California Preschool Learning Foundations

Volume 1

Social-Emotional Development

Self

1 Self-Awareness

At around 48 months of age

1. Describe their physical characteristics, behavior, and abilities positively. 1.1

At around 60 months of age

1. Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings. 1.1

2 Self-Regulation

At around 48 months of age

1. Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control. 2.1

At around 60 months of age

1. Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary. 2.1

3 Social and Emotional Understanding

At around 48 months of age

1. Seek to understand people's feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different. 3.1

At around 60 months of age

1. Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people. 3.1

4 Empathy and Caring

At around 48 months of age

1. Demonstrate concern for the needs of others and people in distress. 4.1

At around 60 months of age

1. Respond to another's distress and needs with sympathetic caring and are more likely to assist. 4.1

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5 Initiative in Learning

At around 48 months of age

1. Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems. 5.1

At around 60 months of age

Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.

Social Interaction

1 Interactions with Familiar Adults

At around 48 months of age

1. Interact with familiar adults comfortably and competently, especially in familiar settings. 1.1

At around 60 months of age

1. Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction. 1.1

2 Interactions with Peers

At around 48 months of age

2. Participate in simple sequences of pretend play. 2.2
1. Interact easily with peers in shared activities that occasionally become cooperative efforts. 2.1
3. Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression. 2.3

At around 60 months of age

1. More actively and intentionally cooperate with each other. 2.1
2. Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation. 2.2
3. Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression. 2.3

3 Group Participation

At around 48 months of age

1. Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles. 3.1

At around 60 months of age

Participate positively and cooperatively as group members.

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4 Cooperation and Responsibility

At around 48 months of age

1. Seek to cooperate with adult instructions but their capacities for self control are limited, especially when they are frustrated or upset. 4.1

At around 60 months of age

1. Have growing capacities for self control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves. 4.1

Relationships

1 Attachments to Parents

At around 48 months of age

1. Seek security and support from their primary family attachment figures. 1.1
2. Contribute to maintaining positive relationships with their primary family attachment figures. 1.2
3. After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance. 1.3

At around 60 months of age

1. Take greater initiative in seeking support from their primary family attachment figures. 1.1
2. Contribute to positive mutual cooperation with their primary family attachment figures. 1.2
3. After experience with out-of-home care, comfortably depart from their primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day. 1.3

2 Close Relationships with Teachers and Caregivers

At around 48 months of age

1. Seek security and support from their primary teachers and caregivers. 2.1
2. Contribute to maintaining positive relationships with their primary teachers and caregivers. 2.2

At around 60 months of age

1. Take greater initiative in seeking the support of their primary teachers and caregivers. 2.1
2. Contribute to positive mutual cooperation with their primary teachers and caregivers. 2.2

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3 Friendships

At around 48 months of age

1. Choose to play with one or two special peers whom they identify as friends. 3.1

At around 60 months of age

1. Friendships are more reciprocal, exclusive, and enduring. 3.1

Language and Literacy

Listening and Speaking

1 Language Use and Conventions

At around 48 months of age

1. Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting. 1.1
2. Speak clearly enough to be understood by familiar adults and children. 1.2
3. Use accepted language and style during communication with familiar adults and children. 1.3
4. Use language to construct short narratives that are real or fictional. 1.4

At around 60 months of age

1. Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information. 1.1
2. Speak clearly enough to be understood by both familiar and unfamiliar adults and children. 1.2
3. Use accepted language and style during communication with both familiar and unfamiliar adults and children. 1.3

   Use language to construct extended narratives that are real or fictional.

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2 Vocabulary

At around 48 months of age

1. Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts. 2.1
2. Understand and use accepted words for categories of objects encountered and used frequently in everyday life. 2.2
3. Understand and use simple words that describe the relations between objects. 2.3

At around 60 months of age

1. Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts. 2.1
2. Understand and use accepted words for categories of objects encountered in everyday life. 2.2
3. Understand and use both simple and complex words that describe the relations between objects. 2.3

3 Grammar

At around 48 months of age

1. Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas. 3.1
2. Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives. 3.2

At around 60 months of age

1. Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas. 3.1
2. Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives. 3.2

Reading

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1 Concepts about Print

At around 48 months of age

1. Begin to display appropriate book-handling behaviors and begin to recognize print conventions. 1.1
2. Recognize print as something that can be read. 1.2

At around 60 months of age

1. Display appropriate book-handling behaviors and knowledge of print conventions. 1.1
2. Understand that print is something that is read and has specific meaning. 1.2

2 Phonological Awareness

At around 60 months of age

1. Orally blend and delete words and syllables without the support of pictures or objects. 2.1
2. Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects. 2.2

3 Alphabetics and Word/Print Recognition

At around 48 months of age

1. Recognize the first letter of own name. 3.1
2. Match some letter names to their printed form. 3.2

At around 60 months of age

1. Recognize own name or other common words in print. 3.1
2. Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form. 3.2
3. Begin to recognize that letters have sounds. 3.3

4 Comprehension and Analysis of Age-Appropriate Text

At around 48 months of age

1. Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork. 4.1
2. Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork. 4.2

At around 60 months of age

1. Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. 4.1

   Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.

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5 Literacy Interest and Response

At around 48 months of age

1. Demonstrate enjoyment of literacy and literacy-related activities. 5.1
2. Engage in routines associated with literacy activities. 5.2

At around 60 months of age

1. Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities. 5.1
2. Engage in more complex routines associated with literacy activities. 5.2

Writing

1 Writing Strategies

At around 48 months of age

1. Experiment with grasp and body position using a variety of drawing and writing tools. 1.1
2. Write using scribbles that are different from pictures. 1.2
3. Write marks to represent own name. 1.3

At around 60 months of age

1. Adjust grasp and body position for increased control in drawing and writing. 1.1
2. Write letters or letter-like shapes to represent words or ideas. 1.2
3. Write first name nearly correctly. 1.3

English-Language Development

Listening

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1 Children listen with understanding.

Focus Beginning words - Beginning

1. Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker. 1.1

Focus Beginning words - Middle

1. Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity. 1.1

Focus Beginning words - Later

1. Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity. 1.1

Focus Requests and directions - Beginning

2. Begin to follow simple directions in English, especially when there are contextual cues. 1.2

Focus Requests and directions - Middle

2. Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues. 1.2

Focus Requests and directions - Later

2. Follow directions that involve a one- or two-step sequence, relying less on contextual cues. 1.2

Focus Basic and advanced concepts - Beginning

3. Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). 1.3

Focus Basic and advanced concepts - Middle

3. Begin to demonstrate an understanding of words in English related to basic concepts. 1.3

Focus Basic and advanced concepts - Later

3. Demonstrate an understanding of words in English related to more advanced concepts. 1.3

Speaking

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1 Children use nonverbal and verbal strategies to communicate with others.

Focus Communication of needs - Beginning

1. Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others. 1.1

Focus Communication of needs - Middle

1. Combine nonverbal and some verbal communication to be understood by others (may codeswitch—that is, use the home language and English—and use telegraphic and/or formulaic speech). 1.1

Focus Communication of needs - Later

1. Show increasing reliance on verbal communication in English to be understood by others. 1.1

Focus Vocabulary production - Beginning

2. Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary). 1.2

Focus Vocabulary production - Middle

2. Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech). 1.2

Focus Vocabulary production - Later

2. Use new English vocabulary to share knowledge of concepts. 1.2

Focus Conversation* - Beginning

3. Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). 1.3

Focus Conversation* - Middle

3. Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English). 1.3

Focus Conversation* - Later

3. Sustain a conversation in English about a variety of topics. 1.3

Focus Utterance length and complexity - Beginning

4. Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). 1.4

Focus Utterance length and complexity - Middle

4. Use two- and three-word utterances in English to communicate. 1.4

Focus Utterance length and complexity - Later

4. Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs). 1.4

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Focus Grammar - Beginning

5. Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). 1.5

Focus Grammar - Middle

5. Begin to use some English grammatical markers (e.g., -ing or plural –s) and, at times, apply the rules of grammar of the home language to English. 1.5

Focus Grammar - Later

5. Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb and object), sometimes with errors. 1.5

Focus Inquiry - Beginning

6. Ask a variety of types of questions (e.g., “what,” “why,” “how,” “when,” and “where”) in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary. 1.6

Focus Inquiry - Middle

6. Begin to use “what” and “why” questions in English, sometimes with errors. 1.6

Focus Inquiry - Later

6. Begin to use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors. 1.6

2 Children begin to understand and use social conventions in English.

Focus Social conventions - Beginning

1. Use social conventions of the home language (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter if necessary). 2.1

Focus Social conventions - Middle

1. Demonstrate a beginning understanding of English social conventions. 2.1

Focus Social conventions - Later

1. Appropriately use words and tone of voice associated with social conventions in English. 2.1

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3 Children use language to create oral narratives about their personal experiences.*

Focus Narrative development - Beginning

1. Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). 3.1

Focus Narrative development - Middle

1. Begin to use English to talk about personal experiences; may complete a narrative in the home language while using some English (i.e., codeswitching). 3.1

Focus Narrative development - Later

1. Produce simple narratives in English that are real or fictional. 3.1

Reading

1 Children demonstrate an appreciation and enjoyment of reading and literature.

Focus Participate in read-aloud activity - Beginning

1. Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language. 1.1

Focus Participate in read-aloud activity - Middle

1. Begin to participate in reading activities, using books written in English when the language is predictable. 1.1

Focus Participate in read-aloud activity - Later

Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).

Focus Interest in books and reading - Beginning

2. “Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books. 1.2

Focus Interest in books and reading - Middle

2. Choose to “read” familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books. 1.2

Focus Interest in books and reading - Later

2. Choose to “read” familiar books written in English with increasing independence and talk about the books in English. 1.2

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2 Children show an increasing understanding of book reading. Focus: Personal connections to the story

Focus Personal connections to the story - Beginning

1. Begin to identify and relate to a story from their own life experiences in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). 2.1

Focus Personal connections to the story - Middle

1. Describe their own experiences related to the topic of the story, using tele graphic and/or formulaic speech in English. 2.1

Focus Personal connections to the story - Later

1. Begin to engage in extended conversations in English about stories. 2.1

Focus Story structure - Beginning

2. Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). 2.2

Focus Story structure - Middle

2. Retell a story using the home language and some English when read or told a story in English. 2.2

Focus Story structure - Later

2. Retell in English the majority of a story read or told in English 2.2

3 Children demonstrate an understanding of print conventions.

Focus Book handling* - Beginning

1. Begin to understand that books are read in a consistent man ner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages). 3.1

Focus Book handling* - Middle

1. Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language. 3.1

Focus Book handling* - Later

1. Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read. 3.1

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4 Children demonstrate awareness that print carries meaning.

Focus Environmental print - Beginning

1. Begin to recognize that symbols in the environment (class room, community, or home) carry a consistent meaning in the home language or in English. 4.1

Focus Environmental print - Middle

1. Recognize in the environment (class room, community, or home) some familiar symbols, words, and print labels in the home language or in English. 4.1

1. Recognize in the environment (class room, community, or home) an increasing number of familiar symbols, words, and print labels in English. 4.1

Focus Environmental print - Later

5 Children demonstrate progress in their knowledge of the alphabet in English.

Focus Letter awareness - Beginning

1. Interact with mate rial representing the letters of the English alphabet. 5.1

Focus Letter awareness - Middle

1. Begin to talk about the letters of the English alphabet while play ing and interacting with them; may code- switch (use the home language and English). 5.1

1. Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words. 5.1

Focus Letter awareness - Later

Focus Letter recognition - Beginning

2. Begin to recognize the first letter in their own name or the character for their own name in the home language or English. 5.2

Focus Letter recognition - Middle

2. Identify some letters of the alphabet in English. 5.2

Focus Letter recognition - Later

2. Identify ten or more letters of the alphabet in English. 5.2

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6 Children demonstrate phonological awareness.

Focus Rhyming - Beginning

1. Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English. 6.1

Focus Rhyming - Middle

1. Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English. 6.1

Focus Rhyming - Later

1. Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English. 6.1

Focus Onset (initial sound) - Beginning

2. Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English. 6.2

Focus Onset (initial sound) - Middle

2. Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support. 6.2

Focus Onset (initial sound) - Later

2. Recognize and produce words that have a similar onset (initial sound) in English. 6.2

Focus Sound differences in the home language and English - Beginning

3. Attend to and manip ulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary.) 6.3

Focus Sound differences in the home language and English - Middle

3. Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language. 6.3

Focus Sound differences in the home language and English - Later

3. Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support. 6.3

Writing

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1 Children use writing to communicate their ideas.*

Focus Writing as communication - Beginning

1. Begin to understand that writing can be used to communicate. 1.1

Focus Writing as communication - Middle

1. Begin to understand that what is said in the home language or in English can be written down and read by others. 1.1

Focus Writing as communication - Later

1. Develop an increasing understanding that what is said in English can be written down and read by others. 1.1

Focus Writing to represent words or ideas - Beginning

2. Begin to demonstrate an awareness that written language can be in the home language or in English. 1.2

Focus Writing to represent words or ideas - Middle

2. Begin to use marks or symbols to represent spoken language in the home language or in English. 1.2

Focus Writing to represent words or ideas - Later

2. Continue to develop writing by using letters or letter-like marks to represent their ideas in English. 1.2

Focus Writing their name - Beginning

3. Write marks to represent their own name in a way that may resemble how it is written in the home language. 1.3

Focus Writing their name - Middle

3. Attempt to copy their own name in English or in the writing system of their home language. 1.3

Focus Writing their name - Later

3. Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language. 1.3

MATHEMATICS **Number Sense***

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At around 48 months of age

1 Children begin to understand numbers and quantities in their everyday environment.

   1. Recite numbers in order to ten with increasing accuracy.† 1.1
   2. Begin to recognize and name a few written numerals. 1.2
   3. Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize). 1.3
   4. Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.* 1.4
   5. Use the number name of the last object counted to answer the question, “How many . . . ?” 1.5

2 Children begin to understand number relationships and operations in their everyday environment.

   1. Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, “more” or “same.”* 2.1
   2. Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group. 2.2
   3. Understand that putting two groups of objects together will make a bigger group. 2.3
   4. Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5). 2.4

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At around 60 months of age

1 Children expand their under standing of numbers and quantities in their everyday environment.

1. Recite numbers in order to twenty with increasing accuracy.† 1.1
2. Recognize and know the name of some written numerals. 1.2
3. Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize). 1.3
4. Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.* 1.4
5. Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality). 1.5

2 Children expand their under standing of number relation ships and operations in their everyday environment.

1. Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”).* 2.1
2. Understand that adding one or taking away one changes the number in a small group of objects by exactly one. 2.2
3. Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. 2.3
4. Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting. 2.4

Algebra and Functions

At around 48 months of age

1 Children begin to sort and classify objects in their everyday environment.

1. Sort and classify objects by one attribute into two or more groups, with increasing accuracy. 1.1

2 Children begin to recognize simple, repeating patterns.*

1. Begin to identify or recognize a simple repeating pattern. 2.1
2. Attempt to create a simple repeating pattern or participate in making one. 2.2

At around 60 months of age

1 Children expand their understanding of sorting and classifying objects in their everyday environment.

1. Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).† 1.1

2 Children expand their understanding of simple, repeating patterns.*

1. Recognize and duplicate simple repeating patterns. 2.1
2. Begin to extend and create simple repeating patterns. 2.2

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Measurement*

At around 48 months of age

1 Children begin to compare and order objects.

1. Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as bigger, longer, heavier, or taller, or by placing objects side by side to compare length. 1.1
2. Order three objects by size. 1.2

At around 60 months of age

1 Children expand their understanding of comparing, ordering, and measuring objects.

1. Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object). 1.1
2. Order four or more objects by size. 1.2
3. Measure length using multiple duplicates of the same-size concrete units laid end to end.* 1.3

Geometry*

At around 48 months of age

1 Children begin to identify and use common shapes in their everyday environment.

1. Identify simple two-dimensional shapes, such as a circle and square. 1.1
2. Use individual shapes to represent different elements of a picture or design. 1.2

2 Children begin to understand positions in space.

1. Identify positions of objects and people in space, such as in/on/ under, up/down, and inside/outside. 2.1

At around 60 months of age

1 Children identify and use a variety of shapes in their everyday environment.

1. Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rect angle, square, and other shapes. 1.1
2. Combine different shapes to create a picture or design. 1.2

2 Children expand their understanding of positions in space.

1. Identify positions of objects and people in space, including in/on/ under, up/down, inside/outside, beside/between, and in front/behind. 2.1

Mathematical Reasoning*

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At around 48 months of age

1 Children use mathematical thinking to solve problems that arise in their everyday environment.

    1. Begin to apply simple mathematical strategies to solve problems in their environment. 1.1

At around 60 months of age

1 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.

    1. Identify and apply a variety of math ematical strategies to solve problems in their environment. 1.1