

# Early Childhood Standards of Quality Preschool

## Approaches to Learning

- **ECISOQFP.APPR.PK** - Habits of Mind
- **ECISOQFP.APPR.PK.1\_1** - Demonstrate a growing ability to use originality or vision when approaching learning; use imagination, show ability to visualize a solution or new concept.
  - **ECISOQFP.APPR.PK.1.1\_1** - Can be playful with peers and adults.
  - **ECISOQFP.APPR.PK.1.2\_1** - Make connections with situations or events, people or stories.
  - **ECISOQFP.APPR.PK.1.3\_1** - Create new images or express ideas.
  - **ECISOQFP.APPR.PK.1.4\_1** - Propose or explore possibilities to suggest what an object or idea might be 'otherwise.'
  - **ECISOQFP.APPR.PK.1.5\_1** - Expand current knowledge onto a new solution, new thinking or new concept.
  - **ECISOQFP.APPR.PK.1.6\_1** - Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.
  - **ECISOQFP.APPR.PK.1.7\_1** - Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.
- **ECISOQFP.APPR.PK.2\_1** - Demonstrate the quality of showing interest in learning; pursue learning independently.
  - **ECISOQFP.APPR.PK.2.1\_1** - Initiate 'shared thinking' with peers and adults.
  - **ECISOQFP.APPR.PK.2.2\_1** - Grow in abilities to persist in and complete a variety of tasks, activities, projects and experiences.
  - **ECISOQFP.APPR.PK.2.3\_1** - Demonstrate increasing ability to set goals and to develop and follow through on plans.
  - **ECISOQFP.APPR.PK.2.4\_1** - Show growing capacity to maintain concentration in spite of distractions and interruptions.
  - **ECISOQFP.APPR.PK.2.5\_1** - Explore, experiment and ask questions freely.
- **ECISOQFP.APPR.PK.3\_1** - Demonstrate an interest and eagerness in seeking information (e.g., be able to see things from a different perspective, fiddling with something to figure it out or attempting a reasonable solution).
  - **ECISOQFP.APPR.PK.3.1\_1** - Express a 'sense of wonder.'
  - **ECISOQFP.APPR.PK.3.2\_1** - Choose to take opportunities to explore, investigate or question in any domain.
  - **ECISOQFP.APPR.PK.3.3\_1** - Re-conceptualize or re-design (block structures, shapes, art materials, digital images, simple graphs).
- **ECISOQFP.APPR.PK.4** - Demonstrate the capacity to cope with change, persist, move ahead with spirit, vitality and a growing belief in one's ability to realize a goal.
  - **ECISOQFP.APPR.PK.4.1** - Manage reasonable frustration.
  - **ECISOQFP.APPR.PK.4.2** - Meet new and varied tasks with energy, creativity, and interest.
  - **ECISOQFP.APPR.PK.4.3** - Explore and ask questions.
  - **ECISOQFP.APPR.PK.4.4** - Begin to organize projects or play; make and carryout plans.

- **ECSOQFP.APPR.PK.4.5** - Use stories and literature to pretend, play, act or take on characters to help establish their situation or reality.
- **ECSOQFP.APPR.PK.4.6** - Begin to set aside fear of failure when self-initiating new tasks.
- **ECSOQFP.APPR.PK.5** - Demonstrate a growing capacity to make meaning, using one's habits of mind to find a solution or figure something out.
- **ECSOQFP.APPR.PK.5.1** - Begin to hypothesize or make inferences.
- **ECSOQFP.APPR.PK.5.2** - Show an increasing ability to ask questions appropriate to the circumstance.
- **ECSOQFP.APPR.PK.5.3** - Show an increasing ability to predict outcomes by checking out and evaluating their predictions.
- **ECSOQFP.APPR.PK.5.4** - Attempt a variety of ways of solving problems.
- **ECSOQFP.APPR.PK.5.5** - Demonstrate enjoyment in solving problems.
- **ECSOQFP.APPR.PK.5.6** - Gather information and learn new concepts through experimentation and discovery, making connections to what they already know.
- **ECSOQFP.APPR.PK.5.7** - Share through words or actions the acquisition of increasingly complex concepts.
- **ECSOQFP.APPR.PK.5.8** - Show an increasing ability to observe detail and attributes of objects, activities, and processes.
- **ECSOQFP.APPR.PK.1** - Social Dispositions
- **ECSOQFP.APPR.PK.6** - Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all; join a community of learners in person and digitally as appropriate.
- **ECSOQFP.APPR.PK.6.1** - Learn from and through relationships and interactions.
- **ECSOQFP.APPR.PK.6.2** - Show an increasing ability to initiate and sustain age-appropriate play and interactions with peers and adults.
- **ECSOQFP.APPR.PK.6.3** - Begin to develop and practice the use of problem-solving and conflict resolution skills.
- **ECSOQFP.APPR.PK.6.4** - Recognize respectfully the similarities and differences in people (gender, family, race, culture, language).
- **ECSOQFP.APPR.PK.6.5** - Show an increasing capacity to consider or take into account another's perspective.
- **ECSOQFP.APPR.PK.6.6** - Can join a community of learners in person and digitally as appropriate; enjoy mutual engagement.
- **ECSOQFP.APPR.PK.6.7** - Contribute individual strengths, imagination or interests to a group.
- **ECSOQFP.APPR.PK.6.8** - Successfully develop and keep friendships.
- **ECSOQFP.APPR.PK.6.9** - Participate successfully as group members.
- **ECSOQFP.APPR.PK.6.10** - Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms, and communities.
- **ECSOQFP.APPR.PK.7** - Exhibit a growing regard for one's mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy.
- **ECSOQFP.APPR.PK.7.1** - Show increasing respect for the rights of others.

- **ECSOQFP.APPR.PK.7.2** - Extend offers (gestures, words) of help to peers or adults, to help them feel that they belong to the group.
- **ECSOQFP.APPR.PK.7.3** - Cope with stress in a reasonable and age appropriate way. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.
- **ECSOQFP.APPR.PK.7.4** - Use positive communication and behaviors (do not mock, belittle, or exclude others).
- **ECSOQFP.APPR.PK.7.5** - Resolve (or attempt to resolve) conflicts respectfully.
- **ECSOQFP.APPR.PK.7.6** - Increasingly develop greater self-awareness; identify their own interests and strengths. Can be comfortable choosing to be alone.
- **ECSOQFP.APPR.PK.7.7** - Demonstrate the ability to care. Can respond with sensitivity or sincerity, later empathy.
- **ECSOQFP.APPR.PK.7.8** - Can resist and effectively respond to inappropriate peer pressure (as age appropriate).
- **ECSOQFP.APPR.PK.7.9** - Demonstrate positive feelings about their own gender, family, race, culture and language.
- **ECSOQFP.APPR.PK.7.10** - Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.
- **ECSOQFP.APPR.PK.7.11** - Demonstrate a reasonable self-perception of confidence, can make choices and explain discoveries.
- **ECSOQFP.APPR.PK.8** - Are becoming accountable or reliable for their actions to self and others.
- **ECSOQFP.APPR.PK.8.1** - Contribute to the community (classroom, school, neighborhood) as age appropriate.
- **ECSOQFP.APPR.PK.8.2** - Grow in understanding of the need for rules and boundaries in their learning and social environments.
- **ECSOQFP.APPR.PK.8.3** - Show an increasing ability to follow simple, clear, and consistent directions and rules.
- **ECSOQFP.APPR.PK.8.4** - Begin to take action to fix their mistakes, solve problems with materials and resolve conflicts with others; do not blame others inappropriately.
- **ECSOQFP.APPR.PK.8.5** - Take initiative to do something positive to contribute to their community (family, classroom, school, neighborhood) as age appropriate.
- **ECSOQFP.APPR.PK.8.6** - Increase understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.
- **ECSOQFP.APPR.PK.8.7** - Use materials purposefully, safely and respectfully more of the time.
- **ECSOQFP.APPR.PK.8.8** - Respect the property of others and that of the community. **ECSOQFP.APPR.PK.1** - Children show increasing initiative and curiosity about their work and play in all areas of the curriculum.
- **ECSOQFP.APPR.PK.1.1** - Choose to participate in an increasing variety of tasks and activities using all five senses.
- **ECSOQFP.APPR.PK.1.2** - Make choices and value decisions, as they solve the problems in their work and play.
- **ECSOQFP.APPR.PK.1.3** - Become more comfortable with taking risks and with generating their own ideas.
- **ECSOQFP.APPR.PK.1.4** - Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.

- **EC SOQFP.APPR.PK.1.5** - Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.
- **EC SOQFP.APPR.PK.1.6** - Demonstrate comfort with open-ended questions and problems.
- **EC SOQFP.APPR.PK.1.7** - Value the uniqueness of their own work.
- **EC SOQFP.APPR.PK.2** - Children show increasing engagement and persistence in their work and play in all areas of the curriculum.
- **EC SOQFP.APPR.PK.2.1** - Grow in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.
- **EC SOQFP.APPR.PK.2.2** - Demonstrate increasing ability to set goals and develop and follow through on plans.
- **EC SOQFP.APPR.PK.2.3** - Show growing capacity to maintain concentration in spite of distractions and interruptions.
- **EC SOQFP.APPR.PK.2.4** - Begin to demonstrate the ability to follow a sequence of steps to create a finished project.
- **EC SOQFP.APPR.PK.2.5** - Grow in the ability to plan individually, in small groups, and with the whole class.
- **EC SOQFP.APPR.PK.3** - Children show increasing invention and imagination in their work and play in all areas of the curriculum.
- **EC SOQFP.APPR.PK.3.1** - Experiment, explore, and ask questions freely.
- **EC SOQFP.APPR.PK.3.2** - Try new things and take risks.
- **EC SOQFP.APPR.PK.3.3** - Problem solve using a variety of strategies.
- **EC SOQFP.APPR.PK.3.4** - Grow in their ability to elaborate on their original ideas.
- **EC SOQFP.APPR.PK.3.5** - Increasingly show originality and flexibility in their work.
- **EC SOQFP.APPR.PK.3.6** - Use more and more complex scenarios in play.
- **EC SOQFP.APPR.PK.3.7** - Explore movement, music, and a variety of artistic modes.

### Creative Arts

- **EC SOQFP.AR.PK.1\_1** - Children show how they feel, what they think, and what they are learning through experiences in the visual arts.
- **EC SOQFP.AR.PK.1.1\_1** - Use their own ideas to draw, paint, mold, and build with a variety of art materials (e.g., paint, clay, wood, materials from nature such as leaves).
- **EC SOQFP.AR.PK.1.2\_1** - Begin to plan and carry out projects and activities with increasing persistence.
- **EC SOQFP.AR.PK.1.3\_1** - Begin to show growing awareness and use of artistic elements (e.g., line, shape, color, texture, form).
- **EC SOQFP.AR.PK.1.4\_1** - Create representations that contain increasing detail.
- **EC SOQFP.AR.PK.2\_1** - Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.
- **EC SOQFP.AR.PK.2.1\_1** - Participate in musical activities (e.g., listening, singing, finger plays, singing games, and simple performances) with others.
- **EC SOQFP.AR.PK.2.2\_1** - Begin to understand that music comes in a variety of musical styles.

- **ECSOQFP.AR.PK.2.3\_1** - Begin to understand and demonstrate the components of music (e.g., tone, pitch, beat, rhythm, melody).
- **ECSOQFP.AR.PK.2.4\_1** - Become more familiar with and experiment with a variety of musical instruments.
- **ECSOQFP.AR.PK.3\_1** - Children show how they feel, what they think, and what they are learning through movement and dance experiences.
- **ECSOQFP.AR.PK.3.1\_1** - Can respond to selected varieties of music, literature, or vocal tones to express their feelings and ideas through creative movement.
- **ECSOQFP.AR.PK.3.2\_1** - Begin to show awareness of contrast through use of dance elements (e.g., time: fast/slow; space: high/middle/low; energy: hard/soft).
- **ECSOQFP.AR.PK.3.3\_1** - Begin to identify and create movement in place and through space.
- **ECSOQFP.AR.PK.4\_1** - Children show how they feel, what they think, and what they are learning through dramatic play.
- **ECSOQFP.AR.PK.4.1\_1** - Grow in the ability to pretend and to use objects as symbols for other things.
- **ECSOQFP.AR.PK.4.2\_1** - Use dramatic play to represent concepts, understand adult roles, characters, and feelings.
- **ECSOQFP.AR.PK.4.3\_1** - Begin to understand components of dramatic play (e.g., setting, prop, costume, voice).
- **ECSOQFP.AR.PK.4.4\_1** - Contribute ideas and offer suggestions to build the dramatic play theme.
- **ECSOQFP.AR.PK.4.5\_1** - Begin to differentiate between fantasy and reality.
- **ECSOQFP.AR.PK.5\_1** - Children develop rich and rewarding aesthetic lives.
- **ECSOQFP.AR.PK.5.1\_1** - Develop healthy self-concepts through creative arts experiences.
- **ECSOQFP.AR.PK.5.2\_1** - Show eagerness and pleasure when approaching learning through the creative arts.
- **ECSOQFP.AR.PK.5.3\_1** - Show growing satisfaction with their own creative work and growing respect for the creative work of others.
- **ECSOQFP.AR.PK.5.4\_1** - Can use alternative forms of art to express themselves depending on the avenues available to them (e.g., through the visual arts, if hearing impaired; through listening to music, if physically impaired).
- **ECSOQFP.AR.PK.5.5\_1** - Are comfortable sharing their ideas and work with others.
- **ECSOQFP.AR.PK.5.6\_1** - Use the creative arts to express their view of the world.
- **ECSOQFP.AR.PK.5.7\_1** - Begin to develop their own preferences for stories, poems, illustrations, forms of music, and other works of art.
- **ECSOQFP.AR.PK.5.8\_1** - Begin to appreciate their artistic heritage and that of other cultures.
- **ECSOQFP.AR.PK.5.9\_1** - Can talk about their creations with peers and adults.
- **ECSOQFP.AR.PK.5.10\_1** - Begin to develop creative arts vocabulary.

### Creative Development

- **ECSOQFP.AR.PK.1** - Children show how they feel, what they think, and what they are learning through experiences in the visual arts.
- **ECSOQFP.AR.PK.1.1** - Can use their own ideas to draw, paint, mold, and build with a variety of art materials (e.g., paint, clay, wood, materials from nature such as leaves).

- **EC SOQFP.AR.PK.1.2** - Begin to plan and carry out projects with increasing persistence.
- **EC SOQFP.AR.PK.1.3** - Begin to show growing awareness and use of artistic elements (e.g., line, shape, color, texture, form).
- **EC SOQFP.AR.PK.1.4** - Create representations that contain increasing detail.
- **EC SOQFP.AR.PK.2** - Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.
- **EC SOQFP.AR.PK.2.1** - Participate in musical activities (e.g., listening, singing, finger plays, singing games, and simple performances) with others.
- **EC SOQFP.AR.PK.2.2** - Begin to understand that music comes in a variety of musical styles.
- **EC SOQFP.AR.PK.2.3** - Begin to understand and demonstrate the components of music (e.g., tone, pitch, beat, rhythm, melody).
- **EC SOQFP.AR.PK.2.4** - Become more familiar with and experiment with a variety of musical instruments.
- **EC SOQFP.AR.PK.3** - Children show how they feel, what they think, and what they are learning through movement experiences.
- **EC SOQFP.AR.PK.3.1** - Can respond to selected varieties of music, literature, or vocal tones to express their feelings and ideas through creative movement.
- **EC SOQFP.AR.PK.3.2** - Begin to show awareness of contrast through use of dance elements (e.g., time: fast/slow; space: high/middle/low; energy: hard/soft).
- **EC SOQFP.AR.PK.3.3** - Begin to identify and create movement in place and through space.
- **EC SOQFP.AR.PK.4** - Children show how they feel, what they think, and what they are learning through dramatic play.
- **EC SOQFP.AR.PK.4.1** - Grow in the ability to pretend and to use objects as symbols for other things.
- **EC SOQFP.AR.PK.4.2** - Use dramatic play to represent concepts, understand adult roles, characters, and feelings.
- **EC SOQFP.AR.PK.4.3** - Begin to understand components of dramatic play (e.g., body, voice).
- **EC SOQFP.AR.PK.4.4** - Contribute ideas and offer suggestions to build the dramatic play theme.
- **EC SOQFP.AR.PK.4.5** - Begin to differentiate between fantasy and reality.
- **EC SOQFP.AR.PK.5** - Children develop rich and rewarding aesthetic lives.
- **EC SOQFP.AR.PK.5.1** - Develop healthy self-concepts through creative arts experiences.
- **EC SOQFP.AR.PK.5.2** - Show eagerness and pleasure when approaching learning through the creative arts.
- **EC SOQFP.AR.PK.5.3** - Show growing satisfaction with their own creative work and growing respect for the creative work of others.
- **EC SOQFP.AR.PK.5.4** - Can use alternative forms of art to express themselves depending on the avenues available to them (e.g., through the visual arts, if hearing impaired; through listening to music, if physically impaired).
- **EC SOQFP.AR.PK.5.5** - Are comfortable sharing their ideas and work with others.
- **EC SOQFP.AR.PK.5.6** - Use the creative arts to express their view of the world.
- **EC SOQFP.AR.PK.5.7** - Begin to develop their own preferences for stories, poems, illustrations, forms of music, and other works of art.
- **EC SOQFP.AR.PK.5.8** - Begin to appreciate their artistic heritage and that of other cultures.

- **EC SOQFP.AR.PK.5.9** - Can talk about their creations with peers and adults.
- **EC SOQFP.AR.PK.5.10** - Begin to develop creative arts vocabulary.

### Dual Language Learning

- **EC SOQFP.ELL.PK.1** - Demonstrate an increasing ability to comprehend or understand the English language at an appropriate developmental level.
  - **EC SOQFP.ELL.PK.1.1** - Observe peers and adults with increasing attention to understand language and intent.
  - **EC SOQFP.ELL.PK.1.2** - Respond with non-verbal actions and basic English words or phrases to communicate.
  - **EC SOQFP.ELL.PK.1.3** - Demonstrate increased understanding of simple words and phrases used in daily routines or content studies.
  - **EC SOQFP.ELL.PK.1.4** - Increase understanding of multiple meanings of words.
  - **EC SOQFP.ELL.PK.1.5** - Exhibit a growing vocabulary of basic and high-frequency words.
  - **EC SOQFP.ELL.PK.1.6** - Demonstrate a beginning of phonological awareness and phonics.
- **EC SOQFP.ELL.PK.2** - Demonstrate an increasing ability to speak or use English at an appropriate developmental level.
  - **EC SOQFP.ELL.PK.2.1** - Express basic needs using common words or phrases in English.
  - **EC SOQFP.ELL.PK.2.2** - Participate with peers and adults in simple exchanges in English.
  - **EC SOQFP.ELL.PK.2.3** - As age appropriate, attempt to use longer sentences or phrases in English.
  - **EC SOQFP.ELL.PK.2.4** - Continue to use and build home language as needed to build understanding of words and concepts in second language.
- **EC SOQFP.ELL.PK.3** - Demonstrate increased understanding and response to books, storytelling, and songs presented in English and increased participation in English literacy activities.
  - **EC SOQFP.ELL.PK.3.1** - Demonstrate increasing attention to stories and book reading.
  - **EC SOQFP.ELL.PK.3.2** - Name or recall characters in stories.
  - **EC SOQFP.ELL.PK.3.3** - Use both verbal and nonverbal methods to demonstrate understanding as early literacy skills also increase.
  - **EC SOQFP.ELL.PK.3.4** - Begin to talk about books, stories, make predictions or take a guess about the book.
- **EC SOQFP.ELL.PK.4** - Demonstrate in increasing ability to write words or engage in early stages of writing in English.
  - **EC SOQFP.ELL.PK..AL** - Alphabet
    - **EC SOQFP.ELL.PK.4.1** - Engage in early drawing or emergent writing attempts.
    - **EC SOQFP.ELL.PK.4.2** - Copy letters of the English alphabet as age appropriate.
  - **EC SOQFP.ELL.PK..WO** - Words
    - **EC SOQFP.ELL.PK.4.3** - Write or copying important words (name, friends, and family).
    - **EC SOQFP.ELL.PK.4.4** - Write name and using a capital letter at the beginning.
    - **EC SOQFP.ELL.PK.4.5** - Copy words or labels from integrated learning (math, science, arts) experiences.
    - **EC SOQFP.ELL.PK.4.6** - Use drawing and emergent writing together.
- **EC SOQFP.ELL.PK.5** - Interact with peers in play, classroom and social situations using English with increasing ability and comfort; use first language when appropriate and share home culture.

- **EC SOQFP.ELL.PK.5.1** - Demonstrate and also accept positive verbal and non-verbal interactions from peers.
- **EC SOQFP.ELL.PK..IE** - In English:
  - **EC SOQFP.ELL.PK.5.2** - Engage with the teacher and others in a positive manner.
  - **EC SOQFP.ELL.PK.5.3** - Communicate emotions appropriately and beginning to label feelings.
  - **EC SOQFP.ELL.PK.5.4** - Show both verbal and non-verbal attempts to participate with peers.
- **EC SOQFP.ELL.PK..IFL** - In the First Language:
  - **EC SOQFP.ELL.PK.5.5** - Write, draw and talk about family and cultural traditions (songs, food, celebrations, etc.).
  - **EC SOQFP.ELL.PK.5.6** - Demonstrate pride and recognition of first language.
  - **EC SOQFP.ELL.PK.5.7** - Build skills in first language.

### Early Learning Mathematics

- **EC SOQFP.MA.PK.1** - Children begin to develop processes and strategies for solving mathematical problems.
  - **EC SOQFP.MA.PK.1.1** - Try to solve problems in their daily lives using mathematics (e.g., how many napkins are needed).
  - **EC SOQFP.MA.PK.1.2** - Generate new problems from every day mathematical situations and use current knowledge and experience to solve them (e.g., distribute crackers).
  - **EC SOQFP.MA.PK.1.3** - Begin to develop and use various approaches to problem solving based upon their trial and error experiences.
  - **EC SOQFP.MA.PK.1.4** - Begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations.
- **EC SOQFP.MA.PK.2** - Children begin to develop skills of comparing and classifying objects, relationships and events in their environment.
  - **EC SOQFP.MA.PK.2.1** - Can describe, match, and sort.
  - **EC SOQFP.MA.PK.2.2** - Identify likenesses and differences.
  - **EC SOQFP.MA.PK.2.3** - Can place objects or events in order, according to a given criterion (e.g., color, shape, size, time).
  - **EC SOQFP.MA.PK.2.4** - Recognize that the same group can be sorted and classified in more than one way.
  - **EC SOQFP.MA.PK.2.5** - Can describe why they group or sequence in a particular way.
- **EC SOQFP.MA.PK.3** - Children begin to develop the ability to seek out and to recognize patterns in everyday life.
  - **EC SOQFP.MA.PK.3.1** - Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures.
  - **EC SOQFP.MA.PK.3.2** - Identify patterns in their environment.
  - **EC SOQFP.MA.PK.3.3** - Investigate patterns and describe relationships.
  - **EC SOQFP.MA.PK.3.4** - Recognize patterns in various formats (e.g., things that can be seen, heard, felt).
- **EC SOQFP.MA.PK.4** - Children begin to develop skills of sorting and organizing information and using information to make predictions and solve new problems.
  - **EC SOQFP.MA.PK.4.1** - Can generate problems that involve predicting, collecting, and analyzing information.

- **EC SOQFP.MA.PK.4.2** - Use simple estimation to make better guesses.
- **EC SOQFP.MA.PK.5** - Children explore and discover simple ways to measure.
- **EC SOQFP.MA.PK.5.1** - Show an awareness that things in their environment can be measured.
- **EC SOQFP.MA.PK.5.2** - Begin to understand concepts of weight.
- **EC SOQFP.MA.PK.5.3** - Show an awareness of the concept of time, beginning with the recognition of time as a sequence of events.
- **EC SOQFP.MA.PK.5.4** - Recognize personal time as it relates to their daily life (e.g., breakfast, snack).
- **EC SOQFP.MA.PK.5.5** - Show an awareness of temperature as it affects their daily lives.
- **EC SOQFP.MA.PK.5.6** - Use beginning skills of estimation in solving everyday measurement problems (e.g., about how many cookies are needed for a small group of children).
- **EC SOQFP.MA.PK.5.7** - Begin to use non-standard (e.g., length of hand) measures for length and area of objects.
- **EC SOQFP.MA.PK.5.8** - Begin to understand that tools (e.g., rulers, scales, counters) can be used to measure properties of objects and amounts.
- **EC SOQFP.MA.PK.6** - Children can translate a problem or activity into a new form (e.g., a picture, diagram, model, symbol, or words) by applying emerging skills in representing, discussing, reading, writing, and listening.
- **EC SOQFP.MA.PK.6.1** - Participate regularly in informal conversations about mathematical concepts and number relationships.
- **EC SOQFP.MA.PK.6.2** - Talk about their own mathematical explorations and discoveries using simple mathematical language and quantity-related words.
- **EC SOQFP.MA.PK.6.3** - Show growth in understanding that number words and numerals represent quantities.
- **EC SOQFP.MA.PK.6.4** - Begin to use symbols to represent real objects and quantities.
- **EC SOQFP.MA.PK.6.5** - Make progress from matching and recognizing number symbols to reading and writing numerals.
- **EC SOQFP.MA.PK.6.6** - Recognize that information comes in many forms and can be organized and displayed in different ways.
- **EC SOQFP.MA.PK.6.7** - Begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number symbols.
- **EC SOQFP.MA.PK.6.8** - Begin to understand that simple concrete and representational graphs are ways of collecting, organizing, recording, and describing information.
- **EC SOQFP.MA.PK.7** - Children begin to develop an understanding of numbers and explore simple mathematical processes (operations) using concrete materials.
- **EC SOQFP.MA.PK.7.1** - Develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems.
- **EC SOQFP.MA.PK.7.2** - Match, build, compare, and label amounts of objects and events (e.g., birthdays in the week) in their daily lives.
- **EC SOQFP.MA.PK.7.3** - Make progress in moving beyond rote counting to an understanding of conceptual counting (one-to-one correspondence).

- **EC SOQFP.MA.PK.7.4** - Recognize and match number symbols for small amounts with the appropriate amounts.
- **EC SOQFP.MA.PK.7.5** - Show progress in linking number concepts, vocabulary, quantities and written numerals in meaningful ways.
- **EC SOQFP.MA.PK.7.6** - Use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life.
- **EC SOQFP.MA.PK.7.7** - Understand how numbers can be used to label various aspects of their lives (e.g., house number, phone number, ages of classmates).
- **EC SOQFP.MA.PK.7.8** - Develop an increasing ability to count in sequence up to ten and beyond.
- **EC SOQFP.MA.PK.7.9** - Begin to describe comparative relationships (e.g., more/less/same number of objects or quantities).
- **EC SOQFP.MA.PK.7.10** - Begin to develop the ability to solve problems involving joining, separating, combining, and comparing amounts when using small quantities of concrete materials.
- **EC SOQFP.MA.PK.8** - Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.
- **EC SOQFP.MA.PK.8.1** - Can make models, draw, name, and/or classify common shapes and verbally describe them in simple terms.
- **EC SOQFP.MA.PK.8.2** - Investigate and begin to predict the results of combining, subdividing, and changing shapes.
- **EC SOQFP.MA.PK.8.3** - Begin to recognize and appreciate geometric shapes in their environment.
- **EC SOQFP.MA.PK.8.4** - Begin to build an understanding of directionality, order, and positions of objects through the use of words (e.g., up, down, over, under, top, bottom, inside, outside, in front of, behind).
- **EC SOQFP.MA.PK.1\_1** - Children begin to develop processes and strategies for solving mathematical problems.
- **EC SOQFP.MA.PK.1.1\_1** - Try to solve problems in their daily lives using mathematics (e.g., how many napkins are needed).
- **EC SOQFP.MA.PK.1.2\_1** - Generate new problems from every day mathematical situations and use current knowledge and experience to solve them (e.g., distribute crackers).
- **EC SOQFP.MA.PK.1.3\_1** - Begin to develop and use various approaches to problem solving based upon their trial and error experiences.
- **EC SOQFP.MA.PK.1.4\_1** - Begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations.
- **EC SOQFP.MA.PK.1.5** - Begin to generate problems that involve predicting, collecting, and analyzing information and using simple estimation.
- **EC SOQFP.MA.PK.2\_1** - Children begin to use the language of mathematics by applying emerging skills in representing, discussing, reading, writing, and listening (e.g., by translating a problem or activity into a new form; a picture, diagram, model, symbol, or words).
- **EC SOQFP.MA.PK.2.1\_1** - Participate regularly in informal conversations about mathematical concepts and number relationships.

- **EC SOQFP.MA.PK.2.2\_1** - Begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number and other mathematical symbols.
- **EC SOQFP.MA.PK.2.3\_1** - Begin to use symbols to represent real objects and quantities.
- **EC SOQFP.MA.PK.2.4\_1** - Make progress from matching and recognizing number symbols to reading and writing numerals.
- **EC SOQFP.MA.PK.2.5\_1** - Talk about their own mathematical explorations and discoveries using simple mathematical language and quantity-related words.
- **EC SOQFP.MA.PK.2.6** - Begin to recognize that information comes in many forms and can be organized and displayed in different ways.
- **EC SOQFP.MA.PK.2.7** - Begin to describe comparative relationships (e.g., more/less/same number of objects or quantities).
- **EC SOQFP.MA.PK.3\_1** - Children begin to develop skills of recognizing, comparing and classifying objects, relationships, events and patterns in their environment and in everyday life.
  - **EC SOQFP.MA.PK.3.1\_1** - Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures.
  - **EC SOQFP.MA.PK.3.2\_1** - Identify patterns in their environment.
  - **EC SOQFP.MA.PK.3.3\_1** - Investigate patterns and describe relationships.
  - **EC SOQFP.MA.PK.3.4\_1** - Recognize patterns in various formats (e.g., things that can be seen, heard, felt).
- **EC SOQFP.MA.PK.4\_1** - Children extend their understanding of numbers and their relationship to one another and things in the environment.
  - **EC SOQFP.MA.PK.4.1\_1** - Develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems.
  - **EC SOQFP.MA.PK.4.2\_1** - Match, build, compare, and label amounts of objects and events (e.g., birthdays in the week) in their daily lives.
  - **EC SOQFP.MA.PK.4.3** - Make progress in moving beyond rote counting to an understanding of conceptual counting (e.g., one-to-one correspondence).
  - **EC SOQFP.MA.PK.4.4** - Recognize and match number symbols for small amounts with the appropriate amounts (e.g., subitizing).
  - **EC SOQFP.MA.PK.4.5** - Show progress in linking number concepts, vocabulary, quantities and written numerals in meaningful ways.
  - **EC SOQFP.MA.PK.4.6** - Show growth in understanding that number words and numerals represent quantities.
  - **EC SOQFP.MA.PK.4.7** - Use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life.
  - **EC SOQFP.MA.PK.4.8** - Understand how numbers can be used to label various aspects of their lives (e.g., house number, phone number, ages of classmates).
  - **EC SOQFP.MA.PK.4.9** - Develop an increasing ability to count in sequence up to ten and beyond, typically referred to as "counting on."

- **ECSOQFP.MA.PK.5\_1** - Algebraic Thinking. Children begin to develop skills of sorting and organizing information, seeing patterns, and using information to make predictions and solve new problems.
  - **ECSOQFP.MA.PK.5.1\_1** - Begin to develop the ability to solve problems involving joining, separating, combining, and comparing amounts when using small quantities of concrete materials.
  - **ECSOQFP.MA.PK.5.2\_1** - Can generate problems that involve predicting, collecting, and analyzing information.
  - **ECSOQFP.MA.PK.5.3\_1** - Use simple estimation to make better guesses.
  - **ECSOQFP.MA.PK.5.4\_1** - Identify likenesses and differences.
  - **ECSOQFP.MA.PK.5.5\_1** - Can place objects or events in order, according to a given criterion (e.g., color, shape, size, time).
  - **ECSOQFP.MA.PK.5.6\_1** - Recognize that the same group can be sorted and classified in more than one way and describe why they would group or sequence in a particular way.
  - **ECSOQFP.MA.PK.5.7\_1** - Begin to understand that simple concrete and representational graphs are ways of collecting, organizing, recording, and describing information.
- **ECSOQFP.MA.PK.6\_1** - Children explore and discover simple ways to measure.
  - **ECSOQFP.MA.PK.6.1\_1** - Show awareness that things in their environment can be measured.
  - **ECSOQFP.MA.PK.6.2\_1** - Begin to understand concepts of weight.
  - **ECSOQFP.MA.PK.6.3\_1** - Show an awareness of the concept of time, beginning with the recognition of time as a sequence of events and how time plays a role in their daily life (e.g., breakfast, snack, lunch, dinner).
  - **ECSOQFP.MA.PK.6.4\_1** - Show an awareness of temperature as it affects their daily lives.
  - **ECSOQFP.MA.PK.6.5\_1** - Use beginning skills of estimation in solving everyday measurement problems (e.g., about how many cookies are needed for a small group of children).
  - **ECSOQFP.MA.PK.6.6\_1** - Begin to use non-standard measures (e.g., length of hand) for length and area of objects.
  - **ECSOQFP.MA.PK.6.7\_1** - Begin to understand that tools (e.g., rulers, scales, counters) can be used to measure properties of objects and amounts.
- **ECSOQFP.MA.PK.7\_1** - Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.
  - **ECSOQFP.MA.PK.7.1\_1** - Can make models, draw, name, and/or classify common shapes and verbally describe them in simple terms.
  - **ECSOQFP.MA.PK.7.2\_1** - Investigate and begin to predict the results of combining, subdividing, and changing shapes.
  - **ECSOQFP.MA.PK.7.3\_1** - Begin to recognize and appreciate geometric shapes in their environment.
  - **ECSOQFP.MA.PK.7.4\_1** - Begin to build an understanding of directionality, order, and positions of objects through the use of words (e.g., up, down, over, under, top, bottom, inside, outside, in front of, behind). Identify patterns in their environment.
  - **ECSOQFP.MA.PK.7.5\_1** - Recognize, describe, copy, extend and create simple patterns with real objects and through pictures.

- **ECSOQFP.MA.PK.7.6\_1** - Investigate patterns and describe relationships.
- **ECSOQFP.MA.PK.7.7\_1** - Recognize patterns in various formats (e.g., things that can be seen, heard, felt).

### Early Learning in Science

- **ECSOQFP.SCI.PK.1** - Children develop positive attitudes and gain knowledge about science through observation and active play.
  - **ECSOQFP.SCI.PK.1.1** - Demonstrate curiosity about and interest in their natural environment that leads them to confidently engage in activities related to science.
  - **ECSOQFP.SCI.PK.1.2** - Ask questions related to their own interest and observations.
  - **ECSOQFP.SCI.PK.1.3** - Talk about their own predictions, explanations and generalizations based on past and current experiences.
  - **ECSOQFP.SCI.PK.1.4** - Expand their observational skills (e.g., extending the time they observe, being able to describe and confirm their observations by using a variety of resources).
  - **ECSOQFP.SCI.PK.1.5** - Begin to participate in simple investigations (e.g., asking questions manipulating materials; anticipating what might happen next; testing their observations to determine why things happen).
- **ECSOQFP.SCI.PK.2** - Children show a beginning awareness of scientific knowledge related to living and nonliving things.
  - **ECSOQFP.SCI.PK.2.1** - Demonstrate a growing ability to collect, talk about, and record information about living and non-living things (e.g., through discussions, drawings).
  - **ECSOQFP.SCI.PK.2.2** - Begin to categorize living and nonliving things in their environment based on characteristics they can observe (e.g., texture, color, size, shape, temperature, usefulness, weight).
  - **ECSOQFP.SCI.PK.2.3** - Use observation skills to build awareness of plants and animals, their life cycles (e.g., birth, aging, death) and basic needs (e.g., air, food, light, rest).
  - **ECSOQFP.SCI.PK.2.4** - Begin to describe relationships among familiar plants and animals (e.g., caterpillars eat leaves).
  - **ECSOQFP.SCI.PK.2.5** - Begin to describe the places in which familiar plants and animals in their neighborhood live (e.g., city, drainage ponds, parks, fields, forests).
  - **ECSOQFP.SCI.PK.2.6** - Demonstrate greater knowledge and respect for their bodies (e.g., describe visible parts of the human body and their functions).
  - **ECSOQFP.SCI.PK.2.7** - Observe and can describe and compare the motions of common objects in terms of speed and direction (e.g., faster, slowest, up, down).
  - **ECSOQFP.SCI.PK.2.8** - Understand the way simple tools work through their play with common toys (e.g., wheels, pulleys, gears, screws).
- **ECSOQFP.SCI.PK.3** - Children show a beginning awareness of scientific knowledge related to the earth.
  - **ECSOQFP.SCI.PK.3.1** - Can talk about observable characteristics of different seasons.
  - **ECSOQFP.SCI.PK.3.2** - Can talk about the observable properties of earth materials (sand, rocks, soil, water) and living organisms.

- **EC SOQFP.SCI.PK.3.3** - Can talk about major features of the earth's surface (streams, hills, beaches) when found in the children's neighborhood and neighborhoods that they visit.
- **EC SOQFP.SCI.PK.3.4** - Begin to describe weather and its changing conditions (e.g., wind, rain, snow, clouds).
- **EC SOQFP.SCI.PK.3.5** - Talk about ways to be safe during bad weather.
- **EC SOQFP.SCI.PK.1\_1** - Children develop positive attitudes and gain knowledge about science through observation and active play.
- **EC SOQFP.SCI.PK.1.1\_1** - Demonstrate curiosity about and interest in their natural environment that leads them to confidently engage in activities related to science.
- **EC SOQFP.SCI.PK.1.2\_1** - Ask questions related to their own interest and observations.
- **EC SOQFP.SCI.PK.1.3\_1** - Talk about their own predictions, explanations and generalizations based on past and current experiences.
- **EC SOQFP.SCI.PK.1.4\_1** - Expand their observational skills (e.g., extending the time they observe, being able to describe and confirm their observations by using a variety of resources).
- **EC SOQFP.SCI.PK.1.5\_1** - Begin to participate in simple investigations (e.g., asking questions manipulating materials; anticipating what might happen next; testing their observations to determine why things happen).
- **EC SOQFP.SCI.PK.2\_1** - Children show a beginning awareness of scientific knowledge related to living and non-living things.
- **EC SOQFP.SCI.PK.2.1\_1** - Demonstrate a growing ability to collect, talk about, and record information about living and non-living things (e.g., through discussions, drawings).
- **EC SOQFP.SCI.PK.2.2\_1** - Begin to categorize living and non-living things in their environment based on characteristics they can observe (e.g., texture, color, size, shape, temperature, usefulness, weight).
- **EC SOQFP.SCI.PK.2.3\_1** - Use observation skills to build awareness of plants and animals, their life cycles (e.g., birth, aging, death) and basic needs (e.g., air, food, light, rest).
- **EC SOQFP.SCI.PK.2.4\_1** - Begin to describe relationships among familiar plants and animals (e.g., caterpillars eat leaves).
- **EC SOQFP.SCI.PK.2.5\_1** - Begin to describe the places in which familiar plants and animals in their neighborhood live (e.g., city, drainage ponds, parks, fields, forests).
- **EC SOQFP.SCI.PK.2.6\_1** - Demonstrate greater knowledge and respect for their bodies (e.g., describe visible parts of the human body and their functions).
- **EC SOQFP.SCI.PK.2.7\_1** - Observe, describe, and compare the motions of common objects in terms of speed and direction (e.g., faster, slowest, up, down).
- **EC SOQFP.SCI.PK.3\_1** - Children show a beginning awareness of scientific knowledge related to the earth.
- **EC SOQFP.SCI.PK.3.1\_1** - Can talk about observable characteristics of different seasons.
- **EC SOQFP.SCI.PK.3.2\_1** - Can talk about the observable properties of earth materials (sand, rocks, soil, water) and living organisms.
- **EC SOQFP.SCI.PK.3.3\_1** - Can talk about major features of the earth's surface (streams, hills, beaches) when found in the children's neighborhood and neighborhoods that they visit.
- **EC SOQFP.SCI.PK.3.4\_1** - Begin to describe weather and its changing conditions (e.g., wind, rain, snow, clouds).

- **ECSOQFP.SCI.PK.3.5\_1** - Talk about ways to be safe during bad weather and in outdoor explorations.

### Early Learning in Social Studies

- **ECSOQFP.SOC.PK.1\_1** - Children begin to understand and interpret their relationship and place within their own environment.
  - **ECSOQFP.SOC.PK.1.1\_1** - Explore the environment, experiment and play with natural materials, explore the texture, sound and smells of nature.
  - **ECSOQFP.SOC.PK.1.2\_1** - Extend information gained from books and stories or projects to learning in the outdoor setting in which they live and play.
  - **ECSOQFP.SOC.PK.1.3\_1** - Develop a sense of connectedness through the exploration of the natural environment and materials, caring for animals or plants.
  - **ECSOQFP.SOC.PK.1.4** - Engage in conversations that reflect experiences in and observations of the environment.
  - **ECSOQFP.SOC.PK.1.5** - Demonstrate a developing sense of respect for nature and its components.
  - **ECSOQFP.SOC.PK.1.6** - Use and understand words for location and direction.
- **ECSOQFP.SOC.PK.2\_1** - Children begin to recognize that many different influences shape people's thinking and behavior.
  - **ECSOQFP.SOC.PK.2.1\_1** - Can talk about personal information (e.g., name; family members; and, by four, knowledge of personal traits, address, telephone number).
  - **ECSOQFP.SOC.PK.2.2\_1** - Begin to recognize themselves as unique individuals and become aware of the uniqueness of others.
  - **ECSOQFP.SOC.PK.2.3\_1** - Show an understanding of family and how families are alike and different.
  - **ECSOQFP.SOC.PK.2.4\_1** - Talk about ways members of a family can work together to help one another.
  - **ECSOQFP.SOC.PK.2.5\_1** - Begin to recognize that people celebrate events in a variety of ways.
  - **ECSOQFP.SOC.PK.2.6\_1** - Grow in understanding of and respect for differences among cultural groups, as well as their contributions to society.
  - **ECSOQFP.SOC.PK.2.7\_1** - Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.
  - **ECSOQFP.SOC.PK.2.8** - Participate in creating their own classroom celebrations.
- **ECSOQFP.SOC.PK.3\_1** - Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.
  - **ECSOQFP.SOC.PK.3.1\_1** - Use words to describe time (e.g., yesterday, today, tomorrow).
  - **ECSOQFP.SOC.PK.3.2\_1** - Can talk about recent and past events.
  - **ECSOQFP.SOC.PK.3.3** - Show interest in nature and asks questions about what is seen and what has changed (e.g., temperature, trees, sunlight) over time.
  - **ECSOQFP.SOC.PK.3.4** - Gather information and learns new concepts through experimentation and discovery, making connections what they already know.
  - **ECSOQFP.SOC.PK.3.5** - Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms, and communities.

- **ECSOQFP.SOC.PK.3.6** - Contribute to their community (classroom, school, neighborhood) as age appropriate.
- **ECSOQFP.SOC.PK.4\_1** - Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.
- **ECSOQFP.SOC.PK.4.1\_1** - Grow in their understanding of the need for rules and boundaries in their learning and social environment.
- **ECSOQFP.SOC.PK.4.2\_1** - Begin to understand consequences of following and breaking (disobeying) rules.
- **ECSOQFP.SOC.PK.4.3\_1** - Can identify people (e.g., parents, teachers, bus drivers, lunchroom helpers) who have authority in their home and early learning programs (e.g., who helps them make rules, who tell them when they are breaking a rule, who helps enforce rules).
- **ECSOQFP.SOC.PK.4.4** - Show increasing respect for the rights of others.
- **ECSOQFP.SOC.PK.5\_1** - Children increase their understanding about how basic economic concepts relate to their lives.
- **ECSOQFP.SOC.PK.5.1\_1** - Can talk about some of the workers and services in their community.
- **ECSOQFP.SOC.PK.5.2\_1** - Can talk about some of the ways people earn a living.
- **ECSOQFP.SOC.PK.5.3\_1** - Begin to understand that people pay for things with a representation of money (e.g., currency, checks, debit cards, credit cards).
- **ECSOQFP.SOC.PK.5.4\_1** - Make simple choices about how to spend money.
- **ECSOQFP.SOC.PK.6\_1** - Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.
- **ECSOQFP.SOC.PK.6.1\_1** - Begin to identify what families need to thrive (e.g., food, shelter, clothing, love).
- **ECSOQFP.SOC.PK.6.2\_1** - Can participate in improving their environment (e.g., pick up litter, recycle, plant trees and flowers, conserve lights, water and paper).
- **ECSOQFP.SOC.PK.6.3** - Engages in activities that promote a sense of contribution.
- **ECSOQFP.SOC.PK.6.4** - Responds and recognizes naturally occurring events that reinforce the ideas of change and the connections to care giving of living things.

### Early Learning in Using Technology

- **ECSOQFP.TEC.PK.1** - Children explore and use various types of technology tools.
- **ECSOQFP.TEC.PK.1.1** - Can describe and creatively use a variety of technological tools independently or with peer or adult help.
- **ECSOQFP.TEC.PK.1.2** - Understand that technology tools can be used throughout the day.
- **ECSOQFP.TEC.PK.1.3** - Follow simple directions to use computers and other technology tools.
- **ECSOQFP.TEC.PK.2** - Children can name various components of computer systems and use various input devices.
- **ECSOQFP.TEC.PK.2.1** - Can name components (e.g., screen, printer, mouse, disks, CD, keyboard).
- **ECSOQFP.TEC.PK.2.2** - Use adaptive devices to operate a software program as necessary.
- **ECSOQFP.TEC.PK.3** - Children work cooperatively with others while using technology tools.
- **ECSOQFP.TEC.PK.3.1** - Talk, ask questions, solve problems, and share ideas with peers and adults, when using computers and other technology tools.

- **ECSOQFP.TEC.PK.3.2** - Work cooperatively when other children are present at the computer.
- **ECSOQFP.TEC.PK.3.3** - Begin to state and follow rules for using the computer.
- **ECSOQFP.TEC.PK.4** - Children demonstrate responsible handling of technology equipment.
- **ECSOQFP.TEC.PK.4.1** - Can keep foreign materials (e.g., play dough, water, paint, crayons, chalk, and small toys) away from equipment surfaces and openings.
- **ECSOQFP.TEC.PK.4.2** - Can learn to handle equipment gently and avoid dropping items.
- **ECSOQFP.TEC.PK.4.3** - Can learn to avoid turning computers off during operation.

## Intellectual Development

- **ECSOQFP.AAAA.PK.1** - Children explore with increasing understanding the physical characteristics and relationships of objects and happenings in their environment.
  - **ECSOQFP.AAAA.PK.1.1** - Explore and identify the characteristics of objects, including their similarities and differences.
  - **ECSOQFP.AAAA.PK.1.2** - Progress from categorizing objects and events using one attribute to categorize the same set of objects or events in multiple ways.
  - **ECSOQFP.AAAA.PK.1.3** - Can provide reasons for grouping objects in particular ways.
  - **ECSOQFP.AAAA.PK.1.4** - Can classify objects and events by identifying sets of large groups (e.g., all horses and all dogs are animals, all houses are buildings).
  - **ECSOQFP.AAAA.PK.1.5** - Can progress from sequencing objects and events by using one attribute to sequencing the same set of objects or events in multiple ways, providing reasons for sequencing in particular ways.
- **ECSOQFP.AAAA.PK.2** - Children represent what they understand about the world through actions, objects, and words.
  - **ECSOQFP.AAAA.PK.2.1** - Recognize symbols in the environment (e.g., traffic signals, signs).
  - **ECSOQFP.AAAA.PK.2.2** - Use symbols to represent their thoughts and ideas through play and expressive language.
- **ECSOQFP.AAAA.PK.3** - Children gain, organize, and use information in increasingly complex way.
  - **ECSOQFP.AAAA.PK.3.1** - Gather information and learn new concepts through experimentation and discovery, making connections to what they already know.
  - **ECSOQFP.AAAA.PK.3.2** - Share through words or actions the acquisition of increasingly complex concepts.
- **ECSOQFP.AAAA.PK.4** - Children move from solving problems through trial and error to beginning to use varied strategies, resources, and techniques to test out possibilities and find solutions.
  - **ECSOQFP.AAAA.PK.4.1** - Demonstrate problem-solving skills in their hands-on activities.
  - **ECSOQFP.AAAA.PK.4.2** - Increase their ability to observe attentively.
  - **ECSOQFP.AAAA.PK.4.3** - Increase their ability to ask questions appropriate to the circumstance.
  - **ECSOQFP.AAAA.PK.4.4** - Increase their ability to predict outcomes by checking out and evaluating their predictions.
  - **ECSOQFP.AAAA.PK.4.5** - Try a variety of ways of solving problems.
  - **ECSOQFP.AAAA.PK.4.6** - Demonstrate enjoyment in solving their own problems.

## Language and Early Literacy

- **EC SOQFP.LA.PK.1** - Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.
  - **EC SOQFP.LA.PK.1.1.A** - Retell a few important events and ideas they have heard from written materials; e.g., in stories and in books about things and events.
  - **EC SOQFP.LA.PK.1.2.A** - Enlarge their vocabularies with words from conversation, instructional materials and activities with peers and adults.
  - **EC SOQFP.LA.PK.1.3.A** - Use different strategies for understanding written materials; e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions.
  - **EC SOQFP.LA.PK.1.4.A** - Demonstrate reading-like behaviors with familiar written materials; i.e., moving from labeling pictures to creating connected stories using book language (e.g., "Once upon a time . . ."); using patterns and vocabulary that occur in printed material to making use of printed text; e.g., trying out what one is learning about words and sounds.
  - **EC SOQFP.LA.PK.1.5.A** - Talk about preferences for favorite authors, kinds of books, and topics and question the content and author's choices (critical literacy).
  - **EC SOQFP.LA.PK.1.1.B** - Show progress in identifying and associating letters with their names and sounds.
  - **EC SOQFP.LA.PK.1.2.B** - Recognize a few personally meaningful words including their own name, "mom," "dad," signs, and other print in their environment.
  - **EC SOQFP.LA.PK.1.3.B** - Participate in play activities with sounds; e.g., rhyming games, finger plays.
  - **EC SOQFP.LA.PK.1.1.C** - Understand that ideas can be written and then read by others.
  - **EC SOQFP.LA.PK.1.2.C** - Understand print and book handling concepts including directionality, title, etc.
  - **EC SOQFP.LA.PK.1.3.C** - Understand that people read for many purposes; e.g., enjoyment, information, to understand directions.
  - **EC SOQFP.LA.PK.1.4.C** - Understand that printed materials have various forms and functions; e.g., signs, labels, notes, letters, types.
  - **EC SOQFP.LA.PK.1.5.C** - Develop an understanding of the roles of authors and illustrators.
- **EC SOQFP.LA.PK.2** - Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.
  - **EC SOQFP.LA.PK.2.1** - Begin to understand that their ideas can be written and then read by themselves or others.
  - **EC SOQFP.LA.PK.2.2** - Use a variety of forms of early writing (e.g., scribbling, drawing, use of letter strings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling.
  - **EC SOQFP.LA.PK.2.3** - Begin to develop an understanding of purposes for writing; e.g., lists, directions, stories, invitations, labels.
  - **EC SOQFP.LA.PK.2.4** - Represent their own or imaginary experiences through writing (with/without illustrations).
  - **EC SOQFP.LA.PK.2.5** - Begin to write familiar words such as their own name.

- **EC SOQFP.LA.PK.2.6** - Attempt to read or pretend to read what they have written to friends, family members, and others.
- **EC SOQFP.LA.PK.2.7** - Show beginnings of a sense of the need to look over and modify their writings and drawings; e.g., adding to picture or writing.
- **EC SOQFP.LA.PK.2.8** - Develop greater control over the physical skills needed to write letters and numbers.
- **EC SOQFP.LA.PK.3** - Children develop abilities to express themselves clearly and communicate ideas to others.
- **EC SOQFP.LA.PK.3.1** - Use spoken language for a variety of purposes; e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others.
- **EC SOQFP.LA.PK.3.2** - Show increasing comfort and confidence when speaking to adults and peers.
- **EC SOQFP.LA.PK.3.3** - Experiment and play with sounds; e.g., rhyming, alliteration, playing with sounds, and other aspects of phonological awareness.
- **EC SOQFP.LA.PK.3.4** - Continue to develop vocabulary by using words learned from stories and other sources in conversations.
- **EC SOQFP.LA.PK.3.5** - Speak in increasingly more complex combinations of words and in sentences.
- **EC SOQFP.LA.PK.3.6** - Understand the roles of the participants in conversation; e.g., taking turns in conversation and relating their own comments to what is being talked about; asking relevant questions.
- **EC SOQFP.LA.PK.3.7** - Take part in different kinds of roles as a speaker; e.g., part of a group discussion, role-playing, fantasy play, storytelling and retelling.
- **EC SOQFP.LA.PK.3.8** - Use nonverbal expressions and gestures to match and reinforce spoken expression.
- **EC SOQFP.LA.PK.3.9** - Show progress in speaking both their home language and English (if non-English-speaking children).
- **EC SOQFP.LA.PK.3.10** - If appropriate, show progress in learning alternative communication strategies such as sign language.
- **EC SOQFP.LA.PK.4** - Children grow in their capacity to use effective listening skills and understand what is said to them.
- **EC SOQFP.LA.PK.4.1** - Gain information from listening; e.g., to conversations, stories, songs, poems.
- **EC SOQFP.LA.PK.4.2** - Show progress in listening to and following spoken directions.
- **EC SOQFP.LA.PK.4.3** - Show progress in listening attentively, avoiding interrupting others.
- **EC SOQFP.LA.PK.4.4** - Respond with understanding to speech directed at them.
- **EC SOQFP.LA.PK.4.5** - Understand the concept and role of an audience; e.g., being part of an audience, being quiet, being considerate, looking at the speaker.
- **EC SOQFP.LA.PK.4.6** - Understand and respond appropriately to non-verbal expressions and gestures.
- **EC SOQFP.LA.PK.4.7** - Show progress in listening to and understanding both their home language and English (if non-English-speaking children).
- **EC SOQFP.LA.PK.5** - Children begin to develop strategies that assist them in viewing a variety of multimedia materials effectively and critically.

- **EC SOQFP.LA.PK.5.1** - View multimedia materials for a variety of purposes; e.g., to gain information, for pleasure, to add to their understanding of written materials.
- **EC SOQFP.LA.PK.5.2** - Use different strategies for understanding multimedia; e.g., making predictions using what they already know, using the structure of the media, linking themselves and their experiences to the content of the media, asking relevant questions.
- **EC SOQFP.LA.PK.5.3** - Begin to compare information across sources, question the content and producer's choices, and discriminate between fantasy and reality (critical viewing).
- **EC SOQFP.LA.PK.6** - Children develop positive attitudes about themselves as literate beings--as readers, writers, speakers, viewers, and listeners.
- **EC SOQFP.LA.PK.6.1** - Choose to read, write, listen, speak, and view for enjoyment and information, and to expand their curiosity.
- **EC SOQFP.LA.PK.7** - Children begin to understand that communication is diverse and that people communicate in a variety of ways.
- **EC SOQFP.LA.PK.7.1** - Understand that some people communicate in different languages and other forms of English.
- **EC SOQFP.LA.PK.7.2** - Become aware of the value of the language used in their homes.
- **EC SOQFP.LA.PK.7.3** - Become aware of alternate forms of communication; e.g., Braille, sign language, lip reading.
- **EC SOQFP.LA.PK.7.4** - Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication.

### Language and Early Literacy Development

- **EC SOQFP.LA.PK.1\_1** - Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.
- **EC SOQFP.LA.PK.1.A** - Retell a few important events and ideas they have heard from written materials (e.g., in stories and in books about things and events).
  - **EC SOQFP.LA.PK.1.A.1** - Enlarge their vocabularies both with words from conversation and instructional materials and activities.
  - **EC SOQFP.LA.PK.1.A.2** - Use different strategies for understanding written materials (e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions).
  - **EC SOQFP.LA.PK.1.A.3** - Demonstrate reading-like behaviors with familiar written materials [i.e., moving from labeling pictures to creating connected stories using book language (e.g., "Once upon a time..."); using patterns and vocabulary that occur in printed material to making use of printed text (e.g., trying out what one is learning about words and sounds)].
  - **EC SOQFP.LA.PK.1.A.4** - Talk about preferences for favorite authors, kinds of books, and topics and question the content and author's choices (critical literacy).
- **EC SOQFP.LA.PK.1.B** - In print and alphabetic knowledge:
  - **EC SOQFP.LA.PK.1.B.1** - Show progress in identifying and associating letters with their names and sounds.

- **EC SOQFP.LA.PK.1.B.2** - Recognize a few personally meaningful words including their own name, "mom," "dad," signs, and other print in their environment.
- **EC SOQFP.LA.PK.1.B.3** - Participate in play activities with sounds (e.g., rhyming games, finger plays).
- **EC SOQFP.LA.PK.1.C** - In concepts about reading:
  - **EC SOQFP.LA.PK.1.C.1** - Understand that ideas can be written and then read by others.
  - **EC SOQFP.LA.PK.1.C.2** - Understand print and book handling concepts including directionality, title, etc.
  - **EC SOQFP.LA.PK.1.C.3** - Understand that people read for many purposes (e.g., enjoyment, information, to understand directions).
  - **EC SOQFP.LA.PK.1.C.4** - Understand that printed materials have various forms and functions (e.g., signs, labels, notes, letters, types).
  - **EC SOQFP.LA.PK.1.C.5** - Develop an understanding of the roles of authors and illustrators.
- **EC SOQFP.LA.PK.2\_1** - Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.
  - **EC SOQFP.LA.PK.2.1\_1** - Begin to understand that their ideas can be written and then read by themselves or others.
  - **EC SOQFP.LA.PK.2.2\_1** - Use a variety of forms of early writing (e.g., scribbling, drawing, use of letter strings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling.
  - **EC SOQFP.LA.PK.2.3\_1** - Begin to develop an understanding of purposes for writing (e.g., lists, directions, stories, invitations, labels).
  - **EC SOQFP.LA.PK.2.4\_1** - Represent their own or imaginary experiences through writing (with/without illustrations).
  - **EC SOQFP.LA.PK.2.5\_1** - Begin to write familiar words such as their own name.
  - **EC SOQFP.LA.PK.2.6\_1** - Attempt to read or pretend to read what they have written to friends, family members, and others.
  - **EC SOQFP.LA.PK.2.7\_1** - Show beginnings of a sense of the need to look over and modify their writings and drawings (e.g., adding to picture or writing).
  - **EC SOQFP.LA.PK.2.8\_1** - Develop greater control over the physical skills needed to write letters and numbers.
- **EC SOQFP.LA.PK.3\_1** - Children develop abilities to express themselves clearly and communicate ideas to others.
  - **EC SOQFP.LA.PK.3.1\_1** - Use spoken language for a variety of purposes (e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others).
  - **EC SOQFP.LA.PK.3.2\_1** - Show increasing comfort and confidence when speaking.
  - **EC SOQFP.LA.PK.3.3\_1** - Experiment and play with sounds (e.g., rhyming, alliteration, playing with sounds, and other aspects of phonological awareness).
  - **EC SOQFP.LA.PK.3.4\_1** - Continue to develop vocabulary by using words learned from stories and other sources in conversations.
  - **EC SOQFP.LA.PK.3.5\_1** - Speak in increasingly more complex combinations of words and in sentences.

- **ECSOQFP.LA.PK.3.6\_1** - Understand the roles of the participants in conversation (e.g., taking turns in conversation and relating their own comments to what is being talked about; asking relevant questions).
- **ECSOQFP.LA.PK.3.7\_1** - Take part in different kinds of roles as a speaker (e.g., part of a group discussion, role playing, fantasy play, storytelling and retelling).
- **ECSOQFP.LA.PK.3.8\_1** - Use nonverbal expressions and gestures to match and reinforce spoken expression.
- **ECSOQFP.LA.PK.3.9\_1** - Show progress in speaking both their home language and English (if non-English-speaking children).
- **ECSOQFP.LA.PK.3.10\_1** - If appropriate, show progress in learning alternative communication strategies such as sign language.
- **ECSOQFP.LA.PK.4\_1** - Children grow in their capacity to use effective listening skills and understand what is said to them.
  - **ECSOQFP.LA.PK.4.1\_1** - Gain information from listening (e.g., to conversations, stories, songs, poems).
  - **ECSOQFP.LA.PK.4.2\_1** - Show progress in listening to and following spoken directions.
  - **ECSOQFP.LA.PK.4.3\_1** - Show progress in listening attentively, avoiding interrupting others, learning to be respectful.
  - **ECSOQFP.LA.PK.4.4\_1** - Respond with understanding to speech directed at them.
  - **ECSOQFP.LA.PK.4.5\_1** - Understand the concept and role of an audience (e.g., being part of an audience, being quiet, being considerate, looking at the speaker).
  - **ECSOQFP.LA.PK.4.6\_1** - Understand and respond appropriately to non-verbal expressions and gestures.
  - **ECSOQFP.LA.PK.4.7\_1** - Show progress in listening to and understanding both their home language and English (if non-English-speaking children).
- **ECSOQFP.LA.PK.5\_1** - Children begin to develop strategies that assist them in viewing a variety of images and multimedia materials effectively and critically.
  - **ECSOQFP.LA.PK.5.1\_1** - View images and other media materials for a variety of purposes (e.g., to gain information, for pleasure, to add to their understanding of written materials, for visual cues or creative purposes).
  - **ECSOQFP.LA.PK.5.2\_1** - Use different strategies for understanding various media (e.g., making predictions using what they already know, using the structure of the image or media, linking themselves and their experiences to the content, asking relevant questions).
  - **ECSOQFP.LA.PK.5.3\_1** - Begin to compare information across sources and discriminate between fantasy and reality.
- **ECSOQFP.LA.PK.6\_1** - Children develop positive attitudes about themselves as literate beings--as readers, writers, speakers, viewers, and listeners.
  - **ECSOQFP.LA.PK.6.1\_1** - Choose to read, write, listen, speak, and view for enjoyment and information, and to expand their curiosity.
  - **ECSOQFP.LA.PK.6.2** - Demonstrate emotion from literacy experiences (e.g. laughter, concern, curiosity).
  - **ECSOQFP.LA.PK.6.3** - Make connections with situations or events, people or stories.
  - **ECSOQFP.LA.PK.6.4** - Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.

- **EC SOQFP.LA.PK.6.5** - Show growth in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.
- **EC SOQFP.LA.PK.7.1** - Children begin to understand that communication is diverse and that people communicate in a variety of ways.
  - **EC SOQFP.LA.PK.7.1.1** - Understand that some people communicate in different languages and other forms of English.
  - **EC SOQFP.LA.PK.7.2.1** - Become aware of the value of the language used in their homes.
  - **EC SOQFP.LA.PK.7.3.1** - Become aware of alternate and various forms of communication (e.g., Braille, sign language, lip reading, digital communication tablets).
  - **EC SOQFP.LA.PK.7.4.1** - Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication.

### Physical Development and Health

- **EC SOQFP.HE.PK.1** - Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.
  - **EC SOQFP.HE.PK.1.1** - Begin to recognize and learn the names of body parts and their locations.
  - **EC SOQFP.HE.PK.1.2** - Begin to understand spatial awareness for themselves, others, and their environment.
  - **EC SOQFP.HE.PK.1.3** - Participate actively and on a regular basis, in games, outdoor play, and other forms of exercise that enhance physical fitness.
- **EC SOQFP.HE.PK.2** - Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in both structured and unstructured settings.
  - **EC SOQFP.HE.PK.2.1** - Begin or continue to develop traveling movements such as walking, climbing, running, jumping, hopping, skipping, marching, and galloping.
  - **EC SOQFP.HE.PK.2.2** - Show their ability to use different body parts in a rhythmic pattern.
  - **EC SOQFP.HE.PK.2.3** - Show increasing abilities to coordinate movements (e.g., throwing, catching, kicking, bouncing balls, using the slide and swing) in order to build strength, flexibility, balance, and stamina.
- **EC SOQFP.HE.PK.3** - Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.
  - **EC SOQFP.HE.PK.3.1** - Develop and refine motor control and coordination, eye-hand coordination, finger/thumb and whole-hand strength coordination and endurance using a variety of age-appropriate tools (e.g., scissors, pencils, markers, crayons, blocks, putting together puzzles, using a variety of technology).
  - **EC SOQFP.HE.PK.3.2** - Use fine motor skills they are learning in daily activities (e.g., dressing themselves).
- **EC SOQFP.HE.PK.4** - Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.
  - **EC SOQFP.HE.PK.4.1** - Learn to cooperate with others through games and other activities and actions that show a growing knowledge of the rights of others.
  - **EC SOQFP.HE.PK.4.2** - Take pride in their own abilities and increase self-motivation.

- **EC SOQFP.HE.PK.4.3** - Begin to develop an appreciation and respect for the varying physical abilities and capabilities of others.
- **EC SOQFP.HE.PK.5** - Children begin to have knowledge about and make age-appropriate healthy choices in daily life.
- **EC SOQFP.HE.PK.5.1** - Show growing independence in keeping themselves clean, personal care when eating, dressing, washing hands, brushing teeth, use of tissues for nose-blowing (and their disposal), and toileting.
- **EC SOQFP.HE.PK.5.2** - Grow in understanding of the importance of good health and its relationship to physical activity.
- **EC SOQFP.HE.PK.5.3** - Talk about ways to prevent spreading germs and diseases to other people.
- **EC SOQFP.HE.PK.5.4** - Develop an understanding of basic oral hygiene.
- **EC SOQFP.HE.PK.5.5** - Begin to be able to recognize activities that contribute to the spread of communicable diseases (e.g., sharing of cups, eating utensils, hats, clothing, foods).
- **EC SOQFP.HE.PK.5.6** - Can begin to recognize some symptoms of disease or health issues (e.g., a sore throat is not a “sore neck”) and common instruments used in diagnosing disease (e.g., thermometer, x-ray machines).
- **EC SOQFP.HE.PK.5.7** - Begin to become aware of activities, substances, and situations that may pose potential hazards to health [e.g., smoking, poisonous materials, edible, non-edible items (e.g., plants/berries), medications (appropriate use of)].
- **EC SOQFP.HE.PK.6** - Children recognize that they have a role in preventing accidents or potential emergencies.
- **EC SOQFP.HE.PK.6.1** - Begin to learn appropriate safety procedures (e.g., in the home, at school, as a pedestrian, outdoors, on the playground, with vehicles, with bicycles, around bodies of water).
- **EC SOQFP.HE.PK.6.2** - Identify persons to whom they can turn for help in an emergency situation.
- **EC SOQFP.HE.PK.6.3** - Begin to know important facts about themselves (e.g., address, phone number, parent’s name).
- **EC SOQFP.HE.PK.6.4** - Become aware of issues relative to personal safety (e.g., inappropriate touching, good and bad secrets, learning how to say ‘No’ to inappropriate touching by any other person, recognizing when to tell an adult about an uncomfortable situation).
- **EC SOQFP.HE.PK.6.5** - Begin to learn the correct procedure for self-protection in emergency situations (e.g., tornados, fire, storms, gun fire, chemical spills, avoidance of other’s blood and vomit).
- **EC SOQFP.HE.PK.7** - Children become aware of and begin to develop nutritional habits that contribute to good health.
- **EC SOQFP.HE.PK.7.1** - Grow in their understanding of the importance of eating nutritious meals and snacks at regular intervals.
- **EC SOQFP.HE.PK.7.2** - Begin to listen to body signals of hunger and fullness, learn to choose how much to eat at meals and snacks, and are able to convey their needs for food to adults.
- **EC SOQFP.HE.PK.7.3** - Use age/developmentally-appropriate eating utensils safely and correctly.
- **EC SOQFP.HE.PK.7.4** - Become aware of foods that cause allergic reactions for some children and/or other dietary needs or restrictions.

## Social and Emotional Development

- **ECSOQFP.SDEV.PK.1** - Children develop and exhibit a healthy sense of self.
  - **ECSOQFP.SDEV.PK.1.1** - Develop greater self awareness.
  - **ECSOQFP.SDEV.PK.1.2** - Continue to develop personal preferences.
  - **ECSOQFP.SDEV.PK.1.3** - Demonstrate growing confidence in expressing their feelings, needs and opinions.
  - **ECSOQFP.SDEV.PK.1.4** - Become increasingly more independent.
  - **ECSOQFP.SDEV.PK.1.5** - Recognize and have positive feelings about their own gender, family, race, culture and language.
  - **ECSOQFP.SDEV.PK.1.6** - Identify a variety of feelings and moods (in themselves and others).
- **ECSOQFP.SDEV.PK.2** - Children show increasing ability to regulate how they express their emotions.
  - **ECSOQFP.SDEV.PK.2.1** - Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.
  - **ECSOQFP.SDEV.PK.2.2** - Grow in their ability to follow simple, clear, and consistent directions and rules.
  - **ECSOQFP.SDEV.PK.2.3** - Use materials purposefully, safely, and respectfully more and more of the time.
  - **ECSOQFP.SDEV.PK.2.4** - Begin to know when and how to seek help from an adult or peer.
  - **ECSOQFP.SDEV.PK.2.5** - Manage transitions and follow routines most of the time.
  - **ECSOQFP.SDEV.PK.2.6** - Can adapt to different environments.
- **ECSOQFP.SDEV.PK.3** - Children develop healthy relationships with other children and adults.
  - **ECSOQFP.SDEV.PK.3.1** - Increase their ability to initiate and sustain age-appropriate interactions with peers and adults.
  - **ECSOQFP.SDEV.PK.3.2** - Begin to develop and practice the use of problem-solving and conflict resolution skills.
  - **ECSOQFP.SDEV.PK.3.3** - Recognize similarities and differences in people (gender, family, race, culture, language).
  - **ECSOQFP.SDEV.PK.3.4** - Increase their capacity to take another's perspective.
  - **ECSOQFP.SDEV.PK.3.5** - Show increasing respect for the rights of others.
  - **ECSOQFP.SDEV.PK.3.6** - Show progress in developing and keeping friendships.
  - **ECSOQFP.SDEV.PK.3.7** - Participate successfully as a group member.
  - **ECSOQFP.SDEV.PK.3.8** - Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community.

### Social, Emotional and Physical Health and Development

- **ECSOQFP.SDEV.PK\_1** - Social and Emotional Development and Health
  - **ECSOQFP.SDEV.PK.1\_1** - Children develop and exhibit a healthy sense of self.
    - **ECSOQFP.SDEV.PK.1.1\_1** - Show an emerging sense of self-awareness.
    - **ECSOQFP.SDEV.PK.1.2\_1** - Continue to develop personal preferences.
    - **ECSOQFP.SDEV.PK.1.3\_1** - Demonstrate growing confidence in expressing their feelings, needs and opinions.
    - **ECSOQFP.SDEV.PK.1.4\_1** - Become increasingly more independent.

- **EC SOQFP.SDEV.PK.1.5\_1** - Recognize and have positive feelings about their own gender, family, race, culture and language.
- **EC SOQFP.SDEV.PK.1.6\_1** - Identify a variety of feelings and moods (in themselves and others).
- **EC SOQFP.SDEV.PK.2\_1** - Children show increasing ability to regulate how they express their emotions.
- **EC SOQFP.SDEV.PK.2.1\_1** - Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.
- **EC SOQFP.SDEV.PK.2.2\_1** - Grow in their ability to follow simple, clear, and consistent directions and rules.
- **EC SOQFP.SDEV.PK.2.3\_1** - Use materials purposefully, safely, and respectfully more and more of the time.
- **EC SOQFP.SDEV.PK.2.4\_1** - Begin to know when and how to seek help from an adult or peer.
- **EC SOQFP.SDEV.PK.2.5\_1** - Manage transitions and follow routines most of the time.
- **EC SOQFP.SDEV.PK.2.6\_1** - Can adapt to different environments.
- **EC SOQFP.SDEV.PK.3\_1** - Children develop healthy relationships with other children and adults.
- **EC SOQFP.SDEV.PK.3.1\_1** - Increase their ability to initiate and sustain age-appropriate interactions with peers and adults.
- **EC SOQFP.SDEV.PK.3.2\_1** - Begin to develop and practice the use of problem-solving and conflict resolution skills.
- **EC SOQFP.SDEV.PK.3.3\_1** - Recognize similarities and differences in people (gender, family, race, culture, language).
- **EC SOQFP.SDEV.PK.3.4\_1** - Increase their capacity to take another's perspective.
- **EC SOQFP.SDEV.PK.3.5\_1** - Show increasing respect for the rights of others.
- **EC SOQFP.SDEV.PK.3.6\_1** - Show progress in developing and keeping friendships.
- **EC SOQFP.SDEV.PK.3.7\_1** - Participate successfully as a group member.
- **EC SOQFP.SDEV.PK.3.8\_1** - Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community.
- **EC SOQFP.SDEV.PK** - Physical Development
  - **EC SOQFP.SDEV.PK.4** - Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.
    - **EC SOQFP.SDEV.PK.4.1** - Begin to recognize and learn the names of body parts.
    - **EC SOQFP.SDEV.PK.4.2** - Begin to understand spatial awareness for themselves, others, and their environment.
    - **EC SOQFP.SDEV.PK.4.3** - Participate actively and on a regular basis, in games, outdoor play, and other forms of vigorous exercise that enhance physical fitness.
    - **EC SOQFP.SDEV.PK.4.4** - Increasingly develops greater self-awareness; identifies his or her own interest and strengths.
  - **EC SOQFP.SDEV.PK.5** - Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and planned and spontaneous settings.
    - **EC SOQFP.SDEV.PK.5.1** - Begin or continue to develop traveling movements such as walking, climbing, running, jumping, hopping, skipping, marching, and galloping.

- **EC SOQFP.SDEV.PK.5.2** - Show their ability to use different body parts in a rhythmic pattern.
- **EC SOQFP.SDEV.PK.5.3** - Show increasing abilities to coordinate movements (e.g., throwing, catching, kicking, bouncing balls, using the slide and swing) in order to build strength, flexibility, balance, and stamina.
- **EC SOQFP.SDEV.PK.5.4** - Exhibit a growing capacity to self-regulate, demonstrate self- efficacy and know acceptable boundaries (e.g., riding a tricycle or bike, using their bodies in helpful vs. hurtful ways, being a leader in a game).
- **EC SOQFP.SDEV.PK.6** - Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.
  - **EC SOQFP.SDEV.PK.6.1** - Develop and refine motor control and coordination, eye-hand coordination, finger/thumb and whole-hand strength coordination and endurance using a variety of age-appropriate tools (e.g., scissors, pencils, markers, crayons, blocks, putting together puzzles, using a variety of technology).
  - **EC SOQFP.SDEV.PK.6.2** - Use fine motor skills they are learning in daily activities (e.g., dressing themselves).
- **EC SOQFP.SDEV.PK.7** - Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.
  - **EC SOQFP.SDEV.PK.7.1** - Learn to cooperate with others through games and other activities and actions that show a growing knowledge of the rights of others.
  - **EC SOQFP.SDEV.PK.7.2** - Take pride in their own abilities and increase self-motivation.
  - **EC SOQFP.SDEV.PK.7.3** - Begin to develop an appreciation and respect for the varying physical abilities and capabilities of others.
  - **EC SOQFP.SDEV.PK.7.4** - Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all.
- **EC SOQFP.SDEV.PK.2** - Health, Safety and Nutrition
  - **EC SOQFP.SDEV.PK.8** - Children become aware of and begin to develop nutritional habits that contribute to good health.
    - **EC SOQFP.SDEV.PK.8.1** - Grow in their understanding of the importance of eating nutritious meals and snacks at regular intervals, and how this relates to good health.
    - **EC SOQFP.SDEV.PK.8.2** - Begin to listen to body signals of hunger and fullness, learn to choose how much to eat at meals and snacks, and are able to convey their needs for food to adults.
    - **EC SOQFP.SDEV.PK.8.3** - Use age/developmentally-appropriate eating utensils safely and correctly.
    - **EC SOQFP.SDEV.PK.8.4** - Become aware of foods that cause allergic reactions for some children and/or other dietary needs or restrictions.
  - **EC SOQFP.SDEV.PK.9** - Children begin to have knowledge about and make age-appropriate healthy choices in daily life.
    - **EC SOQFP.SDEV.PK.9.1** - Show growing independence in keeping themselves clean, personal care when eating, dressing, washing hands, brushing teeth, use of tissues for nose-blowing (and their disposal), and toileting.
    - **EC SOQFP.SDEV.PK.9.2** - Grow in understanding of the importance of good health and its relationship to physical activity.
    - **EC SOQFP.SDEV.PK.9.3** - Talk about ways to prevent spreading germs and diseases to other people.

- **EC SOQFP.SDEV.PK.9.4** - Develop an understanding of basic oral hygiene.
- **EC SOQFP.SDEV.PK.9.5** - Begin to be able to recognize activities that contribute to the spread of communicable diseases (e.g., sharing of cups, eating utensils, hats, clothing, foods).
- **EC SOQFP.SDEV.PK.9.6** - Can begin to recognize some symptoms of disease or health issues (e.g., a sore throat is not a sore neck) and common instruments used in diagnosing disease (e.g., thermometer, x-ray machines).
- **EC SOQFP.SDEV.PK.9.7** - Begin to become aware of activities, substances, and situations that may pose potential hazards to health [e.g., smoking, poisonous materials, edible, non-edible items (e.g., plants/berries), medications (appropriate use of)].
- **EC SOQFP.SDEV.PK.10** - Children recognize that they have a role in preventing accidents or potential emergencies.
  - **EC SOQFP.SDEV.PK.10.1** - Begin to learn appropriate safety procedures (e.g., in the home, at school, as a pedestrian, outdoors, on the playground, with vehicles, with bicycles, around bodies of water).
  - **EC SOQFP.SDEV.PK.10.2** - Identify persons to whom they can turn for help in an emergency situation.
  - **EC SOQFP.SDEV.PK.10.3** - Begin to know important facts about themselves (e.g., address, phone number, parent's name).
  - **EC SOQFP.SDEV.PK.10.4** - Become aware of issues relative to personal safety (e.g., inappropriate touching, good and bad secrets, learning how to say No to inappropriate touching by any other person, recognizing when to tell an adult about an uncomfortable situation).
  - **EC SOQFP.SDEV.PK.10.5** - Begin to learn the correct procedure for self-protection in emergency situations (e.g., tornados, fire, storms, gun fire, chemical spills, avoidance of other's blood and vomit).
  - **EC SOQFP.SDEV.PK.10.6** - Begin to try new activities with just manageable risk (e.g., riding a tricycle, climbing safely, jumping, exploring).
  - **EC SOQFP.SDEV.PK.10.7** - Exhibit a growing capacity to self-regulate, demonstrate self- efficacy and know acceptable boundaries.

### Technology Literacy – Early Learning and Technology

- **EC SOQFP.TEC.PK.1\_1** - Use a variety of developmentally appropriate digital tools to learn and create.
  - **EC SOQFP.TEC.PK.1.1\_1** - Can describe and creatively use a variety of technological tools independently or with peer or adult help.
  - **EC SOQFP.TEC.PK.1.2\_1** - Understand that technology tools can be used throughout the day.
  - **EC SOQFP.TEC.PK.1.3\_1** - Understand that different technology tools have different uses, including communicating feelings and ideas.
- **EC SOQFP.TEC.PK.2\_1** - Work together when using developmentally appropriate digital tools.
  - **EC SOQFP.TEC.PK.2.1\_1** - Respond to other children s technology products vocally or within the technology tool.
  - **EC SOQFP.TEC.PK.2.2\_1** - Work with one or more other children to plan and create a product with a technology tool.

- **ECSOQFP.TEC.PK.3\_1** - With adult support and supervision, interact with developmentally appropriate Internet based resources. With adult support, use developmentally appropriate digital resources to locate and use information relating to a topic under study.
  - **ECSOQFP.TEC.PK.3.1\_1** - Begin to be able to navigate developmentally appropriate websites.
  - **ECSOQFP.TEC.PK.3.2\_1** - Understand that the internet can be used to locate information as well as for entertainment.
  - **ECSOQFP.TEC.PK.3.3\_1** - Respond to information found on the internet in developmentally appropriate ways (e.g., tell what they learned, draw a picture, use the information to accomplish a task).
- **ECSOQFP.TEC.PK.4\_1** - Explain some ways that technology can be used to solve problems.
  - **ECSOQFP.TEC.PK.4.1\_1** - Talk, ask questions, solve problems and share ideas with peers and adults, when using computers and other technology tools.
  - **ECSOQFP.TEC.PK.4.2\_1** - When faced with a problem, suggest the use of technology tool to solve the problem (e.g., take a picture of a block creation to show parents, find out the size of a dinosaur).
- **ECSOQFP.TEC.PK.5** - Begin to understand how technology can be used appropriately or inappropriately.
  - **ECSOQFP.TEC.PK.5.1** - Begin to state and follow rules for safe use of the computer and other technology tools.
  - **ECSOQFP.TEC.PK.5.2** - Begin to understand how technology can be used inappropriately (e.g., using another's cell phone without permission, using the Internet without supervision).
  - **ECSOQFP.TEC.PK.5.3** - Identify the Michigan Cyber Safety Initiatives three rules (Keep Safe, Keep Away, Keep Telling).
  - **ECSOQFP.TEC.PK.5.4** - Identify personal information that should not be shared on the Internet or the phone (e.g., name, address, phone).
  - **ECSOQFP.TEC.PK.5.5** - Know to use the computer only when an adult is supervising and to inform a trusted adult if anything on the Internet creates discomfort.
- **ECSOQFP.TEC.PK.6** - Begin to learn to use and talk about technology tools appropriately.
  - **ECSOQFP.TEC.PK.6.1** - Can follow simple directions to use common technology tools.
  - **ECSOQFP.TEC.PK.6.2** - Recognize and name the major parts of a computer and other devices.
  - **ECSOQFP.TEC.PK.6.3** - Understand the need for and demonstrate basic care for technology equipment.
  - **ECSOQFP.TEC.PK.6.4** - Use adaptive devices to operate a software program as necessary.