	Phase V End of PreK2
Establishes and sustains positive relationships with others	Observes the actions of peers and adults. Engages in parallel play e.g. alongside another child using variety of materials. Sometimes plays with adults and uses them for support and assistance.	Shows enthusiasm for the company of other children. Plays alongside another child using same or similar materials. Engages in associative play e.g. doing the same thing with another child but not together.	Responds positively to interactions with teachers. Engages cooperatively with at least one other child, e.g., draws or paints beside peer, making occasional comments; has a pretend phone conversation with another child	Enjoys interactions with teachers, Successfully enters a group and plays cooperatively, e.g., joins other children caring for babies in dramatic play center; plans with peers what they will need to set up a class restaurant.	Regards teachers as significant members of the classroom community. Maintains an ongoing friendship with several other children, e.g., says, "We're friends again, right?" after working through a conflict
Developing empathy	Notices expressions and feelings of others. Imitates other children's expressions or feelings.	Gives back a toy taken if other child is upset. Let's teacher know when another child is upset. Gives tissues to upset child.	Is aware of other children's feelings and often responds in a like manner, e.g., laughs or smiles when others are happy; says a child is sad because her mom left. Helps another child in need.	Shows increasing awareness that people may have different feelings about the same situation, e.g., says that a friend is afraid of thunder but "I'm not". Acts out role of comforter during pretend play	Recognizes what another person might need or want and responds appropriately, e.g., bring a book on trucks to show a child who loves trucks. Helps a child who can't express needs by interpreting.

Shares and respects the rights of others	<p>Observes teachers in modeling sharing behaviors.</p> <p>Sometimes shares materials and toys with other children with assistance from adults</p>	With prompts, shares or takes turns with others. Complies with teacher's request to let another child have a turn on the tricycle.	Shares materials and toys without teacher prompts e.g. allows sand timer to regulate turns with favorite toys; Plays alongside another child using same or similar materials with limited conflict	Shares toys or allows turn in response to another child's request, e.g., appropriately occupies self while waiting for others to leave swings without crying or demanding a turn; plays at sand table without grabbing one off items being used by others	Shares and defends the rights of others to a turn, e.g., reminds child who doesn't want to relinquish a turn that it is another child's turn; understands and respects other children's right to play alone
Uses thinking skills to resolve conflicts in peaceful ways	<p>Listens and sometimes accepts compromise. At times accepts adult solutions to resolve conflicts.</p>	Accepts adult solution to resolve a conflict. Understands and applies turn taking and sharing strategies, with teacher assistance.	Seeks compromise when suggested by peer or teacher. Agrees to suggestions from another child to play with another toy while waiting for a turn	Attempts to negotiate when a problem arises. Shares toys and responds to another child's request to negotiate.	Applies conflict resolution strategies learned. at school. Beginning to develop own solutions to solving conflicts

Physical Development

Gross Motor

Curriculum Objectives	Phase I End of Nursery	Phase II	Phase III	Phase IV	Phase V End of PreK2
Self-help skills: Health and Physical wellbeing.	Increasing understanding of how the body functions.	Knows about how to keep themselves healthy and hygienic. Opens own snacks and knows where to sit and eat.	Has developed self- help skills for eating drinking and food preparation. Manages toileting, washing and dressing with some support.	Beginning to take care of personal belongings e.g. knows where drink bottle is, packs away art work to take home. Washes hands during regular transitions without reminders	Takes responsibility for personal belongings. Identifies and labels healthy food. Helps others
Demonstrates basic loco motor skills (running, jumping, hopping, balance, galloping, climbing)	Moves with direction and beginning coordination, e.g. runs, sometimes falls; jumps and hops with hand held, dancing.	Walks and runs with skill, changing speed and direction. Jumps unassisted, landing with both feet Uses basic locomotion skills to participate in music and movements	Moves with direction and coordination; easily stops, starts, changes direction, avoids obstacles, e.g., runs avoiding obstacles; jumps forward, may lead with one foot; hops in place once or twice; climbs a short, wide ladder	Moves with direction and increasing coordination, e.g., runs moving arms and legs; does a running jump with both feet; attempts to skip, often reverting to galloping; walks along beam; climbs up and down stairs and around obstacles	Moves with direction and refined coordination, e.g., runs quickly changing directions, starting and stopping; jumps forward from standing position; gallops smoothly; climbs and plays easily on ramps, stairs, ladders, slide.
Climbs up and down	Climbs up and down with support from adults	Climbs up and down on some objects without support from adults	Climbs a short, wide ladder. Climbs up and down school steps without support	Climbs up and down stairs and ladders and around obstacle courses	Climbs and plays easily on ramps, stairs, ladders, or sliding boards
Pedals and steers a tricycle (or other wheeled vehicle)	Sits on tricycle or other riding toy, pushing forward/backward with feet- not using pedals; pedals only backwards	Pedals tricycle, uses feet and begins steering	Pedals in forward direction, steering around wide corners	Pedals and steers around obstacles and sharp corners	Rides with speed and control

Demonstrates throwing, kicking, and catching skills	Sits on floor and traps a rolled ball with arms and body. Throw beanbag or ball to a target/person	Kicks a ball short distance with hand held to maintain balance. Throws beanbag or ball with no direction	Throws, catches, and kicks objects with growing confidence, e.g., throws ball with both hands; catches a large ball against body; kicks ball from standing position	Throws, catches, and kicks with increasing control, e.g., throws ball over hand several feet toward target; catches bounced ball; moves toward ball and kicks	Throws and kicks at target and catches with increasing accuracy, e.g., throws object with smooth overhand motion; catches object with elbows bent; kicks ball with fluid motion
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Fine Motor

Curriculum Objectives	Phase I End of Nursery	Phase II	Phase III	Phase IV	Phase V End of PreK2
Controls small muscles in hands	Drops objects into container; touches thumb to finger to pick up object. Experiments with different fine motor sensory materials	Uses self-help skills such as: food utensils, hand washing procedures appropriately. Begins to hold paint brush using appropriate grip. Pours liquid into a cup. Manipulates puzzle pieces	Manipulates objects with hands, e.g., buttons own clothes, puts socks on; uses scissors to make snips	Pedals in forward direction, steering around wide corners, e.g., eats with chopsticks/fork; inserts and removes small pegs in pegboard; cuts with scissors along a straight or slightly curved line	Manipulates a variety of objects requiring increased coordination, e.g., creates recognizable objects with clay; collage materials, sometimes ties; cuts with scissors along lines, turning corners
Coordinates eye-hand movement	Demonstrates basic eye-hand coordination e.g. removes pegs from pegboard, opens a board book and turns pages one at a time; threads large beads with support	Puts one block on top of another, holding the base. Threads various sized beads without assistance. Rolls and pounds play dough to make objects;	Performs simple manipulations, e.g., makes a necklace with a string and beads; places pegs in pegboard. Manipulates small fine art materials (beads, glitter, etc.);	Performs simple manipulations with increasing control, e.g., makes a necklace using small beads; pours water into a funnel. Completes 8-piece puzzle	Manipulates materials in a purposeful way, planning and attending to detail, e.g., strings a variety of small objects (straws, buttons, etc.). Creates a tall structure that balances. Completes 12-piece puzzle

Uses tools for writing and drawing	Holds marker with thumb and two fingers making simple strokes. Explores and manipulates simple art and craft materials	Holds tools (brushes, pens, scissors, etc.) with some accuracy; uses refined wrist and finger movements when drawing	Holds a marker or crayon with whole hand; makes simple strokes	Holds a marker/ crayon with thumb and two fingers. Draws some recognizable objects. Uses a variety of writing/ drawing tools for representational drawings	Copies and draws basic shapes, letters, objects and words including name using a variety of writing/ drawing tools with precision.
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Cognitive Development

Learning and Problem-Solving

Curriculum Objectives	Phase I End of Nursery	Phase II	Phase III	Phase IV	Phase V End of PreK2
Observes objects and events with curiosity	Looks at and touches objects presented by an adult or another child with curiosity and interest.	Explores materials in the indoor and/or outdoor environment, e.g., touching, looking, smelling, mouthing, listening, playing	Examines with attention to detail, noticing attributes of objects, e.g., points out stripes on caterpillar; looks up when the sun goes behind a cloud; points out changes in animals or plants in room	Notices and/or asks questions about similarities and differences, e.g., points out that two trucks are same size; asks why the leaves fall off the trees. Is developing an interest in project investigations	Actively participates in project investigations. Observes attentively and seeks relevant information; describes key features of different models of cars (such as logos, number of door, type of license plate); investigates which objects will sink / float
Approaches problems with flexibility	Imitates adult or peer in solving problems, e.g., copies teacher getting scissors to open snack packs	Uses trial and error strategies to solve problems. Beginning to find multiples use for classroom objects e.g. uses blocks to make a bridge	Finds multiple uses for classroom objects, e.g., uses wooden blocks as musical instruments, strings beads to make a necklace, uses cardboard to make a crown.	Experiments with materials in new ways when first way doesn't work, e.g., when play dough recipe produces sticky dough, asks for more flour; fills plastic bottle with water to make it sink	Finds alternative solutions to problems, e.g. suggests using block as doorstop when classroom doorstop disappears, allocates roles for others in socio-dramatic play when everyone wants to be "mum".

Shows persistence in approaching tasks	Remains engaged in a task for short periods of time, with assistance from adults	Remains engaged in a task for short periods without assistance. Stays involved in self-selected activity such as playing with playdough for short periods	Sees simple tasks through to completion, e.g., completes 5-piece puzzle. Stays engaged in a task once teacher moves away.	Continues to work on task even when encountering difficulties, e.g., rebuilds block tower when it tumbles; keeps trying different puzzle pieces when pieces aren't fitting together	Works on task over time, leaving and returning to complete it, e.g., continues to work on Lego or block structure over 3-day period, continues working on illustrated story.
Explores cause and effect	Observes and explores objects that influence or affect other things, e.g. putting food coloring in water makes it blue. Stacks blocks and watches them fall down again.	Notices an effect, e.g., shows pleasure in turning light switch on and off, wants to do it again; looks at something when it is out of sight.	Notices and/or comments on effect, e.g., points to the bubbles that emerge after shaking a jar of water; after spinning around, stops and says, "Spinning makes me dizzy"	Wonders "What will happen if" and tests out possibilities, e.g., blows into cardboard tubes of different sizes to hear if different sounds are made; changes the incline of a board to make cars slide down faster	Explains plans for testing cause and effect, and tries out ideas, e.g., places objects one by one in 2 floating boats ("I'm seeing which boat sinks first"); mixes primary colors to make secondary ones
Applies knowledge or experience to a new context	Follows familiar self-help routines learned at home in school (toileting, eating) with some assistance. Uses dramatic props for pretend play e.g. doll for baby	Draws on everyday experiences and applies this to similar situations, e.g., dramatic play acts out family scenarios, pretends to drive to school.	Applies new information or vocabulary to an activity or interaction, e.g., comments, "We're bouncing like 5 little monkeys" when jumping up and down with peer.	Makes connections and generates a rule or strategy from one experience to another e.g. uses traffic-directing signals after seeing a police officer demonstrate them. Applies knowledge from one project to the next project.	Generates a rule, strategy, or idea from one learning experience and applies it in a new context, e.g., Suggests voting to resolve a classroom issue after voting was used to select class name.

Logical Thinking

Curriculum Objectives	Phase I End of Nursery	Phase II	Phase III	Phase IV	Phase V End of PreK2
Classifies objects	Sorts a few objects by one characteristic e.g. Color, shape or size, with assistance. Arranges objects in lines e.g. makes a row of blocks,	Groups objects by similar characteristic e.g. cars, trains, planes -transportation and labels them as such Shows interest in simple patterns in everyday life.	Groups objects by one characteristic then regroups using a different characteristic with assistance. Can indicate the reason why. Creates simple repeating patterns	Sorts a group of objects by one characteristic and then by another, e.g., collects leaves and sorts by size and then by color; puts self in group wearing shoes that tie and then in group with blue shoes	Sorts objects into groups/subgroups e.g., sorts stickers into four piles e.g. "Here are the stars that are silver and gold, and here are circles, silver and gold" Describes how and why objects are arranged or sorted the way they are.
Compares/ measures	Notices something new or different, e.g., a new classmate or a new toy on the shelf. Makes simple comparisons between two objects. (e.g. Colors, sizes)	Notices similarities of objects, e.g. points out own shoes and friend's shoes which are the same style. Uses size words e.g. big, little, and many.	Notices similarities and differences, e.g., states, "This is the only flower in our garden that is red"; Compares and orders a small set of objects as appropriate size, length or volume.	Uses comparative words related to number, size, shape, texture, weight, color, speed, volume, e.g. "this bucket is heavier than that one", "The music is going faster." Explores measuring tools.	Understands/uses measurement words and some standard measurement tools, e.g., uses unit blocks to measure length of rug; "We need 2 cups of flour and 1 cup of salt to make dough"
Arranges objects in a series	Points out the big or small item in a pair of objects	Points out or associates seriated objects with familiar patterns, e.g., big/ medium/small in the 3 Bears	Notices when one object in a series is out of place, e.g., removes the one measuring spoon out of place in a line and tries to put it in right place	Figures out a logical order for a group of objects, e.g., makes necklace of graduated wooden beads; puts cars in a row from smallest to largest.	Through trial and error, arranges objects along a continuum according to two or more physical features, e.g., lines up bottle caps by height and width; sorts play dough cookies by size, color, and shape

Recognizes patterns and can repeat them	<p>Hums, sings, or responds to a chorus that repeats in a familiar song; repeats phrases from stories.</p> <p>Matches picture in book with object in class.</p>	Sorts by more than one attribute. Notices and recreates simple patterns with objects	Notices and recreates more complex patterns with objects, e.g., makes a row of blocks alternating in size (big-small-big-small); strings beads in repeating patterns of 2 colors	Extends patterns or creates simple patterns of own design, e.g., makes necklace of beads in which a sequence of 2 or more colors is repeated. Continues block pattern of 2-3 colors	Creates complex patterns of own design or by copying, e.g., imitates hand-clapping pattern (long clap followed by 3 short claps). Designs a 3-color pattern using colored inch cubes and repeats it across the table
Shows awareness of time concepts and sequence	Participates in the sequence of daily activities	Knows and follows sequence of familiar routines, e.g., responds when it's time to get ready for outdoor play, follows circle time preparation rituals.	Associates events with time-related concepts, e.g., "Tomorrow is Saturday so there's no school"; "My birthday was last week"; "I go to bed at night"	Demonstrates understanding of the present and may refer to past and future, e.g., responds appropriately when asked, "What did you do this morning?"	Uses past and future tenses and time words appropriately, e.g., talks about tomorrow, yesterday, last week; says, "After story time, we go outside"
Shows awareness of position in space	Observes and sometimes imitates teacher using positional words. Distinguishes between near and far concepts. Aware of personal space	Moves objects from one container to another. Follows simple positional directions with assistance, e.g., puts paper in trash bin, gets cushion for circle time.	Shows comprehension of basic positional words and concepts, e.g., puts object in, on, under, on top of, or next to another object as requested	Understands and uses positional words correctly, e.g., "Come sit near me"; "The fish food goes on top of the shelf"	Shows understanding that positional relationships vary with one's perspective, e.g., turns lotto card around so player opposite can see it right side up; finds place in line, e.g., "I was behind Cheryl and in front of Karie"

Uses one-to-one correspondence	Notifies teacher using one-to-one correspondence, e.g., giving each child one cup at snack time	Assists teacher in passing out supplies using one-to-one correspondence	Begins to use one-to-one correspondence without assistance, e.g., chooses five classmates to sing the Five Monkeys song	Places objects in one-to-one correspondence with another set, e.g., lines up brushes to make sure there is one for each jar of paint; goes around the table placing one cup at each child's place	Uses one-to-one correspondence as a way to compare two sets, e.g., lines up cubes across from a friend's row to determine who has more; puts one rider next to each horse saying, "Are there enough horses for all cowboys?"
Uses numbers and counting	Recognizes the concept of one, e.g., picks up one object when asked; imitates counting rhymes, e.g., 5 little ducks. Uses gestures to request "more"	Understands the concept of more, e.g., picks up more of something when directed or asks for more paint. Verbally counts (but not always in correct order)	Beginning to imitate counting behavior using number names e.g. says the numbers from 1 to 5 while moving finger along a row of 8 items (not realizing that counting means one number per item). Counts a collection of objects but may count an object more than one time	Counts correctly up to 5 or so using one number for each object (may not always keep track of what has been counted), e.g., counts out 5 pretzels taking one at a time from bowl	Counts to 10, connecting number words and some symbols to the objects counted. Knows that the last number describes the total e.g. counts 8 bottle caps and says, "I have 8"; spins dial, then moves board game piece 6 spaces. Understands how to use 1-1 correspondence for number board games

Representation and Symbolic Thinking

Curriculum Objectives	Phase I End of Nursery	Phase II	Phase III	Phase IV	Phase V End of PreK2
Takes on pretend roles and situations	Imitates simple action, e.g., picks up phone; rocks baby; with adult or peer support. Imitates routines, e.g., pretends to feed doll; "pours" coffee; pretends to sleep	Acts out and/or performs familiar or imaginary scenarios, e.g., 3 little pigs; pretends to be mummy, daddy, baby	Performs and labels actions associated with a role, e.g., feeding the baby doll, says, "I'm the Mommy"; picks up phone and says, "Hello, is Suzie there?"	Participates in early stages of socio-dramatic play; offers a play theme and scenario, e.g., "Let's play school"; while listening to doll's heartbeat with stethoscope announces that it's time to get the baby to the hospital	Engages in elaborate and sustained role play, e.g., suggests a play theme and discusses who will do what; discusses with peer what to buy at grocery store, takes pocketbook and goes to grocery store
Makes believe with objects	Observes others using dramatic play objects. Engages in dramatic play using pretend objects, e.g., feeds a doll using plastic spoon and plate	Uses pretend play props more purposefully e.g. rocks or feeds a baby doll and then takes care of the baby. Imitates actions of other during make believe play. Beginning to explore real objects as props	Interacts appropriately with real objects or replicas in pretend play, e.g., uses a broken phone to make a pretend phone call; puts play dough cookies on little plastic plates	Thinks symbolically e.g. Uses substitute object or gesture to represent real object, holds hand to ear and pretends to dial phone; builds a sand castle and puts shell on top for "flag"	Uses make-believe props in planned and sustained play, e.g., pretends with a peer to be garage mechanics working on cars made of blocks; sets up scene for playing school – students sit on pillows and teacher has a box for a desk
Makes and interprets representations	Draws or scribbles marks on paper Begins to use descriptive labels in construction play, e.g., "house," "road"	Labels scribbles as people or common objects; make believes with objects; experiments with new uses for familiar things, e.g., pen becomes a microphone	Draws or constructs and then names what it is, e.g., draws pictures with different shapes and says, "This is my house"; lines up unit blocks and says, "I'm making a road"	Draws or builds a construction that represents something specific, e.g., makes a helicopter with Bristle Blocks; draws several legs on insect after looking at beetle	Plans then creates increasingly elaborate representations, e.g., uses blocks to make a maze for the class gerbil; draws fire truck and includes many details

Exploration

Curriculum Objectives	Phase I End of Nursery	Phase II	Phase III	Phase IV	Phase V End of PreK2
Learns through active hands-on exploration of the environment	Is comfortable and feels secure to explore the environment both indoors and outdoors with some support from adult; explores materials, e.g., mixes paint, tips and pours in water play, fills and pours in sandpit, etc.	Shows enthusiasm for new experiences; investigates and experiments with materials, e.g., uses materials in a new way; takes risks, e.g., tries to jump from a higher place	Chooses own materials; seeks the support of adults in accessing materials of choice; plays with ideas and materials with no specific objective in mind	Makes decisions about what to explore; contributes/ initiates project ideas and retains interest through phases 1 and 2; begins to take responsibility for learning, e.g., bringing relevant materials from home	Sets own problems; investigates solutions; takes responsibility for own learning; initiates/ sustains an inquiry based approach to all three phases of the project

Language Development

Listening and Speaking

Curriculum Objectives	Phase I End of Nursery	Phase II	Phase III	Phase IV	Phase V End of PreK2
Hears and discriminates the sounds of language	Notices sounds in the environment, e.g., pays attention to birds singing, sirens; developing an interest in songs, rhymes and music and participates sometimes	Joins in nursery rhymes and songs; actively participates in movement and dance during group times and independently	Plays with words, sounds, and rhymes, e.g., repeats songs, rhymes, and chants; says, "Oh, you silly willy"	Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way, e.g., makes up silly rhymes. Says, "My name begins the same as popcorn and pig"	Phonemic awareness, e.g., recognizes the consonant sounds in a word; hears and repeats separate sounds in words; plays with sounds to create new words e.g. separates syllables in a simple word; says, "Pass the bapkin" [napkin]
Expresses self-using words and expanded sentences	Uses non-verbal gestures or single words to communicate, e.g., points to ball; uses 2-word phrases, e.g., "All gone"; "Go out"	Communicates needs and wants verbally in expanded sentences in preferred language. Uses words to express wants, needs and ideas	Uses words and simple sentences (3-4 words) to express wants and needs, e.g., "I want the ball"	Use longer sentences (5-6 words) to communicate, e.g., "I want to play with the ball". Participates in classroom discussions.	Uses complex sentences to express ideas and feelings, e.g., "I hope we can go outside today because I want to play with the ball". Contributes to group discussions, solutions and ideas.
Understands and follows oral directions	Listens with guidance. Uses contextual cues to respond to class routines e.g. tidy up song. Listens to directions but may not respond as adult intended.	Listens with less guidance. Follows oral directions when combined with gestures, e.g., "come here" accompanied with gesture.	Follows oral directions when combined with reminders. Follows 2 step directions, e.g., "Please get a tissue and blow your nose" with teacher support	Follows two-step directions without reminders, e.g., "please go inside and hang up your coat. Beginning to listen attentively.	Follows multi-step directions e.g., "put the clay in the container, wipe the table, wash your hands, and sit down". Listens attentively.

Answers questions	Answers yes/no questions with words, gestures, or sighs, e.g., points to purple paint when asked what color she wants	Contributes to Project questions with more than yes/no responses e.g. a complete sentence; responds to questions from others	Answers simple questions with one or two words, e.g., when asked for name says, "Curtis"; says, "Purple and blue" when asked the colors of paint	Answers questions with a complete thought, e.g., responds, "I took a bus to school"; "I want purple and blue paint" Responds to open-ended questions.	Answers questions with details, e.g., describes a family trip when asked about weekend; says, "I want purple and blue like my new shoes". Responds to more complex questions.
Asks questions	Uses facial expressions and gestures to ask a question; uses rising intonation to ask questions e.g., "Mummy comes back?"	Ask simple questions with 2 or more words; uses some "wh" words (what and where) to ask questions e.g., "What that?"	Uses some "wh" words (what and where) to ask questions e.g., "What that?" asks simple questions e.g., "What's for lunch?" "Can we play outside today?"	Asks questions to aid further understanding e.g., "Where did the snow go when it melted?"; "Why does that man wear a uniform?"	Asks increasingly complex questions to further own understanding or ask about others feelings, e.g., "What happened to the water in the fish tank?" Poses research questions during project investigations
Actively participates in conversations	Initiates communication by smiling and/or eye contact; responds to social greetings -e.g., waves in response to "hello" or "bye-bye"	Responds to greetings with simple phrases. Responds to comments and ideas from others; makes simple statements on a topic.	Responds to comments and questions from others e.g., when one child says, "I have new shoes," shows own shoes and says, "Look at my new shoes"	Responds to others' comments in a series of exchanges, e.g., makes relevant comments during a group discussion; provides more information when message is not understood	Initiates and/or extends conversations for several exchanges, e.g. while talking with a friend, asks questions about what happened, what friend did, and shares own ideas
Uses language in a variety of contexts	Listens and engages in stories, rhymes, songs; re-enacts simple dramatic plots	Imitates words in songs, rhymes and stories; concentrates when puppets, dramatic play and other props used at group time; sometimes listens to and enjoys stories, rhymes and songs	Developing a playful interest in repetitive sounds and words. Uses repetitive sounds and words in make believe play.	Uses language for simple purposes, e.g., "I want to sit next to." Actively participates in group literacy e.g. books, poetry, songs, rhymes.	Uses language to communicate complex purpose, e.g. expressing feelings and attitudes, negotiating, predicting, hypothesizing, planning, reasoning, etc.; uses rhyme and other genres for different purposes

English language acquisition	Demonstrates some interest and motivation in learning and listening to English, e.g., listens to stories at group time, repeats rhymes	Engages in simple English conversations; uses newly acquired vocab in everyday play experiences. Begins to follow illustrated stories.	Connects English words to objects and activities around them; can say words, repeat phrases, sing songs. Begins to use English in social situations.	memorizes and uses English to enter social play and have needs met; acquires a number of useful phrases and uses them independently	Begins to construct original sentences in English; uses English in dramatic play contexts; plays with language by inventing new words.
Uses a repertoire of non-verbal strategies to communicate	Responds to greetings with smiles and nods. Uses crying and aggression to express self.	Uses gestures and expressive body movement for communication, e.g., touches body part to indicate pain.	Enjoys and participates in non-verbal games e.g. finger rhymes, miming games etc.	Understands non-verbal messages including the ability to attend to non-verbal requests by others, e.g. child upset, goes to get tissue; gives back a toy if a peer is upset it's been taken	Expresses feelings and emotions in a range of appropriate nonverbal ways e.g. using facial expressions, gestures, posture etc.

Emergent Literacy

Curriculum Objectives	Phase I End of Nursery	Phase II	Phase III	Phase IV	Phase V End of PreK2
Comprehends and responds to books and other text	Looks at books and pictures with another adult or another child; imitates the act of reading	Listens to stories being read; chooses and looks at books and text independently; completes phrases in familiar stories. Comments on illustrations in books.	Listens to stories being read e.g., asks teachers to read favorites story; repeats refrain when familiar book is read aloud. Shows interest in signs and labels.	Participates in story time interactively, e.g. answers questions before, during, and after read-aloud session; relates story to self; acts out familiar story with puppets or props	Chooses to read on own; seeks information in books; sees self as reader; memorizes and "reads" familiar text; gives reasons for liking a book; looks for other books by favorite author; uses book on birds to identify egg found on nature walk

Comprehends and interprets meaning from books and other texts	Repeats words and actions demonstrated in books, e.g., roars like a lion	Relates story to self and makes connections after hearing a story about family / baby brother	Imitates act of reading in play e.g., holds up book and pretends to read to baby doll; takes out phonebook in dramatic play area to make a phone call	Compares and predicts story events; acts out main events of a familiar story, e.g., compares own feelings about baby brother to those of character; re-enacts Three Billy Goats Gruff	Retells a story including many details and draws connections between story events, e.g., says, "The wolf blew the house down because it wasn't strong"; uses props to retell stories.
Demonstrates knowledge of the alphabet	Participates in songs and finger plays about letters	Points out prints in environment, e.g., name on cubby, exit sign. Recognizes own name in print. e.g. cubbies, name cards	Recognizes and identifies a few letters by sight, e.g. points to a cereal box and says, "That's my name"	Recognizes and names many letters, e.g. uses alphabet stamps and names the letters: "D, T, M"	Beginning to make letter-sound connections, e.g., writes a big M and says "This is for Mommy" and DTCH for "Don't touch"
Understands the purpose of writing	Experiments with writing tools such as markers and pencils Watches when teachers write	Imitates the act of writing e.g. pretends to write (scribble writes); draws simple pictures to represent something	Imitates act of writing in play, e.g., pretends to write a prescription while playing clinic; scribble-writes next to a picture	Understands there is a way to write that conveys meaning, e.g., tells teacher, "Write this down so everyone can read it"; asks teacher, "How do I write Happy Birthday?"	Writes to convey meaning, e.g., on drawing for sick friend, writes own name; copies teacher's sign, "Do Not Disturb," to put near block pattern; makes deliberate letter choices during writing attempts
Writes letters and words	Scribbles with crayons; experiments with writing tools such as markers and pencils; draws simple pictures to represent something	Imitates adult by attempting to write letters	Uses scribble to reflect writing; beginning to create writing and letter-like forms	Writes recognizable letters, especially those in own name	Writes and makes letters and numerals in random order; uses letters that represent sounds in writing words

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