

PRESCHOOL

P **M** **E** **I** **D** **S** **W** **L** **L** **D** **S**

Maine's Early Learning and Development Standards





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Joint Commissioner Welcome Letter

To Families and Caregivers, Educators and All Individuals Invested in Maine's Early Learners:

We are pleased to introduce to you the revised Preschool Maine Early Learning and Development Standards (P-MELDS) for children aged three to five, formerly known as the MELDS. The purpose of the updated P-MELDS is to ensure alignment of the early learning and development standards for children ages 3-5 with the recently revised Infant and Toddler Maine Early Learning and Development Standards (IT MELDS, 2021) and the Maine Learning Results (K-12 content standards) that are updated regularly per statute. Solid alignment across these sets of standards strengthens the bridges across early learning environments that support development of the whole child.

This resource serves as a guide for early childhood educators, families, education professionals, advocates, and all individuals invested in Maine's early care and education mixed delivery system. The goal of the P-MELDS is to support the design of early care and learning environments to increase healthy and successful transitions to school for all Maine children.

The Preschool Maine Early Learning and Development Standards are broad statements that provide research-based expectations for a child's development in the preschool years. It is critical to remember that while these standards represent an alignment with the K-12 standards, the Preschool Maine Early Learning and Development Standards are not a "push down" curriculum, rather a developmentally appropriate set of goals and objectives for young children best supported by interdisciplinary instruction, as well as real life experiences.

Research shows that children who participate in high quality early childhood experiences are more likely to enter kindergarten ready to succeed. Through a rigorous review and updating process, the P-MELDS reflect the most recent scientific research with inclusive practice at the heart of all efforts. We offer this tool to all adults in Maine to promote positive interactions and environments for young children.

Thank you for supporting all young children in Maine to become lifelong learners.


Pender Makin, Commissioner
Department of Education




Jeanne M. Lambrew, Ph.D., Commissioner
Department of Health and Human Services



Preface

Welcome to Preschool Maine Early Learning and Development Standards (Preschool MELDS), a revision that replaces the Maine Early Learning and Development Standards (MELDS), 2015, and serves as a guide for all efforts to improve professional practice and programs for young children from the age of three until kindergarten entrance.

Research and practice are constantly informing the field of education and the Preschool Maine Early Learning and Development Standards reflects the most current knowledge to date. The document can be used within and across a wide range of early learning settings - public preschool, Head Start, child care (both family and center-based), nursery schools, home visiting, specialized services and informal care settings. Preschool Maine Early Learning and Development Standards is designed to promote greater collaboration and consistency across systems by aligning standards and creating a continuum of practice from birth through early elementary years.



Purpose

The intent of Preschool Maine Early Learning and Development Standards is to:

- Represent the diverse communities, values, perspectives and recommended practices of the early childhood community in the State of Maine.
- Provide early childhood educators with culturally responsive guidance as they design inclusive environments, shape curriculum, lead professional development initiatives, build intentionality into teaching practice, build relationships families, and support children’s learning at home. Effective early childhood learning environments for young children incorporate an integrated, holistic approach to teaching children and address each child’s overall development.
- Facilitate personalized learning goals to accommodate each child’s unique learning pathway. Learning goals are based on predictable developmental stages, yet include an individualized approach to each child’s development.
- Serve as a guide for best practices in fostering a welcoming and inclusive environment for all children including those who are culturally, linguistically and ability diverse and those who may be under-resourced and/or benefit from early intervention support.
- Be neither a curriculum nor an assessment, but align with and inform both in early childhood settings.
- Connect the learning that occurs in the preschool years (age three through kindergarten entry) with the essential learning and development that occurs both before and after this age span. Preschool Maine Early Learning and Development Standards (Preschool MELDS) is aligned with the Infant and Toddler Maine Early Learning and Development Standards (Infant Toddler MELDS) and the Maine Learning Results (K-12), as appropriate, to demonstrate the continuous learning pathways for children as they progress from birth through all subsequent development.
- Incorporate and reflect current research on early education and care, school readiness, and culturally-responsive practices.



Potential Users

The Preschool MELDS has been designed as a resource which can be used by those in Maine working with and advocating for the high quality, developmentally appropriate care of children aged three to five. These people include, but are not limited to: families, caregivers, home visitors, teachers, therapists and other professionals, policy makers, community organizations and community members. The intention of this document is to assist parents and professionals in working together to holistically support the healthy development of Maine's youngest learners.



Listed below are potential uses for this document, remembering that we all share in the collective responsibility for successful outcomes for our young children.

For Parents and Family Members

- To develop and encourage a greater awareness of child development and developmental milestones.
- To better understand preschool development and provide some strategies to enhance their own children's optimal development.
- To increase awareness of the components of high quality early childhood education in order to make informed decisions about care.
- To recognize that families' cultural beliefs are paramount and that they are the first and most important teachers and advocates for their young children.
- To strengthen communication between parents and other caregivers and provide common language around development and expectations.
- To provide continuity, consistency, and transparency in meeting the needs of young children.

For Caregivers, Teachers and Early Learning Providers and Professionals

- To guide planning for learning experiences and the roles of caregivers and teachers.
- To plan learning experiences for each individual child by understanding their cultural beliefs, diversity, developmental level, learning style, interests, and temperament.
- To have a common framework for developmental expectations for children ages three to five.
- To provide guidance for supporting preschoolers' developmental progress.
- To have common language for use across different settings, programs, and services.
- To facilitate discussions and collaboration among families, caregivers, childcare professionals, home visitors, public health nurses, school programs, higher education, medical professionals and others.
- To plan a responsive environment by understanding the individual child and offering developmentally appropriate equipment, materials, routines and activities.
- To provide content for staff training and development.

For Community Members

- To help organize advocacy efforts benefitting young children within the community.
- To help foster meaningful partnerships and create positive impacts on educational experiences.
- To focus on the importance of early care and education for the future economic development of the community.

For Policymakers

- To assess the impact of public policies on young children and their families.
- To guide policy formation by highlighting the developmental and educational needs of children.
- To support prevention and early intervention efforts that ensure young children get a strong and healthy start, reducing the likelihood that children will need more intensive and costly help at a later age.



A little more about Maine's Early Childhood Consultation Partnership...

Maine's Early Childhood Consultation Partnership (ECCP®) is a time-limited, intensive service that supports providers, educators, and caregivers of young children build understanding and skills to respond to the social-emotional needs of children and effectively manage challenging behaviors in early childhood programs.

For more information on ECCP®, see Appendix page page 115.



A little more about Maine Roads to Quality Professional Development Network...

Maine Roads to Quality Professional Development Network (MRTQ PDN) supports early childhood and out-of-school-time professionals in developing the expertise necessary to provide high-quality, inclusive, and culturally responsive care to Maine's children. MRTQ PDN promotes professionalism in the field through the provision of a statewide system of professional development. They offer a variety of services, including:

- The MRTQ Registry
- Core Knowledge, On-Demand, and Elective Training
- Credentialing
- Technical Assistance through on-site consultation, outreach, The Warm Line, and Peer-to-peer networking through Communities of Practice (CoPs).

History

The State of Maine Early Childhood Learning Guidelines (MELG) began with a workgroup in 2002 and was the result of national legislative initiatives - the No Child Left Behind Act, Good Start Grow Smart, and the Head Start Child Outcomes Framework. These initiatives were all designed to strengthen school readiness efforts across local, state and federal early care and education systems. Following a rigorous review and pilot training series, the State of Maine Early Childhood Learning Guidelines were released. These guidelines clarified what children should know and be able to do prior to kindergarten entry and were designed to guide best practice in the field. The 2005 edition of the MELG, was endorsed by both the Maine Department of Education and the Maine Department of Health and Human Services, and was embraced by numerous cross-sector early childhood professionals.

The State of Maine Early Childhood Learning Guidelines set the tone for collaboration across departments and programs. Since the 2005 implementation of the original document, the State of Maine Early Childhood Learning Guidelines have been embedded in Maine law governing public preschool, Rising Stars for ME-QRIS (Maine's Quality Rating and Improvement System), and early childhood teacher preparation programs in higher education. During the 2015 revision process, the State of Maine Early Childhood Learning Guidelines experienced a name change to Maine's Early Learning and Development Standards (MELDS) to align with national trends. Infant Toddler Maine Early Learning and Development Standards (Infant Toddler MELDS) and Maine Learning Results create a seamless connection of standards from infancy - third grade and beyond. Further revision became necessary in order to ensure Maine's preschool standards remained in alignment across all facets of early childhood programming. These revisions were influenced by a number of important factors including: 1) ongoing federal direction for states to develop a comprehensive unified early childhood system; 2) the revision of the Head Start Early Learning Outcomes Framework, Maine's Learning Results, and Infant Toddler MELDS; 3) the growing emphasis on supporting early childhood educators in the use of research-based practice; and 4) the focus on school readiness and child outcomes.

The name change to Preschool Maine Early Learning and Development Standards (Preschool MELDS) reflects an intentional effort to differentiate titles for the three unique, yet aligned resources: Infant Toddler MELDS, Preschool MELDS and Maine Learning Results (K-12 standards) which represent the continuum of development and learning beginning at birth. Visual and Graphic alignment efforts were made with the 2021 Infant Toddler MELDS in order to promote use of both documents as companion resources for a birth to early elementary years continuum. Reference to Maine Early Learning and Development Standards (MELDS) should be considered inclusive of both the Infant Toddler MELDS and Preschool MELDS respectively.

MELDS	Social Emotional	Approaches to Learning	Language and Literacy	Physical Development and Health	Cognitive
Infant Toddler MELDS	Social Emotional Development	Approaches to Learning	Early Language and Literacy	Physical Development and Health	Cognitive
Preschool MELDS	Social Emotional Development	Approaches to Learning and Play	Early Language and Literacy	Physical Development and Health	Mathematical Practices and Reasoning
					Scientific Reasoning
					Social Sciences
Maine Learning Results (MLRs)	Kindergarten Content Standards				
	English Language Arts and Literacy	Mathematics	Science and Technology		
	Social Studies	Health Education	Physical Education		
	Visual and Performing Arts	World Languages	Life and Career Ready		

Philosophy

The experiences children have between birth and age eight shape the developing brain’s architecture and directly influence later life outcomes, including economic stability, work productivity, and mental health. Positive early childhood experiences improve developmental and school readiness outcomes, increase K–12 achievement, and contribute to higher rates of high school graduation. Preschool Maine Early Learning and Development Standards supports the work of early childhood educators, families, and community members in creating supportive, learning-rich environments for all young children in Maine.

Early childhood educators with skills and knowledge can support children’s early language and social development through trusting relationships as well as engaging activities, thus buffering risk and supporting children’s development across domains. For example, the amount and kind of language heard from birth impacts the child’s ability to learn to read and read to learn. If a child comes to preschool with little experience with books or language, the preschool environment must focus on this critical area of development in very intentional ways.

The principles supporting Preschool MELDS reflect a view of a child’s development as being within the context of the system of relationships that form within their environment. Learning is rooted in strong relationships and families are early childhood educators’ strongest partners. This coordinated approach relies upon high levels of communication and collaboration among family, school and community partners to create the nurturing and engaging experiences children need in order to grow and learn. The standards serve as a foundation in efforts to improve, align, and create continuity between and among early childhood programs and elementary schools.

Play, in concert with adult planning, guidance, support and follow-up, is also a vital experience in early development. Early learning environments should focus on planned, supported, and intentional play-based learning as a central feature of programming.



Guiding Principles and Essential Practices

Families are children’s first teachers and essential partners in education.

Children’s attitudes toward learning and their understanding of the world begin within the family. The language and culture that children bring to their early learning environment is the prism through which they view the world around them and through which they interpret and learn. Early childhood educators are most effective when they view young children in the context of their families and culture. Through ongoing communication with families, early childhood professionals expand on what children are learning in the home and support the development of families as equal partners in the child’s education. Viewing families with respect and equality fosters and maximizes cooperative involvement critical to the child’s school success.



Development and learning are rooted in culture and supported by family.

Maine is an increasingly diverse state, so it has become crucial for early childhood educators to develop a stronger awareness of families’ beliefs and values in order to maximize children’s learning and development. Effective partnerships with families in diverse settings require that teachers learn to recognize their own cultural biases, and to learn about the home cultures and beliefs of their families. Culturally responsive practices are respectful and sensitive approaches that support children, their culture, their home language, and their families.

High quality learning experiences are related to skilled, knowledgeable, and responsive early childhood educators.

The field of early childhood education is always changing, and it is important that teachers continue in their professional development to reflect those changes. To teach young children in the 21st century, early childhood educators must use their knowledge of current practice and culturally responsive teaching to organize learning opportunities for children and to purposefully integrate these meaningful learning experiences across all domains. Early childhood educators play a vital role in creating supportive learning environments and using intentional instructional strategies to advance children’s thinking to the next level. Effective educators have a repertoire of these instructional strategies and know when to use a given strategy to accommodate the different ways that individual children learn and the specific content they are learning.

Nurturing relationships are essential to promote healthy social emotional development.

Young children’s social and emotional development is the foundation for learning across all areas of development. *Children learn best in a welcoming environment where their psychological needs are being met because they feel safe and valued as unique individuals.* Early

childhood educators, through planned experiences and interactions, support children’s curiosity, creativity, independence, cooperativeness, and persistence. Children depend upon their interactions with peers and adults to construct a sense of self, to view themselves as learners, and to form close relationships. By explicitly and implicitly supporting children’s dispositions to form these close relationships and to fully engage in learning experiences, early childhood educators help children to develop strong and positive self-concepts as well as appropriate self-control when interacting with others. Early childhood educators understand that their own ability to create consistent and caring relationships will help each child to develop a positive sense of personal well-being and an ability to develop meaningful relationships with adults and peers.

A collaborative approach across early care and education systems supports a continuum of learning from birth through age eight and into adulthood.

The quality and quantity of children’s experiences in the early years of life have lasting impacts on school achievement and overall well-being, particularly for children from low- resource homes and communities. High levels of emotional support, classroom organization, instructional support and verbal feedback are linked to social competence and academic gains. Careful attention must be given to the transitions between and among home and child care settings and public schools in order to support the child’s continuity of learning.

All children are born learners and the quality of the environments in which children spend time affects what and how they learn.

Early childhood educators intentionally design safe, physical and social environments in which children can use their inborn capacity to learn and to make sense of the world. Fostering an active learning environment, designed to support the whole child - socially, emotionally, intellectually and physically must include both the family and community. Maine’s Early Learning and Development Standards provide direction for how early childhood educators can create and sustain a diverse and inclusive environment. When these components work together with a child’s family and community, all the pieces are in place in order for the child to flourish and develop to their fullest potential.

Personalized learning for diverse learners involves providing multiple approaches to learning for each child within inclusive settings.

Supporting the needs of young children with a wide range of abilities is not new to early care settings. Educators consider the needs of all children in their care and adjust their approaches based on what they learn about each child through observation and evaluation. Universal design is described as “The philosophy of developing and designing physical environments to be accessible to the greatest extent possible, to the people who use them, without the need for adaptation.” (<http://www.cast.org>) Children with disabilities or intellectual gifts, those learning English and/or entering a new culture, as well as those with positive and negative life experiences can find support from an early childhood program that embraces the universal design approach.





A little more about Universal Design for Learning (UDL)...

Universal Design for Learning (UDL) is a framework for increasing access to education environments and opportunities, including in infant, toddler, and preschool settings. Learning environments, materials, and activities are planned ahead of time, with the aim of welcoming all learners.

For more information on UDL, see Appendix page page 124.

Children learn through play and active experiences that cross all areas of development.

The early childhood years are a time when children form attitudes of curiosity, wonder and excitement about the learning process. Children learn every day, and they grow and develop an understanding of their world around them through play. As children engage in “playful learning,” they create new understandings while expanding their current knowledge and become more culturally intuitive by interacting with a diverse population. Environments that support play do not just happen by chance. They are the result of skilled early childhood educators who are knowledgeable about the developmental progression in each domain and who integrate play into learning experiences across all domains.

School Readiness

Preschool Maine Early Learning and Development Standards (Preschool MELDS) supports a multi-dimensional view of readiness, based on family, school and community factors. Several key areas of development are associated with a child-centered view of school readiness: social/emotional factors, language, early literacy and numeracy skills, and physical development. Equally important are the environments that surround a child as they prepare to enter formal schooling. The child's overall health, exposure to poverty, and family characteristics (e.g. maternal education level, among many others) are crucial elements that set the stage for children's school success long before they enter the preschool years. Each of the five domains in Preschool MELDS is essential to children's overall abilities to make the most of formal schooling experiences. An important goal of Preschool MELDS is to provide guidance to families, early childhood educators and preschool programs as they seek to prepare young children for formal school experiences while at the same time recognizing that elementary teachers and schools also have a role in preparing their educational environments to be ready for young children.



Children with Disabilities

Early childhood inclusion is defined by the US Department of Education as the Least Restrictive Environment (LRE), with the first placement option to consider being “the regular classroom the child would attend if they did not have a disability” (11-29-23 Federal Policy on Inclusive Education). P-MELDS guidance emphasizes the values, policies, and practices that support the right of every young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential (DEC/NAEYC, 2009).

Effective teaching for all children, especially those at risk for special needs or diagnosed with disabilities, requires ongoing attention to the strengths and needs of each individual and learning opportunities to access, participate, and flourish in all early childhood settings. Young children vary widely in their skills, knowledge, background experiences, and abilities. Working with families to identify each child’s strengths, interests and potential need for assistive technology will promote each child’s access to, engagement with, and participation in learning experiences. Ensuring the principles of Universal Design for Learning are used to help create accessible and inclusive environments and aligning instruction to support Individualized Education Program (IEP) goals are critical to successful inclusion and support for children with disabilities. Individualizing for children who need more support helps ensure effective teaching for children with disabilities and other special needs across all the Preschool MELDS domains.



A little more about Maine’s early childhood special education system...

Children with disabilities have rights under federal and state special education laws, including the right to a free appropriate public education in the least restrictive environment and access to the general education curriculum. Maine’s Child Development Services (CDS) system is the Intermediate Educational Unit that currently oversees special education services for children ages three through five years. Although CDS does not operate any public schools, the agency procures contracts with both private providers and public schools to ensure access to classroom settings that provide necessary supports in the least restrictive environments.

For more information on early childhood special education and inclusive teaching strategies, see Appendix page 119.

Dual Language/Multilingual Learners

Dual language learner (DLL) refers to a child, birth to five years, who is acquiring two or more languages at the same time, or a child who is learning a second language while continuing to develop their first language. The term "dual language learner" may encompass or overlap substantially with other terms frequently used, such as multilingual, bilingual, English language learner (ELL), Limited English Proficient (LEP), English learner, and children who speak a Language Other Than English (LOTE) (Dual Language Learners Program Assessment: Users' Guide, 2023).

Maine's population of DLLs continues to grow and requires intentional planning at the program and classroom level. All children under the age of five are language learners; some children just happen to be learning more than one language. Much of the language used in preschool is new for all children, both native English speakers and DLLs alike. Play-based activities with lots of opportunities to use language—especially in the context of themed projects built around children's interests—are an ideal way to engage multilingual children. Be specific about what content (information and skills) you want children to learn during activities and be explicit about what you want children who are DLLs to learn about English from the activity or experience.



Teaching practices need to create learning environments and experiences that support children's diversity and use proven strategies that promote home language(s) and English acquisition. Learning more than one language is an asset and early childhood educators can share the benefits of bilingualism with families, find ways to support the home languages of children, and to encourage families to keep their language strong. Encourage families to use their home language(s) with children every day. Many families worry that using their home language(s) will confuse their children or make it more difficult for them to learn English. Help parents understand that children can learn more than one language at the same time and it will be easier for children to learn English if they have a strong foundation in their home language(s).

Linking Screening, Formative Assessment and Curriculum

There is significant research on the importance of linking screening, formative assessment and curriculum to provide an optimal and progressive model for the support of children and families. The interaction among screening, assessment and curriculum, is ongoing, strategic and purposeful; it is used to inform planning and implementation, to communicate with families and to evaluate the quality of the early childhood program experience for young children.

Quality Screening

Quality screening should include research-based developmental standardized screening tools that allow for a quick process for identifying individuals who require closer examination for possible disabilities or special needs. Quality screening is completed by appropriately qualified personnel; it is sensitive to individual needs, has specificity to developmental trajectories, is equitable, is culturally and linguistically appropriate and is effective and efficient.

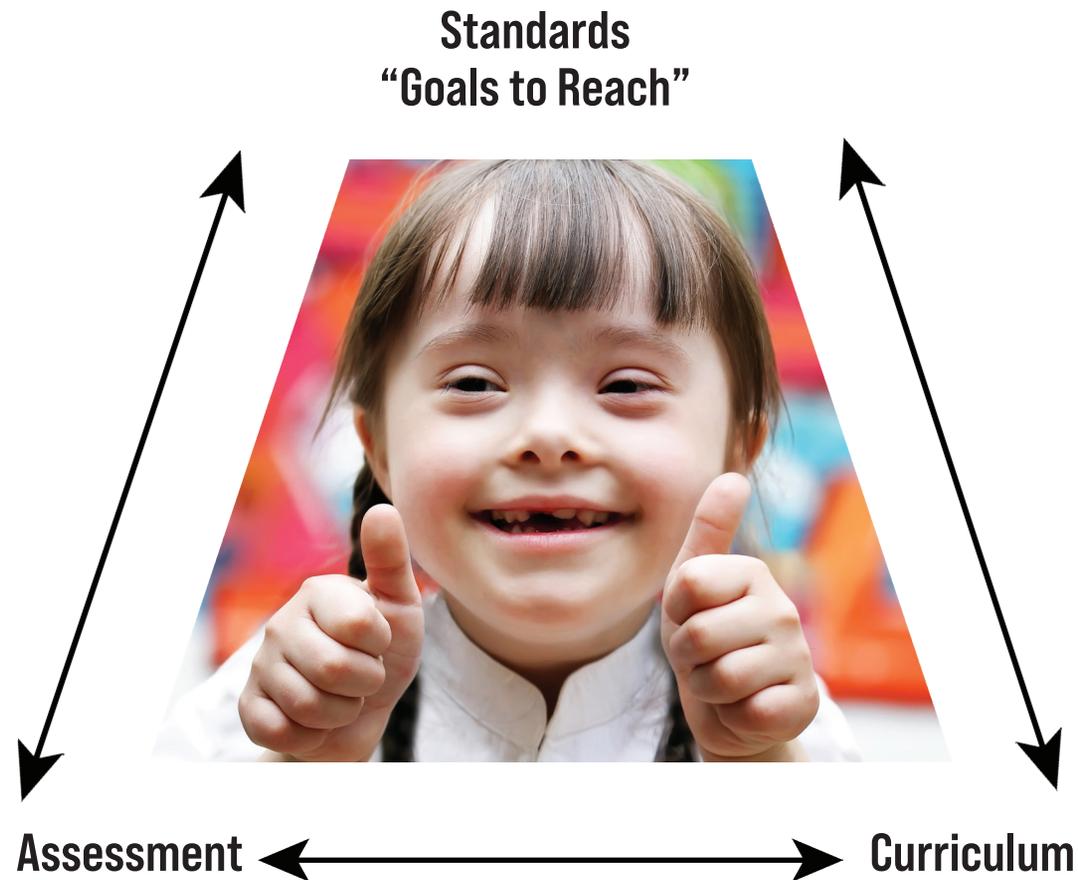
Formative Assessment

Formative assessment is a process that professionals employ to collect and use information to tailor instruction to the individual needs of children. Collecting information from multiple sources and analyzing it in light of children's individual learning needs can support teaching whereby all children continue to learn and thrive.

Strong Curriculum

Strong curriculum is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all young children.

Development and learning for young children is highly influenced by maturity and experience. Young children are better able to demonstrate their abilities, than they are to talk or write as the means of showing what they know. For these reasons, careful attention must be paid to the linking of screening, formative assessment and curriculum and to the accuracy of the conclusions that can be drawn from this purposefully interdependent process. Within this context, Preschool Maine Early Learning and Development Standards offers information about the milestones that occur along a developmental continuum during the preschool years.

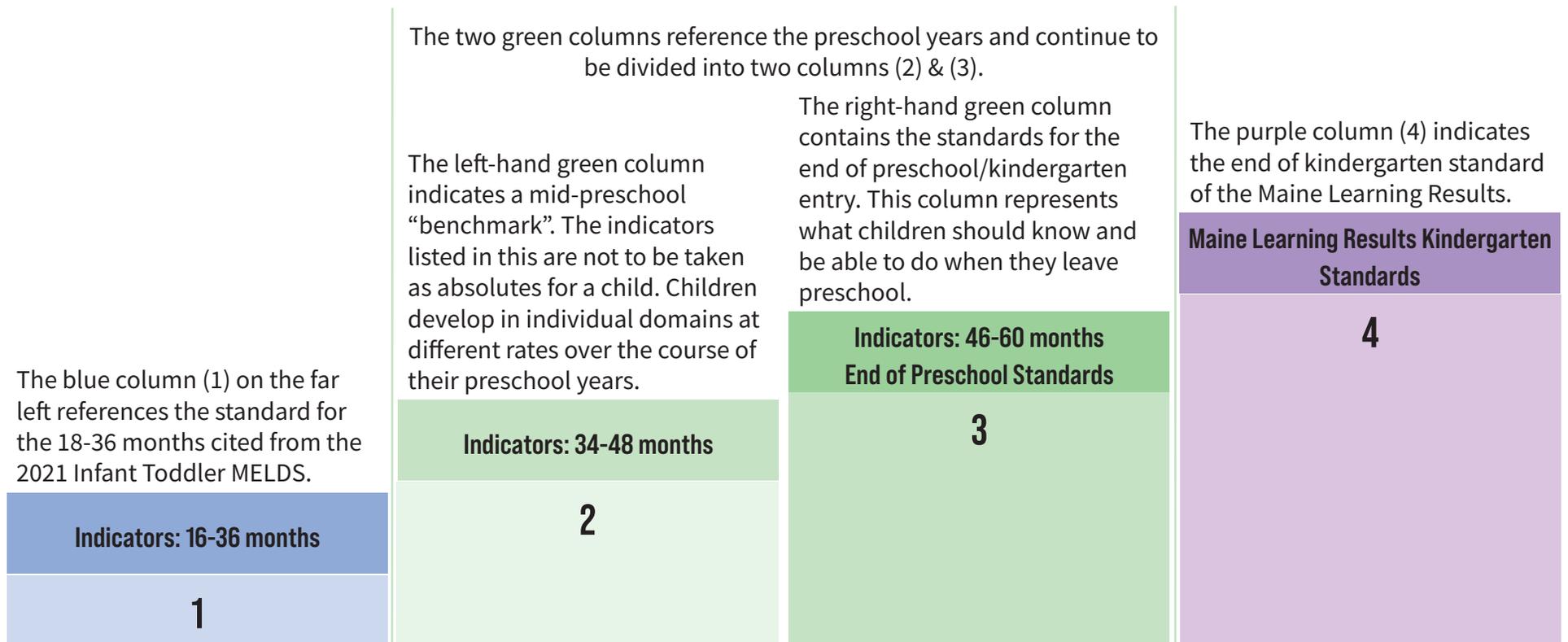


As early childhood educators work to individualize learning activities and target instruction based upon young children’s unique learning styles, their stages of development, the information gathered through screening, formative assessment and curriculum development, and their emerging skills and interests, Preschool Maine Early Learning and Development Standards offers guidance regarding what children typically know and would be able to do at different stages in their development. Additionally, Preschool MELDS is not a curriculum and not meant to be used in isolation, or as a tool for screening and/or assessing preschoolers; rather it should be considered one piece of information to help an early childhood educator plan experiences for preschoolers that offer opportunities for practice, refinement, and mastery of a wide array of diverse developmental skills and abilities across the three to five year old continuum.

Organization

Preschool Maine Early Learning and Development Standards is organized into five domains that are the same as those used in the Infant Toddler Maine Early Learning and Development Standards (Infant Toddler MELDS). Each Domain in the Preschool MELDS is broken down into Goal Topics that focus on broad areas of development. Elements refer to specific aspects of development within a Goal Topic and include Indicators that represent what children know or are able to do. Numerical codes have been assigned to each Element to allow for referencing Preschool MELDS standards in lesson planning, communication, and coursework. Domains, Goal Topics, and Indicators of the Preschool Maine Early Learning and Development Standards cross-reference the 18-36 month range from Infant and Toddler Maine Early and Development Standards and the content area for Maine’s Learning Results for kindergarten or kindergarten-second grade. These important connections are designed to help early childhood educators see clearly the continuum of learning before and after the preschool years.

This new document is divided into four columns.



Each column's title includes an age range. The intentional overlap by two months on the first three columns of the Preschool MELDS supports the premise that a child's development is unique and not all standards will align with a child's chronological age for a variety of reasons.

It is important to seek understanding of where a child is at developmentally and to use that knowledge to scaffold learning and individualized curriculum and learning opportunities.

To view a graphic organizer of all the domains, goal topics, elements and indicators, see Appendix page page 105.



Children will thrive when they feel valued, safe, seen, connected, cared for, and loved by trusted adults.

Introduction to Social and Emotional Development

Social-emotional learning (SEL) refers to the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and/or collective goals. During their early years, children begin to develop skills to recognize feelings and show empathy for themselves and others. SEL also includes establishing positive relationships with peers and trusted adults as well as making responsible and caring decisions along a developmental timeline (CASEL, 2023).

Social and Emotional development of young children refers to many things:

- developing close, secure and trusting relationships with adults and peers;
- exploring, experiencing, expressing and learning to regulate emotions in socially and culturally relevant ways;
- learning about their environment in the context of family, peers, community and culture.
- noticing the signs and signals that children show us, both verbal and nonverbal.
- caregivers having an understanding that all behavior is communicating a need, often for connection

Children between the ages of three and five years develop a growing awareness of themselves as an individual as well as of others around them. Young children often still rely on others to help them be calm and ready to take in information from the environment. This adult/child relationship is referred to as co-regulation and is an important step in the development of self-regulation skills, which begin to develop in early childhood. With adult support, young children experiment with strategies (use of a soothing object, sound, action, etc.) to help them regulate emotions and use responses from others to adjust their actions. Preschool age children benefit from patient adults supporting them as they learn how to regulate more complex behaviors and emotions.

Early childhood educators and families promote social and emotional well-being of children by providing environments that encourage participation, cooperation, and positive interactions with others. Nature can be an overlooked environment that can promote social interaction and emotional development as it provides opportunities for children to become more competent and confident through appropriate risk taking, and to develop self-regulation skills. Contact with nature increases mental well-being. “Children with nature nearby their homes are more resistant to stress; have lower incidence of behavioral disorders, anxiety, and depression; and have a higher measure of self-worth” (Wells & Evans, 2003).

A cooperative environment where children are solving problems together encourages them to understand and celebrate their similarities and differences. Through intentional teaching strategies and learning environments, children can begin to develop a positive self-image and learn self-regulation and conflict resolution skills that they will use the rest of their lives.



A little more about adverse childhood experiences....

Adverse Childhood Experiences, or ACEs, are potentially traumatic events that happen in childhood. Toxic stress from ACEs can negatively affect children’s brain development, immune systems, and stress-response systems. These changes can affect children’s attention, decision-making, and learning. Children growing up with toxic stress may have difficulty forming healthy and stable relationships (CDC, 2019). The good news is, access to safe, stable and nurturing relationships and environments can help to create positive childhood experiences which have been found to prevent adverse childhood experiences (CDC, 2022).

For more information on ACEs, brain development, trauma and toxic stress, see Appendix page page 113.

Standards for Social and Emotional Development

Domain	Goal Topic	Element	Code
Social Emotional Development	1. Emotional Development	a. Self Concept	1a.
		b. Self Regulation	1b.
		c. Sympathy and Empathy	1c.
		d. Adapting to Diverse Settings	1d.
	2. Social Development	a. Building Relationships with Others	2a.
		b. Respecting Similarities and Differences	2b.

Goal Topic: 1. Emotional Development

Definition: understanding how and why feelings and emotions occur in self and others and developing effective ways for managing those feelings.

			Maine Learning Results Kindergarten Standards
Indicators: 16-36 months	Indicators: 34-48 months	Indicators: 46-60 months End of Preschool Standards	
Sense of Self, Self-Awareness, and Self-Concept	a. Self Concept	a. Self Concept	Health Education: Standard HE 1: Health Concepts
<ul style="list-style-type: none"> › Recognizes own image in the mirror or photo and understands that it is self. › Says own name when asked and names others in family. › Identifies self by gender, for example, “I boy”. › Begins to make comparisons between self and others; (e.g., “Tommy is boy like me.”). › Uses adjectives to refer to self, (e.g., “Me big”). › Communicates, “I do it!” or “No” when caregiver or parent tries to help. 	<ul style="list-style-type: none"> › Begins to see self as an individual with their own wants, needs, skills, and abilities. › Chooses individual activities. › Expresses self in different roles during pretend play. › Compares self with others. › Expresses own ideas and opinions. › Begins to show awareness of own autonomy and boundaries. 	<ul style="list-style-type: none"> › Expresses and/or demonstrates an awareness of self as an individual with certain wants, needs, abilities, characteristics, preferences, and rights. › Demonstrates self-direction by making choices among peers, activities, and materials. › Tries new things and improves new skills with practice. › Initiates actions or activities with peers. For example, inviting a friend to play. › Uses a variety of materials with curiosity and interest. › Shows ability to take care of personal or shared possessions. (e.g. backpack, toys, books). 	<ul style="list-style-type: none"> › Students name basic healthy behaviors, including nutrition; personal health; and safety and injury prevention. › Students name the dimensions of health including physical and social health. › Students list prevention strategies for common childhood communicable diseases. › Students list qualities of a safe and healthy school environment. › Students name personal and public body parts.
	b. Self-Regulation		Health Education: Standard HE 5: Communication and Advocacy Skills
	<ul style="list-style-type: none"> › Demonstrates understanding of and ability to communicate developmentally appropriate basic safety guidelines. 		<ul style="list-style-type: none"> › Students name healthy and unhealthy ways to communicate

Indicators: 16-36 months

- › Respect toddlers’ valid opinion of saying no.
- › Wants to experience the world on
- › own terms; for example, avoids messy materials.
- › Uses evaluative words to talk about self, “Me good girl?”

Self-Regulation

- › Shows impulse control by:
 - beginning to understand their role in play (need to wait for a turn for a toy)
 - tolerating brief wait times or delays
 - anticipates and follows routines when prompted:
 - helps with clean up
 - gets ready to go for a walk
 - joins group time for dancing, stories, etc.
 - begins to dress themselves

Indicators: 34-48 months

- › Shows progress in the ability to express and identify feelings, needs, and opinions across learning environments.
- › Shows progress in ability to recognize and communicate feelings and emotions.
- › Shows progress in sharing the attention of a trusted adult caregiver.
- › Shows progress in turn-taking ability.
- › With adult guidance, uses materials and equipment purposefully and safely.
- › Begins to notice the cause and effect of own actions.
- › Develops listening skills with intentional adult instruction and support.(e.g., teaching children that listening can look like giving their attention to others or events in various ways).

**Indicators: 46-60 months
End of Preschool Standards**

- › Shows ability to respect personal space and boundaries of other people. (e.g., checking before touching another person or showing concern when stepping on someone’s foot).

b. Self-Regulation

- › Expresses wants, thoughts, needs, and feelings through various methods of communication.
- › Seeks adult support and engages in finding solutions to resolve conflict with peers.
- › With support, listens to instructions before beginning an activity.
- › With support, demonstrates an understanding of developmentally appropriate rules and routines.
- › With support, demonstrates the ability to follow developmentally appropriate rules and routines.
- › Shows progress in sharing

Maine Learning Results Kindergarten Standards

- › Students name healthy ways to express their needs, wants, and feelings.
Life and Career Ready: Standard A.1-Self Knowledge
- › Students demonstrate and reflect on likes and dislikes.
Life and Career Ready: Standard A.2-Life Skills
- › Students demonstrate and reflect on social skills that influence interpersonal relationships in positive ways in the classroom.
 - Get along with others
 - Follow established expectations for observing and listening
 Life and Career Ready: Standard A.3: Problem-Solving
- › Students use and analyze communication skills in their classroom.
Health Education: Standard HE 6: Decision-Making and Goal-Setting
- › Students name health situations where a decision is needed.

**Maine Learning Results
Kindergarten Standards**

- › Students identify what health goals are.

Indicators: 16-36 months

as part of daily routines, even though it may take longer

- › Begins to manage and adjust actions and behavior with the guidance of familiar adults:
 - using words or signs such as “no” or “stop” during conflict
 - lets a trusted adult know when hungry, tired or needing assistance with a peer.

Trust and Emotional Security
(Emotional Functioning)

- › Self-conscious emotions appear: shame, embarrassment, guilt, pride.
- › Shows understanding of some emotional expressions by:
 - labeling them

Indicators: 34-48 months

c. Sympathy and Empathy

- › Demonstrates a beginning ability to identify basic feelings of self and others in a variety of situations.(e.g., identifying that self or others feels happy, sad, or angry).
- › Demonstrates ability to be kind to self and others in a variety of situations.

d. Adapting to Diverse Settings

- › Explores objects and materials and interacts with others in a variety of new settings.
- › Begins to demonstrate ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/ attendance.

**Indicators: 46-60 months
End of Preschool Standards**

- materials with others.
- › Waits for their turn in simple game or use of equipment.
- › Demonstrates understanding of cause and effect of own actions.
- › Shows beginning ability to co-regulate emotions and behaviors with a trusted, regulated adult.

c. Sympathy and Empathy

- › Demonstrates empathy through comfort and care of others. (e.g., asking “Are you okay?” or giving/requesting a hug or high-five).
- › Labels emotions of self and others, with support.
- › Asks “what” and “why” questions to understand the effects of behavior.
- › Shows progress in expressing feelings, needs, and opinions, in difficult situations such as conflicts, without harming self, others, or property.

			Maine Learning Results Kindergarten Standards
Indicators: 16-36 months	Indicators: 34-48 months	Indicators: 46-60 months End of Preschool Standards	
<ul style="list-style-type: none">- asking questions about them- responding appropriately (verbally or non-verbally)> May use artistic tools for emotional expression.> Expresses empathy toward other children or adults.> Begins to express feelings of anger and frustration: tells friends “I don’t like that!”.> Has an expectation that the caregiver will provide what is needed in most situations.		<p>d. Adapting to Diverse Settings</p> <ul style="list-style-type: none">> Demonstrates ability to be flexible and adjust to routine or unexpected changes, including physical setting, daily schedule, staffing and group size/attendance, with adult support.> Given prior notice (e.g., with a visual schedule or verbal/nonverbal adult cues), adjusts to changes from one activity/setting to the next.> Anticipates, with assistance, what will be needed in diverse settings.> Follows rules in new or diverse settings.	

Goal Topic: 2. Social Development

Definition: a child’s ability to create and sustain meaningful relationships with adults and other children.

Indicators: 16-36 months

Relationships with Adults

- › Seeks attention of a special caregiver and communicates “Watch me!” before proudly displaying a new skill.
- › Cries and looks for special caregiver after falling.
- › Tries to influence adult behavior; for example, brings favorite book and expresses “One more?” even though she has just heard “We are all done; time for a nap”.
- › Gesturing for one more hug as a parent is leaving for work.
- › Uses adult as a resource through words or actions; for

Indicators: 34-48 months

a. Building Relationships with Others

- › Separates from adults in familiar settings, with assistance.
- › Approaches others for assistance when needed.
- › Offers to assist others.
- › Expresses affection for others.
- › Follows guidance for behavior in different environments.
- › Identifies known safety roles and distinguishes between trusted and unknown adults.
- › Engages in parallel play (i.e., plays next to or near others without trying to influence the play or behavior of others).
- › Engages in interactive play

Indicators: 46-60 months End of Preschool Standards

a. Building Relationships with Others

- › Asks questions and checks with an adult as needed while exploring their environment.
- › Seeks help when needed for emotional support.
- › Shares information with at least one trusted person.
- › Works independently.
- › Works cooperatively with others to plan, create, and organize activities during play and solve problems as they arise.
- › Participates in group activities.
- › Uses different turn-taking strategies (e.g., trading, setting a timer, etc.).
- › Shows an increased ability to be friendly and flexible in play and to work cooperatively to resolve conflicts with peers.

Maine Learning Results Kindergarten Standards

Health Education: Standard HE 2:
Health Information, Products and
Services

- › Students label trusted adults and professionals who can help promote health.
- › Students identify school and community health helpers.

Health Education: Standard HE 3-
Health Promotion and Risk Reduction

- › Students name health-enhancing behaviors to improve personal health including self-management skills
- › Students name behaviors to help avoid or reduce personal health risks.

Health Education: Standard HE 4:
Influences on Health

- › Students recognize people who influence their health behaviors.
- › Students recognize factors that influence health

**Maine Learning Results
Kindergarten Standards**

behaviors that influence health behaviors.

Indicators: 16-36 months

example, asks a caregiver for a cracker or for help getting jacket on.

- › Begins to follow simple instructions or guidance of a caregiver.

Relationships with Children

- › Engages in social pretend play with one or two friends and take on roles; for example, pretends to be a dog while a friend pretends to be the owner.
- › Expresses an interest in playing with a particular child.
- › Exhibits sadness when a favorite friend is not at school; “When you miss your friend here at school, she misses you too”.
- › Engages in joint exploration

Indicators: 34-48 months

with others.

- › Leads or participates in cooperative play with others

c. Respecting Similarities and Differences

- › Notices similarities and differences in others.
- › Develops relationships with others based upon shared experiences.

**Indicators: 46-60 months
End of Preschool Standards**

- › Shows or communicates care or concern for others.
- › Makes friends with others.
- › Notices who is absent from a group setting.
- › Communicates wants and needs in a group setting.
- › Helps self and others when needed.
- › Knows and expresses self as a part of diverse groups. (e.g., family, preschool class, faith community, etc.).
- › Uses play to explore, practice, and understand social roles.

b. Respecting Similarities and Differences

- › Recognizes and discusses similarities and differences in others.
- › Notices that other children might communicate differently. (e.g., through nonverbal communication, different languages and/or dialects).

Maine Learning Results
Kindergarten Standards

Indicators: 16-36 months

and has begun associative play; for example, attempts to build a block tower with a friend or can wait a short time for “my turn”.

- › Shows concern for a peer who is in distress.
- › Engages in reciprocal play such as run and chase or offer and receive.

Indicators: 34-48 months

**Indicators: 46-60 months
End of Preschool Standards**

- › Begins to think about a situation from the point of view of others.





Play is often talked about as if it were a relief from serious learning. But for children play is serious learning. ~ Fred Rogers

Introduction to Approaches to Learning and Play

Children come into the world with the innate ability and need to learn about their world. How each child approaches learning varies based on personality, temperament, gender, culture, interests, experiences, general developmental stage and individual barriers. The Approaches to Learning and Play domain describes *how* children learn and influences all the other domains which address *what* children learn. Developing strong, positive approaches to learning will influence a child's success in school, in relationships and aid them in becoming a lifelong learner.

Developing positive approaches to learning is considered by many to be the foundation for success in school but even more essential is to remember that children learn through play - joyous, wondrous and rewarding in itself, not just preparation for a successful future. Children's development in this area can be influenced by adults and peers and strengthened by parents and adults who recognize the importance of approaches to learning and play and encourage, value and provide structure and scaffolding for children to grow in their abilities to learn.

Adults influence how children approach learning when they:

- observe and listen carefully to children
- encourage inquiry by asking open ended questions such as
 - “I wonder how that got there?”
 - “What would happen if ...?”
 - “How might you do that?”
- know children's interests and provide time for children to create and explore.
- develop a relationship with each child that supports risk taking.
- provide opportunities to explore the environment through play that uses all their senses.
- offer interesting open-ended materials for exploration.
- follow the child's lead, observing and waiting before offering help.
- create new and diverse experiences.
- use knowledge of the child to scaffold individualized experiences that provide challenges that will result in growth.

Standards for Approaches to Learning and Play

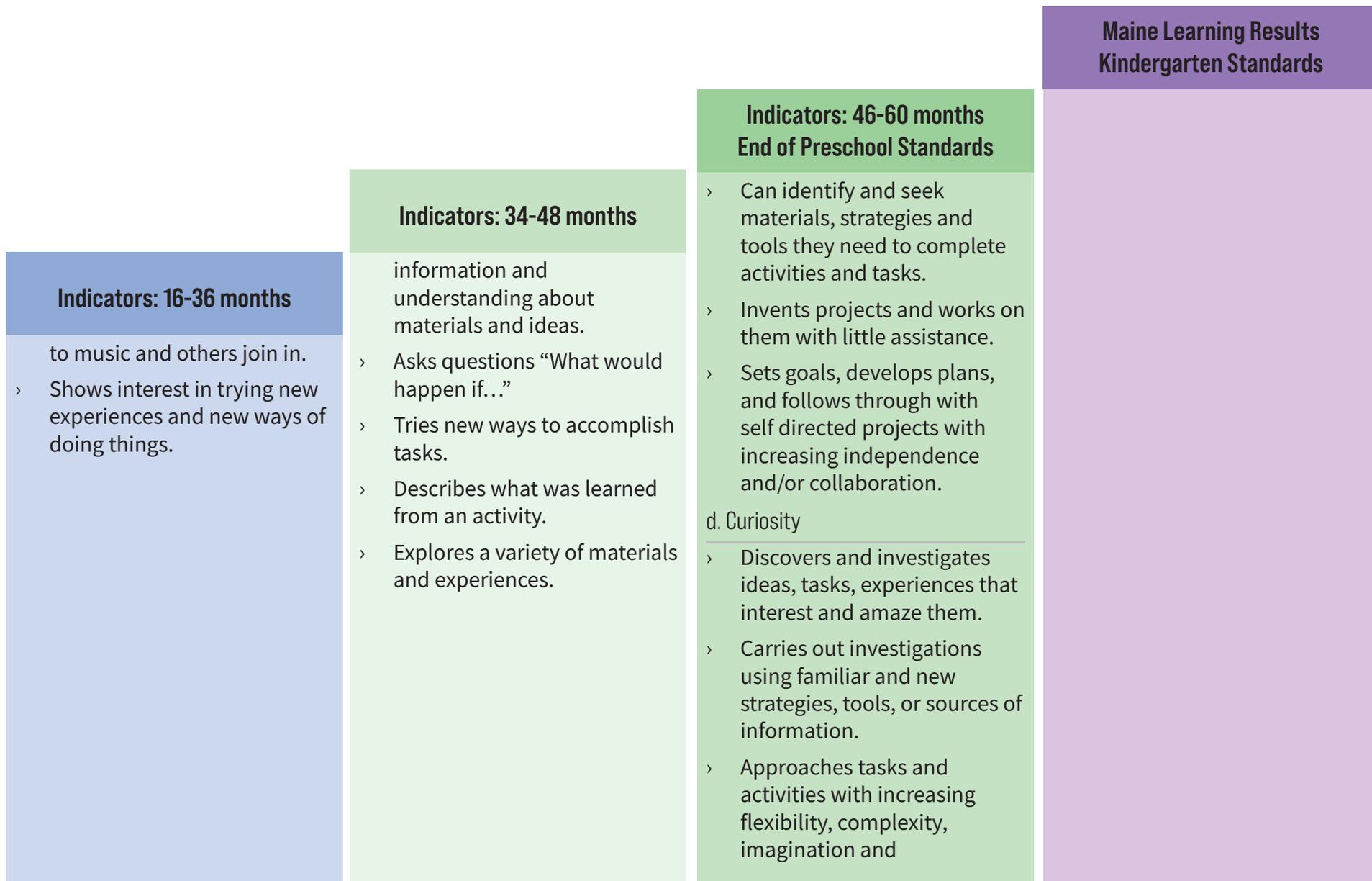
Domain	Goal Topic	Element	Code
Approaches to Learning and Play	3. Mindset	a. Engagement	3a.
		b. Persistence	3b.
		c. Initiative	3c.
		d. Curiosity	3d.
	4. Executive Functions	a. Reflections	4a.
		b. Problem Solving	4b.
		c. Flexibility	4c.
	5. Creativity, Invention, and Imagination	a. Visual Arts	5a.
		b. Movement and Dance	5b.
		c. Music	5c.
		d. Dramatic Play and Expression	5d.

Goal Topic: 3. Mindset

Definition: involves children’s developing ability to regulate their emotions, thoughts and behavior to enable them to act in positive ways toward a goal.

Indicators: 16-36 months		Indicators: 34-48 months		Indicators: 46-60 months End of Preschool Standards		Maine Learning Results Kindergarten Standards	
Engagement and Persistence		a. Engagement		a. Engagement		Life and Career Ready: Standard B.1: Aspirations	
<ul style="list-style-type: none">› Empties the entire toy box while looking for a favorite toy.› Turns puzzle piece in a variety of directions to fit into puzzle frame.› Climbs into a box or open cupboard to get toys or objects that are out of reach.› Attempts to put on shoes or coat by self, tries for a while before asking for help.› Follows after and says “Good-bye” or cries when caregiver is leaving the room or going out of the house.		<ul style="list-style-type: none">› Eagerly chooses to be involved in a variety of tasks and activities.› Has capacity to maintain involvement and concentration for a meaningful period of time.		<ul style="list-style-type: none">› Participates with pleasure, enthusiasm and dedication in self chosen activities.› Consistently remains engaged in self-directed play even with distractions, can maintain focus and return to an activity after a break.		<ul style="list-style-type: none">› Students engage in new experiences and ask questions to promote creativity and curiosity about their interests	
		b. Persistence		b. Persistence		Life and Career Ready: Standard C.1: Planning	
		<ul style="list-style-type: none">› Engages in a variety of activities through a play period.› During times of distraction, maintains concentration with increased focus.› Can increasingly work through challenges and frustrations in play with adult support.		<ul style="list-style-type: none">› Purposefully chooses, engages and persists in play, experiences and projects.› Works through challenges with increasing independence while engaged in self-selected activities.› Demonstrates resilience and coping skills when faced with reasonable challenges, using an increased ability to regulate frustration over time.		<ul style="list-style-type: none">› Students participate in the development of classroom guidelines.	
						Life and Career Ready: Standard C.2: Career Awareness and Adaptability	
						<ul style="list-style-type: none">› Students explore jobs/ careers and how these roles contribute to the community.	

			Indicators: 16-36 months	Indicators: 34-48 months	Indicators: 46-60 months End of Preschool Standards	Maine Learning Results Kindergarten Standards
			<ul style="list-style-type: none"> › Overcomes an obstacle in the way of obtaining a desired object. <p>Initiative and Curiosity</p> <hr/> <ul style="list-style-type: none"> › Studies people and things around them seeking more information. › Shows interest and/or approaches other children for play. › Makes their choices known by talking about what they want and asking questions using: <ul style="list-style-type: none"> – gestures – facial expressions – words › Starts to sing a song or move 	<ul style="list-style-type: none"> › Sees simple tasks through to completion. › Begins to set goals, develop plans, and complete tasks. <p>c. Initiative</p> <hr/> <ul style="list-style-type: none"> › Shows interest in how and why others do things. › Assists adults with daily tasks. › Expresses interest in a widening range of topics and ideas. › Demonstrates ability to make independent choices. <p>d. Curiosity</p> <hr/> <ul style="list-style-type: none"> › Begins to discover and investigate ideas, task, experiences that interest and amaze them. › Uses senses to gather 	<ul style="list-style-type: none"> › Chooses to leave a project and return to it later for follow through or elaboration. › Chooses to repeat experiences to build competence and explore, change and extend ideas. › Keeps trying and flexibly adapts strategies when encountering difficulties. <p>c. Initiative</p> <hr/> <ul style="list-style-type: none"> › Asks to join in play already in progress. › Tells the difference between appropriate and inappropriate risk-taking. › Offers to help adults or peers with daily tasks. › Independently seeks, accepts or offers help or information for further understanding. 	



Maine Learning Results
Kindergarten Standards

Indicators: 46-60 months
End of Preschool Standards

- inventiveness.
- › Chooses to take opportunities to explore a variety of materials and experiences, seeking out new challenges.

Indicators: 34-48 months

Indicators: 16-36 months



Goal Topic: 4. Executive Function

Definition: a set of thinking skills that include working memory, problem solving, flexible thinking, and self-control.



A little more about executive functioning and approaches to learning....

Executive function refers to a set of skills that allow individuals to plan, focus attention, remember instructions, demonstrate self-control and manage multiple tasks successfully. These skills develop most rapidly between ages 3-5 and adults set up the framework for children to learn and practice these executive functioning skills over

time by creating routines, fostering connections, breaking big tasks into smaller chunks, and encouraging activities that promote imagination, role-playing, following rules, and controlling impulses (What Is Executive Function? How Executive Functioning Skills Affect Early Development, 2020).

For more information on executive functioning and young children see Appendix page page 117.

		Maine Learning Results Guiding Principles	
Indicators: 16-36 months	Indicators: 34-48 months	Indicators: 46-60 months End of Preschool Standards	Become a self-directed and lifelong learner who:
Reflection and Problem Solving	a. Reflection	a. Reflection	
<ul style="list-style-type: none">› Engages in activities for longer periods of time, including make believe play.	<ul style="list-style-type: none">› Notices changes and accomplishments from experimentation and trial and error.› Increasingly applies learning from prior experiences	<ul style="list-style-type: none">› Thinks about multiple options, choices and decides if they are useful and if not, tries another.› Applies prior experiences, senses, and knowledge to new learning situations.› Discovers and finds patterns and relationships.	<ul style="list-style-type: none">› Recognizes the need for information and locates and evaluates resources.› Applies knowledge to set goals and make informed decisions.› Applies knowledge in new contexts.› Demonstrates initiative and independence.

Indicators: 16-36 months

- › Tries several times to solve more challenging problems, often using a combination of actions or behaviors.
 - determined to reach the sink and pulls over a block to stand on, then adds a book to make it higher.
- › Uses experimenting to figure out solutions to everyday problems, including in social situations.
 - two children both want to fit into a small car and agree to take turns.
- › Begins to develop the ability to find a solution using mental representation.

Indicators: 34-48 months

- and understanding to new learning situations.
- › Makes predictions about what will happen next.
 - › Explains part or all of the problem and the exploration to adults or peers.
- b. Problem Solving
- › Recognizes when something might be a problem or challenge.
 - › With prompting and support begins to attempt to solve a problem.
 - › Begins to use appropriate communication or action when conflicts arise.
- c. Flexibility
- › Generates and shares ideas during social interactions and dramatic play.
 - › Accepts more than one solution to a question, task, or problem.

**Indicators: 46-60 months
End of Preschool Standards**

- › Draws on information to be able to review and anticipate to make if-then connections and contemplate what if situations that have not actually occurred.
 - › Discusses or documents important aspects of an experience and identifies what was learned.
- b. Problem Solving
- › Predicts when something might be a problem or challenge.
 - › Recognizes that problems exist and learns how to resolve simple conflicts independently or collaboratively.
 - › Maintains communication and problem solving skills when finding a solution to conflicts.
- c. Flexibility
- › Independently alters approach to tasks or problem when initial approach does

Maine Learning Results Guiding Principles

- › Demonstrates flexibility including the ability to learn, unlearn, and relearn.
 - › Demonstrates reliability and concern for quality.
 - › Uses interpersonal skills to learn and work with individuals from diverse backgrounds.
- Become a creative and practical problem solver who:
- › Observes and evaluates situations to define problems.
 - › Frames questions, makes predictions, and designs data/information collection and analysis strategies.
 - › Identifies patterns, trends, and relationships that apply to solutions.
 - › Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response;
 - › Sees opportunities, finds resources, and seeks results;
 - › Uses information and technology to solve

Maine Learning Results Guiding Principles

- problems;
- › Perseveres in challenging situations.

**Indicators: 46-60 months
End of Preschool Standards**

- not work.
- › Considers, predicts and implements different approaches to carrying out a task.
- › Demonstrates innovative thinking.
- › Is able to manage a change in rules or accepts the ideas of peers during play.

Indicators: 34-48 months

- › Seeks guidance from adults and/or accepts suggestions to try different approaches and solutions to tasks, problems and interactions with peers.
- › Can adjust emotions and behavior to changes.

Indicators: 16-36 months



Goal Topic: 5. Creativity, Invention, and Imagination

Definition: involves finding new ways to express ideas, use objects, and solve problems through visual arts, movement, dance, music and dramatic play.

		Maine Learning Results Kindergarten Standards	
<p style="text-align: center;">Indicators: 16-36 months</p> <p>Creativity</p> <ul style="list-style-type: none"> › Creatively explores and experiments with sensory mediums, combining different types of materials to make something new. › Participates in music activities and dances with increased rhythm. › Uses puppets in dramatic play. › Acts out dramatic play role-play themes with others; engages in make-believe play: <ul style="list-style-type: none"> – imitates a dog or cat by crawling and making barking or meowing 	<p>Indicators: 34-48 months</p>	<p>Indicators: 46-60 months End of Preschool Standards</p>	
	<p>a. Visual Arts</p> <ul style="list-style-type: none"> › Uses self-selected materials to engage in art experiences. › Shares art materials and space. Begins to work collaboratively with peers on artworks. › Uses color, lines and shapes to represent and express ideas. › Uses and explores art materials to stimulate the senses. Uses sensory information to create works of art. › Explores a variety of art elements and materials to represent creative thought, life experiences and real things in the environment. 	<p>a. Visual Arts</p> <ul style="list-style-type: none"> › Shows interest or participates in different art media and materials in a variety of ways for creative expression and representation. › Shows increasing engagement in art materials to express ideas and interests. › Works cooperatively to create drawings, paintings, sculptures, and other art projects. › Progresses in abilities to create with a variety of media that reflect more detail, uniqueness, and/or realism. › Explores and utilizes art materials appropriately. › Describes the process and style of personal artwork. › Selects pieces for display. 	<p>Visual Arts: Standard A1</p> <ul style="list-style-type: none"> › Engage in exploration and imaginative play with various arts materials. › Engage collaboratively in creative artmaking in response to an artistic problem. <p>Visual Arts: Standard A2</p> <ul style="list-style-type: none"> › Build skills in various media and approaches to artmaking through experimentation. › Identify safe and nontoxic art materials, tools, and equipment. › Create art that represents natural and constructed environments. <p>Visual Arts: Standard A3</p> <ul style="list-style-type: none"> › Explain the process of making art while creating.

Indicators: 16-36 months

- noises.
- offers a caregiver or peer a pretend snack or drink during play.
- › Makes silly faces to see other children and adults react.
- › Uses items for other than intended purpose Carries on an imaginary conversation using:
 - a toy telephone
 - baby doll
 - other items (stuffed animal, book, etc.)

Indicators: 34-48 months

- › With support talks about creative process.
- › Begins to identify artwork to be shared with others.
- › With support begins to make comments or share observations of the art expression of others.
- › Explores multicultural art styles and materials.

b. Movement and Dance

- › Participates in a variety of rhythmic and creative movement experiences.
- › Develops increasing body control, body awareness during creative movement.
- › Begins to connect body movements to music, song or creative ideas.
- › Begins to participate in group movement/dance.

**Indicators: 46-60 months
End of Preschool Standards**

- › Listens, comments and shows appreciation for the art expression of others.
- › Explores diverse art forms, elements and styles for representing ideas, creative thought and to support learning in other learning domains.
- › Observes, discusses and may utilize multicultural art styles and materials.

b. Movement and Dance

- › Moves in response to different styles of music.
- › Uses creative movement that expresses an idea or feeling.
- › Combines creative movement with sound, song/chants and/or instruments to express ideas or retell a story.
- › Engages in and collaborates during group creative movement/dance.

**Maine Learning Results
Kindergarten Standards**

chosen.

Visual Arts: Standard B2

- › Explain the purpose of a portfolio or collection.

Visual Arts: Standard B3

- › Explain what an art museum is and distinguish how an art museum is different from other buildings.

Visual Arts: Standard C1

- › Identify uses of art within one’s personal environment.
- › Describe what an image represents.

Visual Arts: Standard C2

- › With guidance, share observations comparing artworks.

Visual Arts: Standard C3

- › Explain reasons for selecting a preferred artwork.

Visual Arts: Standard D1

- › Create art that tells a story about a life experience.

Visual Arts: Standard D2

- › Identify the purpose of an artwork.

Indicators: 16-36 months

- Indicators: 34-48 months**
- c. Music
- › Claps hands to keep the beat to a song.
 - › Participates in slow and fast tempo as well as low and high sounds.
 - › Participates with simple songs that have a rhythm and pattern.
 - › Imitates sounds that demonstrate musical awareness.
 - › Experiments with a variety of musical instruments.
 - › Dramatic Play and Expression
 - › Begins to use inanimate objects to represent real life objects (e.g. uses banana as a phone).
 - › Begins to role play real life experiences (e.g., pretend to listen to your heart).
 - › Mimics movements, sounds,

- Indicators: 46-60 months
End of Preschool Standards**
- c. Music
- › Uses body percussion to demonstrate beat and tempo.
 - › Shows increasing ability to recognize tempo changes and different styles of music.
 - › Increasing ability to adapt to pitch and sounds.
 - › Sings songs with varied lyrics and patterns.
 - › Improvises with sound effects.
 - › Uses musical instruments to imitate and improvise songs, melodies, and patterns.
 - › Explores music and instruments from other cultures.
- d. Dramatic Play and Expression
- › Uses inanimate objects for other than their intended purpose to create representations of real-life objects or activities.
 - › Represents fantasy and real-life experiences through

**Maine Learning Results
Kindergarten Standards**

- Dance: Standard A1
- › Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance).
 - › Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.
- Dance: Standard A2
- › Improvise dance that has a beginning, middle, and end.
 - › Express an idea, feeling, or image, through improvised movement moving alone or with a partner.
- Dance: Standard B2
- › Demonstrate same-side and cross-body locomotor and nonlocomotor movements, body patterning movements, and body shapes.
 - › Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.

Indicators: 16-36 months

Indicators: 34-48 months

and expressions of real-life experiences.

- › Imitates repeated verses in stories.

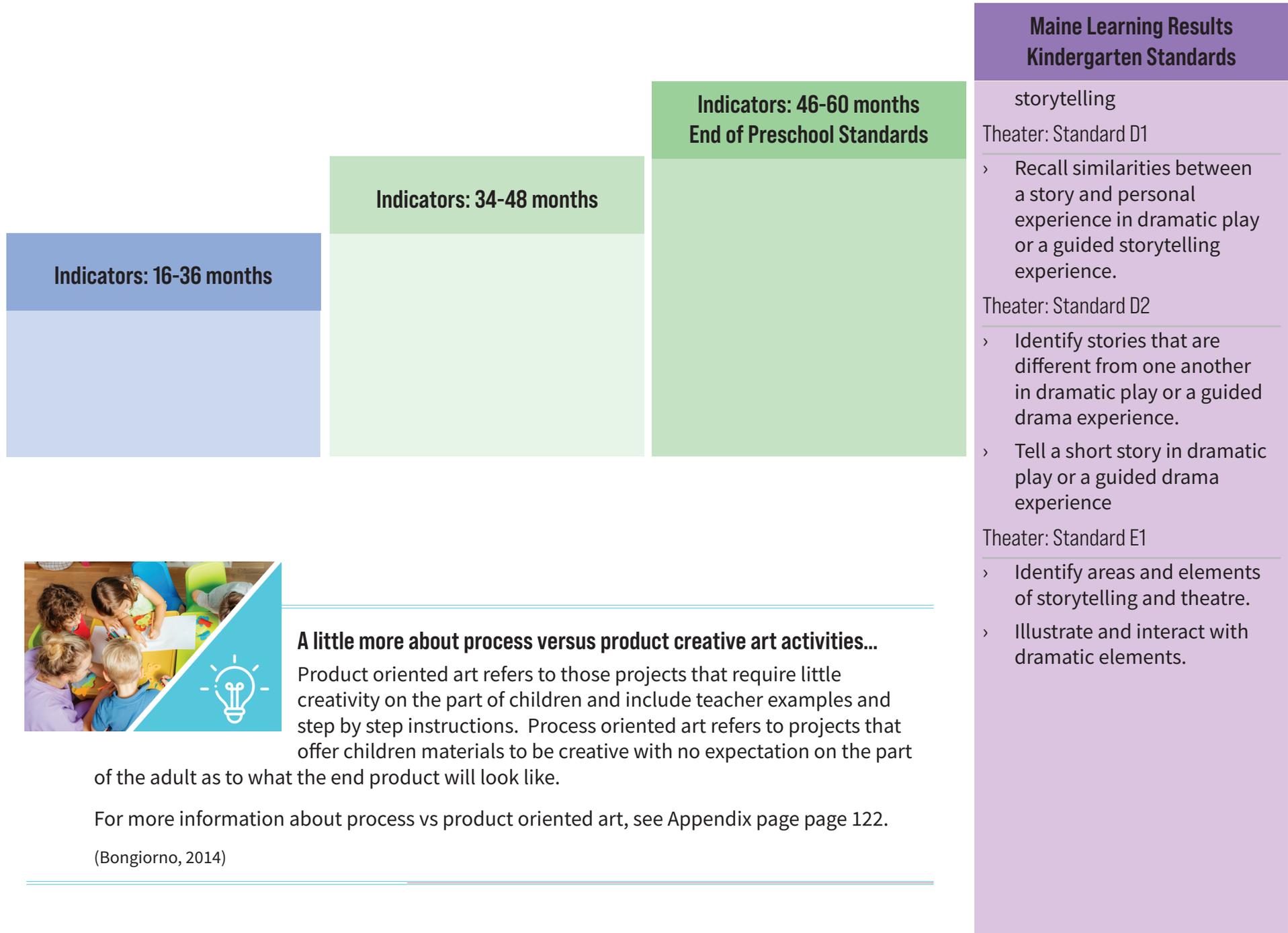
**Indicators: 46-60 months
End of Preschool Standards**

pretend play and may use props.

- › Uses pretend play to represent known or anticipated situations.
- › Creates characters through physical movement, gesture, sound, speech and facial expressions.
- › With prompting and support, children assume the roles of characters, using props and language to tell or retell a story.

**Maine Learning Results
Kindergarten Standards**

- › Move body parts in relation to other body parts and repeat and recall movements upon request.
Music: Standard A1
- › Listen and respond to diverse music experiences by singing, playing, moving, etc.
Music: Standard B3
- › Explore music from a variety of societal, cultural, and historical contexts and respond through singing, listening, or moving.
Music: Standard C1
- › With guidance, explore vocal range, pitch flexibility, and types of voices (i.e., whisper, speak, sing, call/shout, thinking/audiate.)
- › With guidance, explore a variety of classroom instruments.
- › With guidance, perform simple songs and echo phrases.
Theater: Standard C1
- › Express an emotional response to characters in



A little more about process versus product creative art activities...

Product oriented art refers to those projects that require little creativity on the part of children and include teacher examples and step by step instructions. Process oriented art refers to projects that offer children materials to be creative with no expectation on the part of the adult as to what the end product will look like.

For more information about process vs product oriented art, see Appendix page page 122.

(Bongiorno, 2014)



Literacy is one of the greatest gifts a person could receive. ~ Jen Selinsky

Introduction to Early Language and Literacy

Children acquire language and literacy skills through meaningful interactions with people in their lives. Early childhood is the most critical time for language and literacy development, and the foundational knowledge built during this time is essential to children’s later learning. Some language and literacy learning is incidental and arises naturally during play and everyday experiences. Other learning depends on explicit instruction that occurs through formal teaching (Fletcher & Vaughn, 2021). Young learners can actively construct their own language and literacy knowledge, but they also need intentional interactions with adults to further their development, provide motivation and strengthen essential skills.

Supportive language and literacy learning environments may have different styles and approaches but should always include three important elements:

- responsive back and forth conversations that use rich vocabulary;
- daily interactions with high-quality books (literary and informational); and
- engaging interactions with print and the sounds of language and letters.

Learning to speak, read and write does not happen by chance; it is planned, thoughtful, and purposeful. The early learning curriculum and environment should embed language and literacy into all areas of development. Hands-on exposure to books, creative expression through play, and guided encouragement from adults supports development of children’s language and literacy skills. They provide children with not only the tools for lifelong learning, but also the ability to become critical thinkers and effective communicators.



A little about dual language learners (DLLs) and language development...

The WIDA Early English Language Development (E-ELD) Standards support children aged 2.5-5.5 learning multiple languages before Kindergarten. Educators use Preschool MELDS alongside WIDA E-ELD to effectively instruct dual language learners (DLLs). Can Do Descriptors for DLLs in early years help educators create meaningful learning opportunities in English. Research emphasizes the benefits of strong language skills in both home language and English for successful outcomes in school and life.

For more information about dual language learners, see Appendix page page 114.

Standards for Approaches to Early Language and Literacy

Domain	Goal Topic	Element	Code
Language and Literacy	6. Speaking and Listening	a. Comprehension and Collaboration	6a.
		b. Presentation of Knowledge and Ideas	6b.
	7. Knowledge of Language	a. Conventions of Standard English	7a.
		b. Vocabulary Acquisition and Use	7b.
	8. Foundations of Early Literacy	a. Print Concepts	8a.
		b. Phonological Awareness	8b.
		c. Phonics and Word Recognition	8c.
		d. Key Ideas and Details	8d.
		e. Craft and Structure	8e.
		f. Integration of Knowledge and Ideas	8f.
		g. Fluency	8g.
	9. Writing	a. Composing for Audience and Purpose	9a.
		b. Process and Production	9b.
c. Inquiry to Build and Present Knowledge		9c.	

Goal Topic: 6. Speaking and Listening

Definition: prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

		Maine Learning Results Kindergarten Standards	
Indicators: 16-36 months	Indicators: 34-48 months	Indicators: 46-60 months End of Preschool Standards	Speaking and Listening: Comprehension and Collaboration: Standard S.L1
Language Comprehension (Receptive Language)	a. Comprehension and Collaboration	a. Comprehension and Collaboration	
<ul style="list-style-type: none">› Understands a variety of simple two-step requests and follows multi-step daily routines like handwashing.› Understands names for common objects, familiar people, familiar actions.› Understands contrasts such as:<ul style="list-style-type: none">– yes/no, come/go, run/stop, up/down, fast/slow.› Understands prepositions such as:<ul style="list-style-type: none">– on, in, under, over.› With adult direction, finds	<ul style="list-style-type: none">› Begins to engage in collaborative conversations about preschool topics and texts with peers and adults in small and larger groups.› Begins to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).› Begins to engage in conversations with multiple exchanges.› Begins to confirm understanding of a text read aloud, or information presented orally, or through other media by asking and answering questions.	<ul style="list-style-type: none">› Uses language to engage in collaborative conversations about preschool topics and texts with peers and adults.› With modeling and support, follows classroom expectations for discussions (e.g., listen to others, take turns speaking about the topic under discussion).› With modeling and support, continues a conversation through multiple exchanges.› Confirms understanding of a text read aloud, or information presented orally, or through other media by asking and answering questions.› Asks questions in order to seek help, gather information, or clarify something that is	<ul style="list-style-type: none">› Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.› Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).› Continue a conversation through multiple exchanges.
			Speaking and Listening: Comprehension and Collaboration: Standard SL.2
			<ul style="list-style-type: none">› Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details to seek help if something is not understood.

Maine Learning Results Kindergarten Standards

Indicators: 16-36 months

items needed for an activity.

- › Shows increased attention span when being read to, listening to rhymes, finger plays, songs of increased complexity.

Language Expression [Expressive/Productive Communication]

- › Uses words or actions to request assistance:
 - asks for food when hungry.
 - asks for help.
 - may use words to solve conflicts with peers/siblings.
- › Combines words into simple sentences: “Mommy bye-bye”, “Milk all gone”.
- › Asks and answers simple questions: lots of what, why and where questions.
- › Uses everyday experiences to

Indicators: 34-48 months

- › Begins to ask questions in order to seek help, gather information, or clarify something that is not understood.

b. Presentation of Knowledge and Ideas

- › Begins to describe familiar people, places, things, and events.
- › With guidance and support from adults, begins to add drawings or other visual displays to provide additional detail.
- › With guidance and support from adults, begins to speak audibly to express thoughts, feelings, and ideas.

**Indicators: 46-60 months
End of Preschool Standards**

not understood.

b. Presentation of Knowledge and Ideas

- › With modeling and support from adults, uses drawings, or other visual displays to add details to verbal descriptions.
- › With modeling and support from adults, uses language (i.e. spoken, sign, or other augmentative or alternative communication) to express thoughts, feelings, and ideas clearly.

- › Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.

Speaking and Listening: Presentation of Knowledge and Ideas - Standard SL.3

- › Describe familiar people, places, things, and events and, with prompting and support, provide?
- › Add drawings or other visual displays to descriptions as desired to provide additional detail.

Speaking and Listening: Presentation of Knowledge and Ideas - Standard SL.4

- › Speak audibly and express thoughts, feelings, and ideas clearly.

**Maine Learning Results
Kindergarten Standards**

**Indicators: 46-60 months
End of Preschool Standards**

Indicators: 34-48 months

Indicators: 16-36 months

build on vocabulary:

- talks about what they are doing.
- uses language to convey simple ideas.
- › Refers to self by name; uses personal pronouns (I, me, you) with increased proficiency.
- › Vocabulary increases with age; articulation becomes increasingly clearer; may express feelings both physical and emotional.
- › Carries on sustained interactions with caregivers.



A little more about high quality language interactions...

High-quality language interactions encourage children’s vocabulary development, promote communication skills and have been regarded as a key contributor to children’s early language and cognitive development. The support for language development should include mapping words to actions, expanding and recasting phrases children use, asking open ended questions and labeling items, providing definitions and using robust vocabulary to expand on children’s verbal skills.

For more information on language interactions with children, see Appendix page page 118.

Goal Topic: 7. Knowledge of Language

Definition: understand the system of rules and principles that governs the English language and how language functions in different contexts.

		Maine Learning Results Kindergarten Standards	
Indicators: 16-36 months	Indicators: 34-48 months	Indicators: 46-60 months End of Preschool Standards	Language: Conventions of Standard English Standard L.1
	<p>a. Conventions of Standard English</p> <ul style="list-style-type: none"> › Begins to demonstrate understanding of the conventions of standard English grammar and usage when speaking. › Begins to use frequently occurring nouns and verbs. › Begins to form some regular plural nouns orally by adding /s/ or /es? (e.g. dog, dogs; wish, wishes). › Begins to understand and use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with). › Begins to understand question words (e.g. who, what, where, when, why, how). 	<p>a. Conventions of Standard English</p> <ul style="list-style-type: none"> › Demonstrates the ability to communicate using spoken language, sign, or other augmentative or alternative communication in complete sentences. › Uses frequently occurring nouns and verbs. › Forms some regular plural nouns orally by adding /s/ or /es? (e.g. dog, dogs; wish, wishes). › Understands the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with). › Responds to and use more question words/ interrogatives (e.g. who, what, where, when, why, how). › Begins to use knowledge of 	<ul style="list-style-type: none"> › Use frequently occurring nouns and verbs. › Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). › Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). › Use the most frequently occurring prepositions (e.g., to, from, in out, on off, for, of, by, with) › Produce and expand complete sentences in shared language activities.
			<ul style="list-style-type: none"> › Capitalize the first word in a sentence and the pronoun I. › Recognize and name end punctuation.

Indicators: 16-36 months

Indicators: 34-48 months

- › Begins to speak in complete sentences.

Vocabulary Acquisition and Use

- › Begins to ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play.
- › With guidance and support from adults, begins to explore word relationships and meanings.
- › With guidance and support from adults, begins to apply words learned in classroom activities to real-life examples (e.g., names the places in school that are fun, quiet, or noisy).
- › With guidance and support from adults, begins to sort common objects into categories (e.g., big/small, living/nonliving).

**Indicators: 46-60 months
End of Preschool Standards**

language and its conventions when relaying messages or listening for comprehension.

*Additional Conventions of Standard English indicators can be found in the Writing element.

b. Vocabulary Acquisition and Use

- › Asks and answers questions about the meaning of unknown words and phrases introduced through books and play.
- › With guidance, prompting and support, begins to generate words that are similar in meaning (e.g., happy/glad, angry/mad).
- › With guidance and support from adults, begins to demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
- › With guidance and support from adults, uses words and phrases acquired through conversations, listening to books read aloud, activities,

**Maine Learning Results
Kindergarten Standards**

- › Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- › Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Language: Knowledge of Language Standard L.3

- › Use knowledge of language and its conventions when speaking or listening.

Language: Vocabulary Acquisition and Use Standard L.4

- › Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- › Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- › Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown

**Maine Learning Results
Kindergarten Standards**

word.

Language: Vocabulary Acquisition and Use Standard L.5

- › With guidance and support from adults, explore word relationships and nuances in word meanings.
- › Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- › Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- › Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- › Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

**Indicators: 46-60 months
End of Preschool Standards**

and play.

- › Sorts common objects into categories (e.g., big/small, living/nonliving).

Indicators: 34-48 months

Indicators: 16-36 months



Maine Learning Results Kindergarten Standards

Language: Vocabulary Acquisition
and Use Standard L.6

- › Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

Indicators: 46-60 months
End of Preschool Standards

Indicators: 34-48 months

Indicators: 16-36 months



Goal Topic: 8. Foundations of Early Literacy

Definition: to understand and develop a working knowledge of concepts of print, the alphabetic principle, phonological/phonemic awareness, phonics and word recognition, and other basic conventions including the exploration of various genres of text.

		Maine Learning Results Kindergarten Standards	
Indicators: 16-36 months		Indicators: 46-60 months End of Preschool Standards	
Indicators: 34-48 months			
Emergent Literacy		Reading: Print Concepts Standard R.1	
<ul style="list-style-type: none">› Exhibits increased participation with written forms of communication:<ul style="list-style-type: none">– looks at books, magazines as if reading.– makes sounds that relate to pictures.– turns pages at the right time.› Recognizes signs and symbols in the environment: identifies stop sign, labels or logos of familiar places/ items; memorizes and repeats phrases of songs, books, rhymes.› Shows increased attention		<ul style="list-style-type: none">› Follows words from left to right, top to bottom, and page by page.› Recognize that spoken words are represented in written language by specific sequences of letters.› Understand that words are separated by spaces in print.› Recognize and name all upper- and lowercase letters of the alphabet.	
a. Print Concepts		Reading: Phonological Awareness: Standard R.2	
<ul style="list-style-type: none">› Begins to display appropriate book-handling behaviors.› Begins to hold a book correctly, turn pages in a single direction, and follow a story from left to right.› Distinguishes between print and pictures.› Recognizes that print represents spoken words and carries meaning (e.g., asks an adult “What does this say?”).› Begins to show awareness of alphabet letters.› Begins to recognize and name letters in their own name.		<ul style="list-style-type: none">› Demonstrates understanding of the organization and basic features of print.› Identifies parts of a book including, front cover, back cover, and title.› Holds the book correctly for reading and turn one page at a time.› Follows words from left to right and top to bottom.› Understands that words are separated by spaces in print.› Recognizes that printed words represent spoken language and carry meaning.› Recognizes and names at least 15 upper case and 15 lower case letters, including the letters in their own name.	

**Maine Learning Results
Kindergarten Standards**

Indicators: 16-36 months

- when being read to:
- begins to make observations about the use of words and pictures.
 - enjoys stories of increasing complexity.

Indicators: 34-48 months

b. Phonological Awareness

- › Demonstrates an understanding of spoken words and syllables.
- › Demonstrates enjoyment of rhyme and alliteration in nursery rhymes and simple stories.
- › With support, begins to recognize when two words rhyme.
- › With support, begins to recognize when two words start with the same sound.
- › Begins to count, pronounce, blend, and segment syllables in their own names.

c. Phonics and Word Recognition

- › With prompting and support:
 - Begin to recognize that letters represent sounds.
 - Begin to link a sound to some familiar printed

**Indicators: 46-60 months
End of Preschool Standards**

b. Phonological Awareness

- › Demonstrates understanding of words, syllables, and sounds (i.e. phonemes).
- › With prompting and support:
 - Recognizes and produces rhyming words.
 - Counts, blends, and segments syllables in words.
 - Blends and segments onsets and rimes in single-syllable words.
 - Isolates and identifies the initial sounds (i.e. phonemes) in single-syllable words and in their own name.
- › Begins to add or substitute initial sounds (i.e. phonemes) in single-syllable CVC words to make new words (e.g., cat, hat, sat; pig, wig, big).

c. Print Concepts Phonics and Word Recognition

- › Produces the sounds associated with several

sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. * (This does not include CVCs ending with /l/, /r/, or /x/.)

- › Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Reading: Phonics and Word Recognition: Standard R.3

- › Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- › Associate the long and short sounds with common spellings (graphemes) for the five
 - › major vowels.
 - › Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- › Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Maine Learning Results
Kindergarten Standards**

Reading: Key Ideas and Details:
Standard R.4

- › Ask and answer questions with prompting and support about who, what, when, where, and how.

Reading: Key Ideas and Details:
Standard R.5

- › Retell familiar texts with prompting and support, including details about who, what, when, where, and how.
- › Retell key details of texts with prompting and support, including the main topic.

Reading: Key Ideas and Details:
Standard R.6

- › With prompting and support, identify characters, settings, and major events in a story.
- › With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Reading: Craft and Structure:
Standard R.7

- › With prompting and support, ask and answer questions

**Indicators: 46-60 months
End of Preschool Standards**

- recognized letters.
- › Begins to link a sound to a picture of an object that begins with that sound.
- › Recognizes names of other children in the classroom and common print around the classroom.
- › With prompting and support applies beginning phonics and word analysis skills.

d. Key Ideas and Details

- › With prompting and support:
 - Actively engages with texts read aloud for understanding and enjoyment.
 - Asks and answers questions about simple stories and informational text read aloud.
 - Actively participates in discussions about the illustrations, diagrams, and other visual forms of information.

Indicators: 34-48 months

- letters.
- › Begins to recognize their own name and the names of other children in the classroom.
- › Begins to recognize common print around the classroom.

d. Key Ideas and Details

- › With prompting and support:
 - Begins to actively engage with texts read aloud for understanding and enjoyment.
 - Begins to ask and answer questions about simple stories and informational text read aloud.
 - Participates in discussions about the illustrations, diagrams, and other visual forms of information.
 - Demonstrates understanding of whom or what a story is about.

Indicators: 16-36 months

		Maine Learning Results Kindergarten Standards	
Indicators: 16-36 months	Indicators: 34-48 months	Indicators: 46-60 months End of Preschool Standards	about unknown words in a text.
	<ul style="list-style-type: none"> › Retells information about a character or an event in a simple story that is read aloud. › Recalls important facts from an informational text read aloud. › Identifies the topic of an informational text read aloud. <p>e. Craft and Structure</p> <hr/> <ul style="list-style-type: none"> › Make observations about words and pictures in books. › Begin to understand that a book has a title, author and illustrator. <p>f. Integration of Knowledge and Ideas</p> <hr/> <ul style="list-style-type: none"> › Seeks out experiences (individually and in groups) with pictures, books, and other print materials (e.g., asks for a favorite story to be read again). › Begins to make connections between a story or poem 	<ul style="list-style-type: none"> – Identifies characters, settings, and major events in a story. › Recalls important facts from an informational text that is read aloud or by studying particular pages/visuals of the text. › Begins to notice connections between characters and events in a story. › Makes predictions about what events might happen next. <p>e. Craft and Structure</p> <hr/> <ul style="list-style-type: none"> › Asks questions about unknown words and phrases in stories and informational texts read aloud or shared visually. › Begins to recognize that there are different text structures, such as stories, poems, and songs. › Begins to demonstrate an understanding of the difference between fiction 	<p>Reading: Craft and Structure: Standard R.8</p> <hr/> <ul style="list-style-type: none"> › Identify texts that tell stories. › Identify texts that provide information. <p>Reading: Craft and Structure: Standard R.9</p> <hr/> <ul style="list-style-type: none"> › With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts. › With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <p>Reading: Integration of Knowledge and Ideas: Standard R.10</p> <hr/> <ul style="list-style-type: none"> › With prompting and support, identify the reasons an author or character gives to support points in a text. <p>Reading: Integration of Knowledge and Ideas: Standard R.11</p> <hr/> <ul style="list-style-type: none"> › With prompting and support,

**Maine Learning Results
Kindergarten Standards**

Indicators: 16-36 months

Indicators: 34-48 months

and one’s own experiences (e.g., acts out a familiar story during dramatic play with props).

- › Retells familiar stories or make up personal stories with words approximating storybook language.

g. Fluency

- › Attends to fluent models of reading.
- › Begins to imitate fluent models of reading (e.g., initiates “reading” a book after hearing it read out loud).

**Indicators: 46-60 months
End of Preschool Standards**

and nonfiction.

- › With prompting and support, identifies texts that tell stories.
- › With prompting and support, identifies texts that provide information.
- › Begins to describe the roles of authors and illustrators.

f. Integration of Knowledge and Ideas

- › Actively engages with texts read aloud for understanding and enjoyment.
- › Retells familiar stories using both storybook language and pictures.
- › Begins to make connections between characters and events in familiar stories.
- › Recognizes that information on a topic can be found in more than one text.
- › With prompting and support, describes important information from text and pictures/photos/graphics, and begin to compare

describe the relationship between illustrations and the text.

- › With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.
- › With prompting and support, describe the relationship between the text and what person, place, thing, or idea the illustration depicts.
- › With prompting and support, compare and contrast two texts on the same topic.

Reading: Fluency: Standard R.12

- › Read emergent-reader texts with purpose and understanding.

Maine Learning Results
Kindergarten Standards

Indicators: 16-36 months

Indicators: 34-48 months

Indicators: 46-60 months
End of Preschool Standards

similarities and differences between two texts on the same topic.

- › Represents or acts out concepts learned from hearing a text read aloud (e.g., makes a skyscraper out of blocks, pretends to be a character in a story).

g. Fluency

- › Attends to fluent models of reading.
- › Imitates fluent models of reading using phrasing, intonation and expression during shared and choral reading of familiar books, poems, or nursery rhymes.



A little more about the characteristics of high-quality picture books for children...

Children need access to all types of books, including wordless, informational, narrative, rhyming and predictable stories or concept books on topics like colors and numbers. All children benefit from books that offer them windows into the lives of different people and books that act as mirrors, where they can see themselves positively reflected.

For more information on choosing high-quality books for children, see Appendix page page 123.

Goal Topic: 9. Writing

Definition: explore a variety of texts and ideas in order to acquire skills needed to write letters and words, comprehend grammar and sentence structure, and cultivate the capacity to communicate ideas and feelings through written language.



A little more about early writing development...

Learning to write is a comprehensive process that involves many skills across several different domains. Early writers are supported when they hear and use language, have opportunities to build their vocabularies and are scaffolded to make meaningful connections between spoken and written words. It is also equally as important to consider the motor skills and coordination needed for young writers to successfully use writing tools. Muscle development for writing is a complex process that begins with whole arm movements and progresses toward fine motor control at the fingertips.

For more information on early writing development, see Appendix page page 116.

		Maine Learning Results Kindergarten Standards	
<p>Indicators: 16-36 months</p> <p>Emergent Literacy</p> <ul style="list-style-type: none"> › Increased understanding of communication tools: › converses with others using play phone. 	<p>Indicators: 34-48 months</p> <p>a. Composing for Audience and Purpose</p> <ul style="list-style-type: none"> › With prompting and support, uses a combination of drawing, dictating and emergent writing to communicate ideas. 	<p>Indicators: 46-60 months End of Preschool Standards</p> <p>a. Composing for Audience and Purpose</p> <ul style="list-style-type: none"> › With prompting and support, uses a combination of drawing, dictating and writing to: <ul style="list-style-type: none"> – Communicates opinions on topics of interest – Communicates information about a topic – Tells a story 	<p>Writing: Composing for Audience and Purpose: Standard W.3</p> <ul style="list-style-type: none"> › Print many upper and lowercase letters. › Use a combination of drawing and writing to communicate a topic. <p>Writing: Process and Production: Standard W.2</p> <ul style="list-style-type: none"> › With guidance and support from adults, respond to questions and suggestions from peers and add details to

Indicators: 16-36 months

- › tells others what own scribbles mean.

Indicators: 34-48 months

b. Process and Production

- › With prompting and support:
 - shares drawing and writing with others
 - recognizes that digital tools are used for communication and, with support and guidance, uses them to convey messages in picture and/or words

c. Inquiry to Build and Present Knowledge

- › Begins to participate in shared research and writing projects modeled by adults (e.g., community helpers).
- › With guidance and support from adults, begins to recall some information from experiences or gather information from resources.

**Indicators: 46-60 months
End of Preschool Standards**

- › Prints some upper and lowercase letters.
- › Begins to demonstrate the use of standardized English capitalization, punctuation, and spelling when writing:
 - Capitalizes the first letter in their own name.
 - Begins to recognize punctuation (e.g., , , ? , !).
 - Begins to write letters to represent sounds.
- › Begins to spell simple words phonetically, drawing on knowledge of sound-letter relationships.

b. Process and Production

- › With prompting and support:
 - Collaborates to plan and develop a message to share with others.
 - Shares drawing and writing with others and is prepared to give and receive feedback with peers.
 - Begins to use digital tools to produce messages

**Maine Learning Results
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strengthen writing as needed.

- › With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including peer collaboration.

Writing: Inquiry to Build and Present Knowledge: Standard W.1

- › Investigate questions by participating in shared research and writing projects.
- › Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.

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Indicators: 16-36 months

Indicators: 34-48 months

Indicators: 46-60 months
End of Preschool Standards

with pictures and words
to communicate to an
audience.

c. Inquiry to Build and Present
Knowledge

- › With prompting and support:
 - Acquires information about a topic through research as modeled by adults.
 - Gathers and recalls information from multiple sources.





Early learning programs are in a unique position to help young children make regular physical activity a lifelong habit. ~ Massare and Myers

Introduction to Physical Development and Health

Young children love active play. Children ages three to five are developing their physical abilities at an extremely rapid rate. Early childhood educators encourage and promote this physical development by providing safe and appropriate physical activities adapted to the child's abilities, special needs or health concerns, and individual patterns of growth. Despite universal patterns in child development, there are variations in how and when children develop motor skills. Children's environments, family culture, and particular life circumstances can affect how they develop and master motor skills. Children who participate in regular physical activity will have overall better health and confidence in their bodies and what their bodies can do, as well as a more general sense of well-being. Participation in moderate to vigorous physical activity with increased heart rate that is intentionally planned and facilitated increases stamina, endurance and flexibility. Research highlights the link between the time children spend outdoors and their levels of physical activity (Fjortoft, 2004). Nature-based education supports increased physical activity even in the wet, cold, and snowy months (Ernst, et al. 2021) and encourages children to become resilient despite the conditions.

Early childhood educators together with families have an active role in supporting life-long habits that contribute to overall physical health. Promoting regular physical activity goes hand-in-hand with promoting healthy eating and healthy food choices. Strategies to support understanding the importance of good nutrition include: providing healthy nutritious foods, promoting family style meals, modeling good food choices, allowing for self-serving in order to support an understanding of appropriate food portions, discussion about healthy foods across various cultures, and gardening and exposure to locally grown fresh foods. When adults can successfully model, and support the benefits of both regular exercise and proper nutrition, they can significantly impact a young child's life-long habits of maintaining good physical health.

Standards for Physical Development and Health

Domain	Goal Topic	Element	Code
Physical Development and Health	10. Wellness	a. Health Knowledge and Practices	10a.
		b. Physical Health Status	10b.
		c. Nutrition	10c.
		d. Safety	10d.
	11. Motor Skills and Movement Patterns	a. Fine Motor	11a.
		b. Gross Motor	11b.



A little more about outdoor education/nature based play...

Nature-based play provides benefits for young children’s development in all domains of early childhood, contributes to a child’s developing ecological identity and conservation values, and supports early brain development.

Nature-based early childhood education is an approach to teaching young children that centers on playing and learning in the natural world. It uses authentic experiences in nature to help meet the changing, developmental needs of young children, while helping them form lifelong, meaningful connections to nature.

For more information on nature-based play, see Appendix page page 120.

Goal Topic: 10. Wellness

Definition: understanding healthy choices and establishing health routines and activities that promote individual wellbeing.

			Maine Learning Results Kindergarten Standards	
Indicators: 16-36 months	Indicators: 34-48 months	Indicators: 46-60 months End of Preschool Standards		
<p>Self-Help and Adaptive Skills</p> <ul style="list-style-type: none"> › Continues to show interest in dressing self: <ul style="list-style-type: none"> – Undresses self – Puts on clothing except for buttoning – Puts on shoes (does not lace, but can manage Velcro fasteners) › Shows increased interest and proficiency with toileting skills: <ul style="list-style-type: none"> – Exercise bowel and bladder control – Willing to use toilet – Will wash hands after toileting 	<p>a. Health Knowledge and Practices</p> <ul style="list-style-type: none"> › Completes personal care tasks with increasing independence. › Participates in structured and unstructured physical activities. › Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness. › Transitions from high-energy to low-energy activities with support. › Follows health routines with support (versus independently). › Cooperates during doctor and dentist visits and health and developmental screenings. 	<p>a. Health Knowledge and Practices</p> <ul style="list-style-type: none"> › Identifies specific practices that support body development and function. › Independently demonstrates the ability to wash hands, participate in oral hygiene, and utilize proper cough and sneeze etiquette. › Combines and uses different senses depending on the activity. › Recognizes the importance of doctor and dentist visits and identifies the roles of a doctor and dentist in maintaining health. › Identifies medicine and knows that it is used to stay healthy. Understands what medicine is and why it is used. › Identifies which school and 	<p>Physical Education: PE 5: Recognition of the Value of Physical Activity</p> <hr/> <ul style="list-style-type: none"> › Recognizes that physical activity is important to good health. › Understands that some physical activities are challenging. › Identifies positive feelings that result from participating in physical activity. › Recognizes that physical activity can help develop friendships <p>Health Education: HE 1: Health Concepts</p> <hr/> <ul style="list-style-type: none"> › Students name basic healthy behaviors, including nutrition; personal health; and safety and injury prevention. <p>Health Education: HE 2: Health Information, Products, and Services</p> <hr/> <ul style="list-style-type: none"> › Students label trusted adults and professionals who can 	

Indicators: 16-36 months

- › May show increased interest in helping with chores

Self-Help and Adaptive Skills

- › Continues to progress with self-feeding:
 - Holds spoon, fork, cup but may spill.
 - Feed self alone and well.
 - Pours own milk & juice from small plastic pitcher.

Indicators: 34-48 months

- › Cooperates during developmental screenings.
- › Regulates own emotions and behaviors.

b. Physical Health Status

- › Maintains physical growth and well being.
- › Demonstrates body spatial awareness in relationship to stationary objects.
- › Participates in games, outdoor play, and other forms of physical activity.
- › Engages in adaptive physical activities, as appropriate.

c. Nutrition

- › Makes nutritional needs/ interests known.(e.g., when thirsty, asks for water, verbalizes when hungry, etc.).
- › Assists with set-up and clean-up at meal time as appropriate to the setting, is responsible for own area, and

**Indicators: 46-60 months
End of Preschool Standards**

community health helpers are needed in a given situation.

- › Demonstrates an increasing ability to perform self-care skills independently when eating, tooth brushing, dressing, toileting, grooming.
- › Participates easily and knows what to do in routine activities.
- › Observes basic hand and oral hygiene.
- › Helps with routine care of the environment. (e.g., composting, trash pick-up, etc.).
- › Recognizes there are multiple components of health.
- › Identifies physical changes in the body that accompany moderate to vigorous physical activity (e.g., heart rate increase, respirations, etc.).
- › Participates in sleep routines.

b. Physical Health Status

**Maine Learning Results
Kindergarten Standards**

help promote health.

- › Students identify school and community health helpers.

Health Education: HE 3: Health Promotion and Risk Reduction

- › Students name health-enhancing behaviors to improve personal health including self-management skills

Physical Education: PE 4- Responsible Personal and Social Behavior

- › Uses basic strategies, concepts, and communication skills for working cooperatively in group settings.
- › Acknowledges responsibility for behavior when prompted.
- › Demonstrates cooperative skills.
- › Understands how social interaction can make activities more enjoyable.
- › Uses safe practices when engaging in physical education activities.

**Maine Learning Results
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Indicators: 16-36 months

Indicators: 34-48 months

gathers needed materials for snack and meal time.

- › Child serves self to include but not limited to taking food from one container to another, opening packages accordingly, and serving bowl to plate.
- › With support, participates in nutrition related activities.

d. Safety

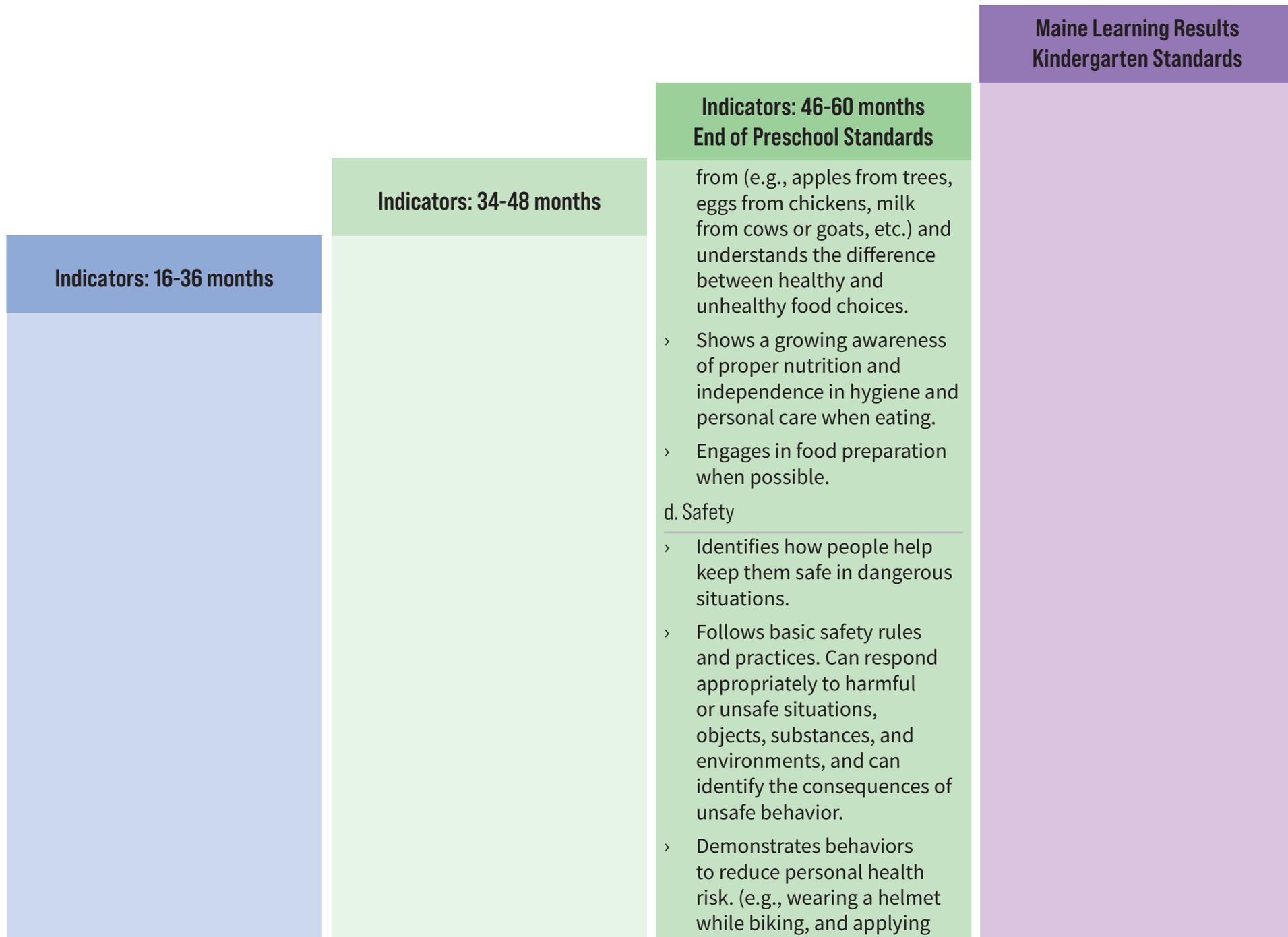
- › Recognizes and names people who keep them safe in dangerous situations.
- › Has an awareness of strangers.
- › Develops awareness of and the ability to follow basic safety rules and practices.
- › Avoids hazardous chemicals and unsafe materials.
- › Seeks adult approval before approaching unknown pets.

**Indicators: 46-60 months
End of Preschool Standards**

- › Participates in games, outdoor activities like hiking, and other forms of exercise to increase movement and increase physical activity repertoire.
- › Develops an awareness of personal health and fitness.
- › Develops an awareness of personal health and an understanding of how to advocate for themselves (e.g., requests the calming corner, speaks up when belly hurts, etc.).
- › Participates in moderate to vigorous physical activities that increase strength, endurance, and flexibility, both independently and in groups.

c. Nutrition

- › With support, child recognizes a variety of health foods that come from other cultures.
- › Identifies foods by their food group, where they come



Maine Learning Results
Kindergarten Standards

Indicators: 16-36 months

Indicators: 34-48 months

Indicators: 46-60 months
End of Preschool Standards

- › sunscreen with assistance, etc.).
- › Can identify potential unsafe situations such as proximity to wildlife and unknown pets, talking to strangers, hazardous chemical exposure, etc.
- › Follows emergency routines after adult instruction.



Goal Topic: 11. Motor Skills and Movement Patterns

Definition: addresses locomotor and non-locomotor skills and practices that are essential for children’s overall development.

Indicators: 16-36 months
<p><u>Fine Motor</u></p> <ul style="list-style-type: none"> › Holds object with one hand and manipulates it with the other. › Folds blanket, cloth, diaper, or paper. › Pours liquid from small pitcher or cup. › Shows preference for one hand. › Puts on some easy clothing. › Holds spoon, fork, cup, but may still spill. › Can use a paintbrush but doesn’t control drips. <p><u>Gross Motor</u></p>

Indicators: 34-48 months
<p><u>Fine Motor</u></p> <ul style="list-style-type: none"> › Holds drawing, writing, and painting tools with fingers and thumb, creating more recognizable drawings (letter like symbols, shapes), but may hold the instrument too close to one end. › Develops increasing strength, dexterity, and hand-eye coordination to use hands, fingers, and wrists to manipulate objects. › Cuts paper in straight line. › Completes interlocking puzzles. › Develops ability to have increased dexterity with utensils. › Uses increased skill in self-

Indicators: 46-60 months End of Preschool Standards
<p>a. Fine Motor</p> <ul style="list-style-type: none"> › Holds drawing, writing, and painting tools by using a three-point (tripod) finger grip, writing more detail, and drawing more recognizable facial features › Can write letters, basic shapes and lines and can draw more recognizable facial features. › Continues to progress with use of utensils independently with limited support, including the demonstration of spearing food with a fork, scooping with a spoon, spreading, and cutting with a knife or other culturally appropriate practice. › Demonstrates increased skills in using scissor grip to cut shapes or simple pictures while holding paper

Maine Learning Results Kindergarten Standards
<p>Physical Education: PE 1- Motor Skills and Movement Patterns</p> <ul style="list-style-type: none"> › Practices critical elements of locomotor skills. › Practices critical elements of non-locomotor skills. › Replicates locomotor skills in response to teacher led creative movement sequence. › Practices critical elements of basic manipulative skills. <p>Physical Education: PE 2- Concepts and Strategies</p> <ul style="list-style-type: none"> › Demonstrates a variety of movements associated with basic motor performance. › Uses teacher feedback to improve basic form and function. <p>Physical Education: PE 3- Fitness Education</p> <ul style="list-style-type: none"> › Identifies the physiological signs of moderate to vigorous physical activity.

Indicators: 16-36 months

- › Exhibits more control and coordination of large muscle and body movement:
 - Walks fast and well.
 - Seldom falls.
 - Stands and walk on tip toes.
 - Walks backwards.
 - Walks upstairs holding a hand or railing.
 - Walks, runs with control, climbs well, throws a ball with aim.
 - May jump in place.
 - May balance on one foot for a second or two.
 - Rides tricycle using pedals most of the time.
- › Uses arms and legs with more purposefulness:
 - Catches a ball by trapping it with arms and hands

Indicators: 34-48 months

serving with little spilling during meals, including pouring and using tongs.

Gross Motor

- › Moves purposefully from place to place with control.
- › Moves with an awareness of personal space in relationship to others.
- › Hops on one foot one time without losing balance or falling.
- › Jumps down from a step and forward ten inches.
- › Walks forward and backward along a line or a beam using normal stride.
- › Walks up and down stairs, alternating feet.
- › Develops motor coordination and skill while using objects for a range of physical activities, such as pulling or throwing.

**Indicators: 46-60 months
End of Preschool Standards**

stationary with other hand.

- › Practice self-help skills including buttoning, zipping, fastening, tying etc.
- › Uses small, precise finger and hand movements (e.g. picking up small rocks and acorns or taking seeds out of sunflower heads).
- › Uses fingers, hands, and wrists to manipulate a variety of small tools. (e.g., stapler, hole punchers, spray bottles)

b. Gross Motor

- › Coordinates complex movements in play and games.
- › Understands movement concepts, how the body moves, an awareness of space and directionality, and that the body can move independently or in coordination with other objects.
- › Demonstrates progressive locomotive skills, successive

**Maine Learning Results
Kindergarten Standards**

- › Demonstrates control of body and space when performing skill-related fitness components.
- › Participates in a teacher-directed workout that includes moderate to vigorous physical activities.
- › Participates in a teacher-directed skill-related fitness, and/or dance/movement video resource at school.
- › Participates with family in activities that are enjoyable, challenging, fun and/or that allow for self-expression.

			Maine Learning Results Kindergarten Standards
Indicators: 16-36 months	Indicators: 34-48 months	Indicators: 46-60 months End of Preschool Standards	
<ul style="list-style-type: none">› Pounds object with intention and precision <p>Perceptual Development</p> <ul style="list-style-type: none">› Sensory thresholds do not interfere with desire to explore surroundings:<ul style="list-style-type: none">– continues to show increased ability to concentrate with multiple sensory stimulation present.– increased cognitive and motor skills allows increased ability to explore and form meaning from sensory information.	<ul style="list-style-type: none">› Combines large motor movements with the use of equipment.	<p>hopping, and forward jumping.</p> <ul style="list-style-type: none">› Has control over speed and direction and balance such as: running, sliding, galloping forward, back, right, left.› Demonstrates body awareness skills while participating in group physical activities.› Manipulates objects with a full range of motion.› Develops coordination and balance using a variety of playground equipment, outdoor play, and/or nature-based exploration (i.e. balancing on a log).› Shows enthusiasm for mastery of gross motor movements through repetitive practice.	



Knowledge is a consequence of experience. ~ Jean Piaget

Introduction to Cognitive Development

The cognitive development domain includes three goal topics:

- mathematical practices and reasoning
- scientific reasoning
- social sciences.

Young children learn and develop cognitive skills through a dynamic process that involves both their biological characteristics and their environment. As new information is learned and understood, young children must assimilate this information into their already existing knowledge on the topic. Children are all unique, capable learners who approach learning through their own lens of culture and experience. Adults support this learning through the critical ‘serve and return’ interactions mentioned in the Social Emotional section of these learning standards. The way children approach learning also has a serious impact on the development of their cognitive skills. As children experiment, take risks, and make mistakes, they build neural connections within the brain. Flexibility and problem solving skills lay the critical foundation for the acquisition of all knowledge and when these practices are demonstrated, children come to conclusions and the knowledge becomes real. Adults can support this ongoing development through careful planning of curriculum content and meaningful learning experiences.

The standards within this domain are best acquired within the context of play which includes hands-on manipulation and experiential learning. In the words of play advocate Bev Bos, “If it hasn’t been in the hand and the body, it can’t be in the brain.”

Standards for Cognitive Development

Domain	Sub Domain	Goal Topic	Element	Code
Cognitive Development	Mathematical Practices and Reasoning	12. Numeracy and Operations	a. Mathematical Practices	12a.
			b. Counting and Cardinality Cluster	12b.
			c. Operations and Algebraic Thinking	12c.
		13. Geometric Reasonings	a. Geometry	13a.
		14. Statistical Reasonings	a. Measurement and Data	14a.
Cognitive Development	Scientific Reasoning	15. Scientific Practices and Reasoning	a. Exploration	15a.
			b. Application of Science Concepts and Practices	15b.
		16. Physical Science and Engineering	a. Motion and Stability: Forces and Interactions	16a.
			b. Engineering	16b.
		17. Earth Science	a. Earth Systems	17a.
			b. The Earth and Human Activity	17b.
		18. Life Science	a. Organisms: Structures and Processes	18a.
		Cognitive Development	Social Sciences	19. People, Communities, and their Environment
b. Economics	19b.			
c. Geography	19c.			
d. History and Culture	19d.			

Mathematical Practices and Reasoning

Young children are natural mathematicians and are eager to understand the role of math in everyday life. They benefit from rich learning environments supported by adults who introduce important mathematical concepts and build upon their natural curiosity and desire to learn.

Active experiences and hands-on materials (both those found in the natural world and purchased) are especially important in helping young learners focus on the key concepts of early mathematics: numeracy, geometry, measurement and problem-solving skills. These concept areas are linked by teaching practices that emphasize the enjoyment and appreciation of mathematics. All of these elements - a supportive environment, current content knowledge, interactive materials and a love of math - combine to create young mathematicians who will carry their positive approaches to math through their early years and beyond.

Standards for Mathematical Practices and Reasoning

Domain	Sub Domain	Goal Topic	Element	Code
Cognitive Development	Mathematical Practices and Reasoning	12. Numeracy and Operations	a. Mathematical Practices	12a.
			b. Counting and Cardinality Cluster	12b.
			c. Operations and Algebraic Thinking	12c.
		13. Geometric Reasonings	a. Geometry	13a.
		14. Statistical Reasonings	a. Measurement and Data	14a.

Goal Topic: 12. Numeracy and Operations

Definition: discovering and applying mathematical concepts such as: sequencing, numbers, counting, and patterns.

			Maine Learning Results Kindergarten Standards	
<p>Indicators: 16-36 months</p> <ul style="list-style-type: none"> › Verbally Counts (not always in the correct order) says “one, two, six” › Recognizes and names a few numerals notices numbers within the environment and identifies a few by name › Shows interest in simple patterns in the environment <ul style="list-style-type: none"> – points to pedestrian crosswalk and says “white, black, white, black” › Shows interest in patterns and sequences <ul style="list-style-type: none"> – attempts to follow a pattern with large beads and string or on a peg board – plays matching games 	<p>Indicators: 34-48 months</p> <p>a. Mathematical Practices</p> <ul style="list-style-type: none"> › Participates in whole group and small group math-focused activities (e.e, joins in singing a counting/sequential song such as “Going on a Bear Hunt”) › Uses math for “problem solving” in the physical and social world. › Communicates math ideas verbally and non-verbally. <p>b. Counting and Cardinality Cluster</p> <ul style="list-style-type: none"> › Counts to 10 and beyond by ones with increasing accuracy. › Recognizes and labels written numerals 0-5. › Counts items to 5, recognizing the last number 	<p>Indicators: 46-60 months End of Preschool Standards</p> <p>a. Mathematical Practices</p> <ul style="list-style-type: none"> › Identifies math concepts within their learning environments. › Recognizes the usefulness of math in everyday tasks. › Uses math to solve problems in the context of classroom and home experiences. › Represents mathematical concepts using classroom materials. › Uses math-related skills, such as sorting, counting, and matching in the course of everyday classroom experiences. › Uses math terms in the course of everyday conversations. <p>b. Counting and Cardinality Cluster</p> <ul style="list-style-type: none"> › Counts to 20 and beyond 	<p>Mathematics: Quantitative Reasoning C.1</p> <ul style="list-style-type: none"> › Count to 100 by ones and by tens › Count forward beginning from a given number within the known sequence (instead of having to begin at 1) › Write numbers from 0 to 20. › Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects) <p>Mathematics: Quantitative Reasoning C.2</p> <ul style="list-style-type: none"> › Understand the relationship between numbers and quantities; connect counting to cardinality. › When counting objects, say the number names in the standard order, pairing each object with one and only one number name 5 and each 	

Indicators: 16-36 months		Indicators: 34-48 months	Indicators: 46-60 months End of Preschool Standards	Maine Learning Results Kindergarten Standards
	<p>tells a total (cardinality).</p> <p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> › Transitions from rote counting to 1:1 correspondence. › Responds with number words and/or counting strategy, when asked the question, How many? 	<ul style="list-style-type: none"> › by ones with increasing accuracy. › Recognizes and labels written numerals 0-10. › Begins to recognize small quantities immediately (subitize) to determine how many. › Counts items to 10, recognizing the last number tells how many (cardinality). › Begins to write number symbols 0-10. › Identifies whether the number of objects in one group is more than, less than, or equal to the number of objects in another group up to 10. <p>c. Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> › Counts using 1:1 correspondence with increasing accuracy. › Represents addition and subtraction with materials, drawing, and role play. › Uses concrete objects 	<p>number name with one and only one object.</p> <ul style="list-style-type: none"> › Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. › Understand that each successive number name refers to a quantity that is one larger. Recognize the one more pattern of counting using objects. › Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects <p>Mathematics: Quantitative Reasoning C.3</p> <ul style="list-style-type: none"> › Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another 6 group, 	

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e.g., by using matching and counting strategies. Include groups with up to ten objects.

- › Compare two numbers between 1 and 10 presented as written numerals

Mathematics: Quantitative Reasoning C.5

- › Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ and $10 + 8 = 18$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Mathematics: Algebraic Reasoning C.1

- › Represent addition and subtraction with objects, fingers, mental images, drawings sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- › Solve addition and

**Indicators: 46-60 months
End of Preschool Standards**

to model real-world addition and subtraction up to 10 (composing and decomposing numbers).

- › Solves story problems using sets of up to 10 objects.

Indicators: 34-48 months

Indicators: 16-36 months



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subtraction word problems, and add and subtract within 10, (e.g., by using objects or drawings to represent the problem).

- › Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- › For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- › Fluently add and subtract within 5 including zero.

Indicators: 46-60 months End of Preschool Standards

Indicators: 34-48 months

Indicators: 16-36 months



Goal Topic: 13. Geometric Reasoning

Definition: learning with shapes and figures including how to compose and decompose shapes, measure them, and compare them.

			Maine Learning Results Kindergarten Standards
Indicators: 16-36 months	Indicators: 34-48 months	Indicators: 46-60 months End of Preschool Standards	Mathematics: Geometric Reasoning C.1
<ul style="list-style-type: none">› Follows simple directions related to proximity<ul style="list-style-type: none">– set your shoes “beside” your cot for naptime› Makes comparisons between two objects<ul style="list-style-type: none">– identifies the larger object when shown.	<p>a. Geometry</p> <ul style="list-style-type: none">› Recognizes and names/describes simple shapes.› Matches similar shapes.› Explores three-dimensional and two-dimensional shapes in the environment.› Uses puzzles and other learning materials to demonstrate beginning part/whole, shape and orientation concepts to solve problems.› Uses physical movement to gain understanding of orientation and directionality (ie. near, far, beside, up, over, left).	<p>a. Geometry</p> <ul style="list-style-type: none">› Describes, sorts and classifies shapes using some attributes such as size, sides, and other properties.› Breaks down shapes into parts and whole.› Discovers connections between formal geometric shapes and the surrounding environment to make three-dimensional and two-dimensional shapes by building, drawing, or labeling.› Demonstrates understanding of directionality describing positions of objects in relationship to each other.	<ul style="list-style-type: none">› Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.› Correctly name shapes regardless of their orientations or overall size.› Identify shapes as two dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).› Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/”corners”) and other attributes (e.g., having sides of equal length).

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**Indicators: 46-60 months
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Indicators: 34-48 months

Indicators: 16-36 months

- › Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- › Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”



Goal Topic: 14. Statistical Reasoning

Definition: finding the size, weight, quantity, volume and time. Use comparison words such as big and little, few or lots to build understanding.

		Maine Learning Results Kindergarten Standards	
Indicators: 16-36 months	Indicators: 34-48 months	Indicators: 46-60 months End of Preschool Standards	Mathematics: Statistical Reasoning C.1
<ul style="list-style-type: none">› Classifies, labels, and sorts objects by characteristics:<ul style="list-style-type: none">– heavy vs. light– Color– hard vs. Soft– large vs. Small› Arranges objects in lines<ul style="list-style-type: none">– makes a row of blocks› Matches simple shapes:<ul style="list-style-type: none">– using form boards or puzzles -circle, square, triangle› Identifies the larger object when shown	<p>a. Measurement and Data</p> <ul style="list-style-type: none">› Matches and groups similar objects.› Recognizes measurable features of objects.› Explores and begins to use measurement tools.› Sorts, orders and groups familiar objects by a single feature and explains the reason.› Recognizes and copies simple patterns in the environment, including sound and movement patterns.› Demonstrates an understanding of time periods.› Relates concepts of past,	<p>a. Measurement and Data</p> <ul style="list-style-type: none">› Describes, sorts and names groups (classifies) of objects using one or more attributes.› Identifies and compares measurable features of everyday objects, using appropriate vocabulary.› Begins to use words such as “first”, “next”, and “last.”› Uses measurable features to order materials sequentially.› Recognizes, copies, creates, and continues simple patterns using objects.› Uses past and future tenses and time words appropriately.› Begins to understand concepts such as yesterday, today, and tomorrow.› Responds to questions that	<ul style="list-style-type: none">› Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.› Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter› Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

Maine Learning Results
Kindergarten Standards

Indicators: 16-36 months

Indicators: 34-48 months

present and future to daily activities.

- › Participates in data collection activities.

Indicators: 46-60 months
End of Preschool Standards

can be answered through data analysis.

- › Is able to show data using simple charts and graphs.
- › Uses non-standard units of measurement such as cubes, links, counting bears or hands, to measure objects.
- › Uses measurement terms and concepts in everyday life.



Scientific Reasoning

Active science explorations with hands-on materials give children time and space to wonder, make observations/predictions, and test their ideas. Children communicate about their discoveries using representations such as detailed diagrams/drawings and explanations using expanded vocabulary.. Through scientific learning opportunities, children may also employ many skills indicated in other learning domains including Mathematical Thinking when a child begins to compare, classify and organize information and Approaches to Learning skills as they problem-solve and share what they discover with others.

During scientific explorations, the role of the adult is to help children pose questions, make observations, investigate cause and effect, test ideas and build on current knowledge. Teachers do not need to know all of the facts related to a science topic and should model inquiry as they guide the discovery process. Adults must honor children as unique, capable learners whose questions, background knowledge and curiosity drive planned learning opportunities. Emergent science curriculum based on relevant topics related to the children’s home life and to people and places in the community are especially meaningful and valuable.

Standards for Scientific Reasoning

Domain	Sub Domain	Goal Topic	Element	Code
Cognitive Development	Scientific Reasoning	15. Scientific Practices and Reasoning	a. Exploration	15a.
			b. Application of Science Concepts and Practices	15b.
		16. Physical Science and Engineering	a. Motion and Stability: Forces and Interactions	16a.
			b. Engineering	16b.
		17. Earth Science	a. Earth Systems	17a.
			b. The Earth and Human Activity	17b.
		18. Life Science	a. Organisms: Structures and Processes	18a.

Goal Topic: 15. Scientific Practices and Reasoning

Definition: planning and carrying out investigations, proposing explanations and solutions, and communicating understanding of concepts in a variety of ways to build the foundation for science learning.

			Maine Learning Results Guiding Principles
Indicators: 16-36 months	Indicators: 34-48 months	Indicators: 46-60 months End of Preschool Standards	Become an integrative and informed thinker who: <ul style="list-style-type: none"> › Gains and applies knowledge across disciplines and learning contexts and to real life situations with and without technology. › Evaluates and synthesizes information from multiple sources. › Applies ideas across disciplines. › Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes.
<ul style="list-style-type: none"> › Independently explores the immediate environment to investigate what is there <ul style="list-style-type: none"> – asks about a new toy or explores different textures in the natural environment – searches for a specific toy › Tries new activities, materials and equipment unfamiliar art materials <ul style="list-style-type: none"> – different musical instrument – joins in new song or finger play › Uses multiple senses to determine properties of things <ul style="list-style-type: none"> – lifts, shakes and listens – smells, tastes and inquires 	<ul style="list-style-type: none"> a. Exploration <ul style="list-style-type: none"> › Explores and describes the immediate environment (materials, living things, patterns and cycles in nature). › Experiments with new materials, technology and equipment. › Investigates and problem solves through active exploration. › Explores and describes changes in materials and cause and effect. b. Application of Science Concepts and Practices <ul style="list-style-type: none"> › Poses questions about objects and events. › Seeks answers to questions 	<ul style="list-style-type: none"> a. Exploration <ul style="list-style-type: none"> › Uses new vocabulary when investigating materials, living things, patterns and cycles in nature. › Uses and/or describes tools and technology that aid in solving a problem or performing a task. › Plans and cooperatively carries out investigations to answer questions, test ideas and/or solve problems. › Experiments with materials to change outcomes. b. Application of Science Concepts and Practices <ul style="list-style-type: none"> › Begins to use evidence gathered during play/project work and books/media to answer questions. › Begins to classify objects and living things into categories. 	

Maine Learning Results Guiding Principles

Indicators: 16-36 months

- of caregiver about the item
- › Fills and empties containers with sand, water, or small toys.
- › Begins to ask “Why” questions to understand specific concepts.
- › Begins to notice differences and similarities (e.g kiwi is sweet and a lemon is sour, cows and dogs both have four legs.)
- › Uses simple tools in exploration and inquiry (e.g magnifying glasses, hammers, tweezers)
- › Explores different mediums and their properties:
 - mixing sand and water
 - cornstarch and water

Indicators: 34-48 months

- as children explore through play and projects.
- › Describes or shows how objects and events are the same and different.
- › Observes using senses and simple tools to explore properties of objects and living things safely (color, scent, shape, size, texture, weight).
- › With teacher guidance, participates in science-based explorations.
- › With teacher guidance, shares ideas and discoveries through conversations with peers and adults, simple drawings, dictation, early writing, and symbol charts.

**Indicators: 46-60 months
End of Preschool Standards**

- › Describes what can be discovered using different senses and tools.
- › Plans and carries out investigations with others.
- › Makes and tests predictions.
- › Collects and records information through drawing, writing, dictation and taking photographs.
- › Draws conclusions and shares explanations based on evidence, prior knowledge, and the ideas of others.

Goal Topic: 16. Physical Science and Engineering

Definitions:

Physical Science: the study of how things move and change.

Engineering: the application of science and math to solve problems.

		Maine Learning Results Kindergarten Standards	
Indicators: 16-36 months	Indicators: 34-48 months	Indicators: 46-60 months End of Preschool Standards	Science and Engineering: K-PS2: Motion and Stability: Forces and Interactions
	a. Motion and Stability: Forces and Interactions <hr/> <ul style="list-style-type: none">› Using senses, tools and observation, begins to experiment with objects in motion and pushing/pulling.› Begins to observe that matter can change state (i.e. solid to liquid, liquid to gas).› Compares and contrasts light and shadow in outdoor and indoor environments.› Begins to explore how the size, shape and material of objects impact the sounds they make. b. Engineering <hr/> <ul style="list-style-type: none">› Uses common objects that	a. Motion and Stability: Forces and Interactions <hr/> <ul style="list-style-type: none">› Uses senses and tools (including technology) to observe and describe the strength and direction of forces.› Plans and carries out comparisons of motion and force using common objects and materials (e.g., which objects move faster or slower, which object goes faster or further when you just let go or give it a push).› Recognizes different types of matter (e.g., solid, liquid).› Explores different sources of light, how light reflects, and what happens when light is blocked. <ul style="list-style-type: none">› Creates and describes sounds	<hr/> <ul style="list-style-type: none">› Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.› Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. Science and Engineering: K-PS3: Energy <hr/> <ul style="list-style-type: none">› Make observations to determine the effect of sunlight on Earth’s surface.› Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

Maine Learning Results
Kindergarten Standards

Indicators: 16-36 months

Indicators: 34-48 months

function as simple machines during play.

Indicators: 46-60 months
End of Preschool Standards

and what makes them change.

- b. Engineering
 - › Compares tools or solutions and reflects on what works well.
 - › Uses common objects to build simple machines that solve a problem.



Social and Emotional Development

Goal Topic: 17. Earth Science

Definition: the study of how the planet works and why, including the study of weather, rocks, soils, and water.

		Maine Learning Results Kindergarten Standards	
Indicators: 16-36 months	Indicators: 34-48 months	Indicators: 46-60 months End of Preschool Standards	Science and Engineering: K-ESS2: Earth's Systems
	<p>a. Earth's Systems</p> <ul style="list-style-type: none">› Using simple tools, explores differences between soil, sand and water under different conditions.› Observes, describes, and compares different weather conditions (rainy, cold, warm, snowy, cloudy).› Suggests how weather affects human activities. <p>b. The Earth and Human Activity</p> <ul style="list-style-type: none">› Begins to describe how human activity affects the environment.› Uses water and energy responsibly (e.g. turning off lights when not in use, not wasting water.)	<p>a. Earth's Systems</p> <ul style="list-style-type: none">› Uses senses and tools (including technology) to describe and discuss how weather changes over time.› Plans and carries out simple experiments with rocks, sand, water or soil and records observations using drawings, discussions, graphs and technology such as digital microscopes. <p>b. The Earth and Human Activity</p> <ul style="list-style-type: none">› Demonstrates, through observation and investigation, an understanding that human activity impacts the earth (uses of resources to make products).	<ul style="list-style-type: none">› Use and share observations of local weather conditions to describe patterns over time.› Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. Science and Engineering: K-ESS3: Earth and Human Activity

**Maine Learning Results
Kindergarten Standards**

to, severe weather.

- › Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

**Indicators: 46-60 months
End of Preschool Standards**

Indicators: 34-48 months

Indicators: 16-36 months



Goal Topic: 18. Life Science

Definition: the study of living things and life processes.

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Science and Engineering: K-LS1- From Molecules to Organisms: Structures and Processes

- › Use observations to describe patterns of what plants and animals (including humans) need to survive.

**Indicators: 46-60 months
End of Preschool Standards**

a. Organisms: Structures and Processes

- › Compares how people and other animals grow and change (life cycles).
- › Uses vocabulary for naming plants and animals moving beyond general labels and begins to connect how they look to where and how they live.
- › Develops plans, based on observations and guided inquiry, to care for plants and animals in the classroom and surrounding area.
- › Begins to describe how animals adapt to weather conditions.
- › Identifies problems affecting the lives of plants and animals (including themselves) and generates possible solutions.

Indicators: 34-48 months

a. Organisms: Structures and Processes

- › Uses senses to observe and describe properties of familiar plants and animals.
- › Begins to use vocabulary for naming and describing plants and animals moving from general to specific labels.
- › Compares properties and needs of similar and different plants and animals.
- › Cares for plants and animals in the classroom and surrounding area and describes their needs.

Indicators: 16-36 months

Social Sciences

Our guidelines honor children as unique, capable learners whose questions and curiosities should be included as driving curricular choices. Our guidelines illustrate the importance of play, supporting the development of positive attitudes in learning.

Young children begin to understand their place in the world with their awareness and understanding of their family and other family compositions. As their world expands to the classroom and beyond, a child’s sense of their place within the world also grows. The ability to participate in family and group settings enables the young child to develop, practice and apply important life skills such as cooperation, sharing and responsibility. With increased opportunity and exposure, they take these important life skills and begin to broaden and refine them as they learn more about neighborhoods, communities and the larger world.

Early childhood educators contribute to a young child’s understanding of themselves and the world around them. By creating inclusive environments, young children learn about similarities and differences amongst each other. Exposure to various cultures, ages, abilities, languages and family structures build upon the concept that there are differences that can be equally honored and valued within a community.

Efforts such as recycling and interacting with community members further support the development of a caring society. Providing dramatic play props and encouraging pretend play allow the young child to experiment with themes that relate to the family, classroom, community and the larger society. When early childhood educators nurture these values, and promote these types of experiences, young children are better prepared for the larger world.

Standards for Social Sciences

Domain	Sub Domain	Goal Topic	Element	Code
Cognitive Development	Social Sciences	19. People, Communities, and their Environment	a. Civics and Government	19a.
			b. Economics	19b.
			c. Geography	19c.
			d. History and Culture	19d.

Goal Topic: 19. People, Communities, and their Environments

Definition: the understanding of self and expanding to an understanding of others in their home, school, and community.

			Maine Learning Results Kindergarten Standards	
Indicators: 16-36 months			Social Studies: Civics and Government	
<ul style="list-style-type: none">› Shows basic understanding of people and how they live:› imitates example of mother nursing younger sibling› Notices differences between people – gender, skin color, etc.› Seeks opportunities to label new items in the environment. Asks questions about new people, materials and places in the environment.› Recognizes and seeks familiar places (i.e. stores, doctor’s office etc.). Shows interest in “helpers’ in the community (fire, police, mail carriers, etc.).	Indicators: 34-48 months		› Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.	
	a. Civics and Government		› Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of local government.	
	<ul style="list-style-type: none">› Recognizes the importance of their role as a member of their family, class, and community.› Identifies activities that people can participate in to take care of the environment.› Participates in developing classroom rules.› With prompting and support, children participate in the classroom community by interacting with other children and adults in a formal or group setting.		› Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/ classroom rules and local	
	b. Economics			
	<ul style="list-style-type: none">› Identifies different types of employment, including work done in the home, school, and community.			
	Indicators: 46-60 months End of Preschool Standards			
	a. Civics and Government			
	<ul style="list-style-type: none">› Demonstrates a basic understanding of how people can positively affect their family, class and community.› Understands and discusses why responsibilities are important.› Recognizes different rules apply to different environments (e.g., classroom vs field trips).› Assists, with support and guidance, in developing and participating in activities designed to care for the environment and/or community.			
	b. Economics			
	<ul style="list-style-type: none">› Explores and discusses differences between basic wants and needs.› Identifies and explains			

**Maine Learning Results
Kindergarten Standards**

laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.

- › Students understand the concepts of rights, duties, responsibilities, and participation by describing classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules.
- › Students understand civic aspects of classroom traditions and decisions by identifying and comparing diverse interests and opinions related to classroom traditions and decisions.

Social Studies: Personal Finance and Economics

- › Students understand the nature of personal finance as well as key foundational ideas by describing how money has value and can be traded for goods and services.

**Indicators: 46-60 months
End of Preschool Standards**

how basic human needs of food, clothing, shelter, and transportation are met.

- › Begins to recognize money and its uses.

c. Geography

- › With support recognizes that environmental changes can impact people, animals, and plants.

- › Describes and sequences physical features of the community through visual representation.

- › Develops an understanding of the use and representation of simple maps, globes, and other geographic tools.

- › Displays awareness that geographic features influence how people experience, navigate and work in their community and in other geographic regions.

d. History and Culture

- › Uses words and phrases correctly to indicate changes

Indicators: 34-48 months

- › Explores materials that build a foundation for understanding economic concepts such as using money to buy goods and services, trading, and sustainability.

c. Geography

- › Recognizes that people share the environment with other people, animals, and plants.

- › Recognizes various ways people communicate, travel, live, and work.

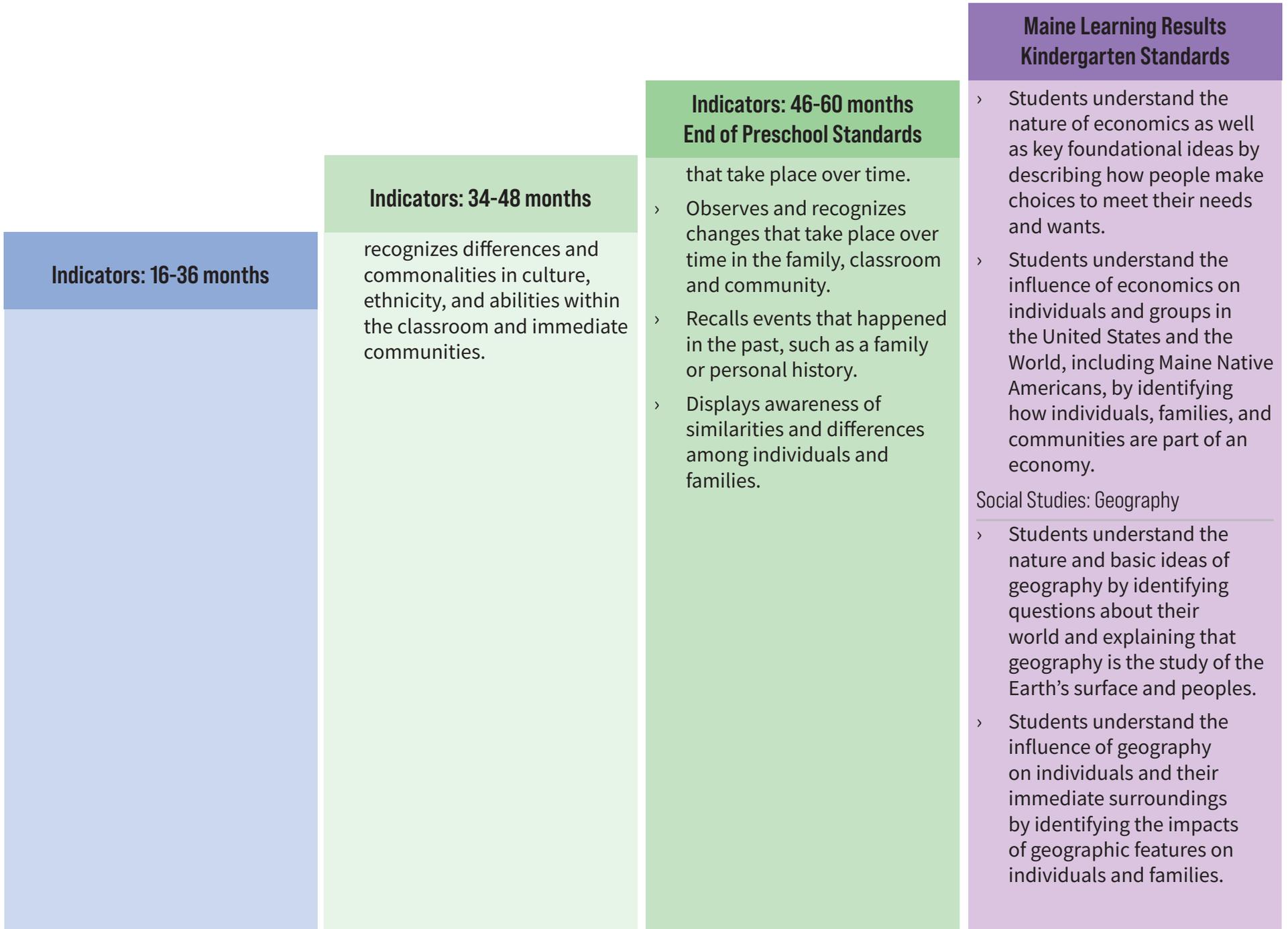
- › Recognizes aspects of the environment, such as roads, buildings, trees, gardens, wildlife, bodies of water, or land formations.

d. History and Culture

- › Uses words to describe time (e.g, yesterday, names of seasons, before).

- › With prompting and support,

Indicators: 16-36 months



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Social Studies: History

- › Students understand the nature of history by describing history as stories of the past and identifying questions related to social studies.
- › Students understand the nature of history as well as the key foundation of ideas by applying terms such as “before” and “after” in sequencing events.
- › Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.

Indicators: 46-60 months
End of Preschool Standards

Indicators: 34-48 months

Indicators: 16-36 months



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Graphic Organizer for Appendix

Domain	Goal Topic	Element	Code
Social Emotional Development	1. Emotional Development	a. Self Concept	1a.
		b. Self Regulation	1b.
		c. Sympathy and Empathy	1c.
		d. Adapting to Diverse Settings	1d.
	2. Social Development	a. Building Relationships with Others	2a.
		b. Respecting Similarities and Differences	2b.
Approaches to Learning and Play	3. Mindset	a. Engagement	3a.
		b. Persistence	3b.
		c. Initiative	3c.
		d. Curiosity	3d.
	4. Executive Functions	a. Reflections	4a.
		b. Problem Solving	4b.
		c. Flexibility	4c.
	5. Creativity, Invention, and Imaginations	a. Visual Arts	5a.
		b. Movement and Dance	5b.
		c. Music	5c.
		d. Dramatic Play and Expression	5d.

Domain	Goal Topic	Element	Code
Language and Literacy	6. Speaking and Listening	a. Comprehension and Collaboration	6a.
		b. Presentation of Knowledge and Ideas	6b.
	7. Knowledge of Language	a. Conventions of Standard English	7a.
		b. Vocabulary Acquisition and Use	7b.
	8. Foundations of Early Literacy	a. Print Concepts	8a.
		b. Phonological Awareness	8b.
		c. Phonics and Word Recognition	8c.
		d. Key Ideas and Details	8d.
		e. Craft and Structure	8e.
		f. Integration of Knowledge and Ideas	8f.
		g. Fluency	8g.
	9. Writing	a. Composing for Audience and Purpose	9a.
		b. Process and Production	9b.
c. Inquiry to Build and Present Knowledge		9c.	
Physical Development and Health	10. Wellness	a. Health Knowledge and Practices	10a.
		b. Physical Health Status	10b.
		c. Nutrition	10c.
		d. Safety	10d.
	11. Motor Skills and Movement Patterns	a. Fine Motor	11a.
		b. Gross Motor	11b.

Domain	Goal Topic	Element	Code
Cognitive Development Sub Domain: Mathematical Practices and Reasoning	12. Numeracy and Operations	a. Mathematical Practices	12a.
		b. Counting and Cardinality Cluster	12b.
		c. Operations and Algebraic Thinking	12c.
	13. Geometric Reasonings	a. Geometry	13a.
	14. Statistical Reasonings	a. Measurement and Data	14a.
Cognitive Development Sub Domain: Scientific Reasoning	15. Scientific Practices and Reasoning	a. Exploration	15a.
		b. Application of Science Concepts and Practices	15b.
	16. Physical Science and Engineering	a. Motion and Stability: Forces and Interactions	16a.
		b. Engineering	16b.
	17. Earth Science	a. Earth Systems	17a.
		b. The Earth and Human Activity	17b.
18. Life Science	a. Organisms: Structures and Processes	18a.	
Cognitive Development Sub Domain: Social Sciences	19. People, Communities, and their Environment	a. Civics and Government	19a.
		b. Economics	19b.
		c. Geography	19c.
		d. History and Culture	19d.

Glossary

Accommodation

altering the environment, curriculum format or equipment in order to allow access to all individuals despite ability.

Acquisition

something acquired or gained, like knowledge.

Adverse Childhood Experiences (ACEs)

potentially traumatic events that happen in childhood.

Alliteration

repetition of beginning sounds.

Alphabetic Principle

knowing that words are composed of letters and that there is a systematic relationship between the letters and the sounds they make.

Assistive devices and mobility aids

equipment used to aid individuals with independent functioning including physical assistance and movement (e.g. hearing aids, glasses, braces, walker, wheelchair).

Attachment

relationship with a young child that is characterized by highly responsive care and frequent close contact to aid in creating a bond between the child and caregiver.

Attributes

identifiable features of an object that can be compared and contrasted with other objects such as, but not limited to color, size, length, and weight.

Auditory

relating to or experience through hearing.

Augmentative and alternative communication

the methods of communication used to supplement or replace speech or writing (e.g. sign language).

Beat

a main accent or rhythmic unit in music or poetry.

Cardinality

the understanding that the last number stated when counting correlates with the number of objects in the group. ex: when a child counts 1, 2, 3 and says there are 3, they are showing the principle of cardinality.

Collaborative conversation

conversation among students and/or teachers about learning topics.

Competent

having adequate abilities or qualities.

Comprehension

an active process whereby a reader interprets and constructs meaning about the text based on prior knowledge and experience.

Context

the interrelated conditions in which something occurs.

Cooperative skills

following rules, taking turns, sharing equipment, etc.

Co-regulation

supportive process between caring adults and children that fosters self-regulation development.

Culture

beliefs, attitudes, and practices shared by families, communities, or groups of people.

CVC

consonant-vowel-consonant words are three-letter words with a consonant at the beginning, a vowel in the middle and a consonant at the end.

Dependency

relying on another for support.

Dictation

recording spoken words in writing.

Directionality

the location of an object in space. An object's directionality can be changed by moving or sliding an object. Ex. The circle is above the square.

Disposition

the tendency of someone to act in a certain manner under given circumstances.

Diverse settings

environments and routines that differ from one another.

Diversity

each individual is unique and has individual characteristics.

Embedded

to make something an integral part of.

Emergence

newly forming.

Engagement

emotional involvement, connection and commitment that generates enthusiasm and dedication to take action.

Environmental Print

familiar print found in the surroundings, such as logos, food labels and road signs.

Experiencing Hardship

often referred to as "at-risk". Individuals who are less likely to achieve self-sufficiency in their health, workforce, and education, due to a lack of essential supports.

Expressive Language

verbal and nonverbal communication used to request, make choices, ask/answer questions, and describe events.

Fiction

something imaginative or untrue.

Flexibility

the ability to adapt emotions, behavior and thinking in response to the environment, being comfortable with change and managing uncertainty and the ability to think about things in a new or different way.

Fluency

the ability to read a text accurately, quickly, and with proper expression and comprehension.

Foundational

relating to the basis or groundwork on which something rests or is built.

Free Appropriate Public Education

an educational entitlement ensuring all students with identified

disabilities receive the same educational opportunities as their typical peers.

Genre

a category used to classify literary works, usually by form, technique or context.

Goodness of fit

the match between temperaments of the child and caregiver and how that affects their relationship.

Guidelines

information intended to advise people on how something should be done or what something should be.

Holistic

relating to a complete system.

Informational text

Non-fiction text designed to inform the reader.

Initiative

opportunity to act or take charge before others do.

Innovative

introducing new ideas; original and creative in thinking.

Inquiry

seeking or requesting information about someone or something.

Integrated

formed, coordinated or blended into a unified whole.

Intentional

deliberate and purposeful.

Learning environment

anywhere a child is which includes: furniture, materials, smells,

noise, lighting, atmosphere, etc.

Least Restrictive Environment (LRE)

the environment where students with disabilities have access to education alongside their typically developing peers.

Locomotor skills

skills used to move from one place to another (i.e. walking, running, jumping, hopping).

Manipulation

to treat or operate with the hands.

Mastery

a highly developed skill in or knowledge of something.

Matching affect

when an adult observes a child's expression of an experienced emotion and imitates the same expression of emotion.

Metalinguistic knowledge

the ability to consciously reflect about language/expression.

Metaphor

a figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness.

Milestone

a significant point in development.

Moderate to vigorous physical activity

any activity that cause sweating, increased heart rate, heavy breathing.

Movement concepts

patterns of movement, direction, speed, etc.

MRTQ PDN

Maine Roads to Quality Professional Development Network.

Multicultural

representing several different cultures or cultural elements.

Multimedia

more than one medium of expression or communication.

Narrative Story

a story or account of events, experiences, or the like, true or fictitious.

Neurodiversity

the understanding that all individuals experience the world in unique ways based on neurological differences.

Non-locomotor skills

skills used to move in place - i.e., turning, twisting.

Norm

a set standard of achievement derived from the average achievement of a large group.

Numeracy

the ability to understand and work with numbers.

Onset

any consonants before a vowel in a syllable.

Orientation

the position of an object in space. The orientation of an object can be changed by rotating, turning, or flipping an object.

Persistence

sense of purpose with the ability to maintain attention and follow through/continue tasks through frustration, distraction and challenges; returns to work to elaborate or revise.

Phonemes

individual speech sounds represented by a single letter or group of letters (/ch/,/igh/, etc.)

Phonemic Awareness

the awareness that spoken words are made up of sounds, and the ability to hear and identify the sounds.

Phonics

a strategy that involves learning the alphabetic principles of language and knowledge of letter-sound relationships.

Phonological Awareness

the ability to identify and manipulate individual speech sounds as well as syllables and whole words. Children can segment and blend single phonemes. Phonological awareness is strictly an oral activity without any association to symbols.

Pragmatics

refers to the use of language in social contexts and of how language is affected by the situation in which it is used.

Pre-intention

prior to being able to plan for a result.

Print Conventions

basic rules about the forms and functions of print, such as directionality and punctuation.

Problem solving

to process information (compare/contrast, sort and classify, recognize cause and effect) to connect related information with prior knowledge, to choose from multiple options and apply to a task or problem, to reflect on the outcome and if useful, try another solution.

Recasting

a teaching technique that involves a teacher who supplies a child's missing word or gently models correct usage of a word or extends the child's idea following the child's verbal statement.

Receptive Language

ability to process, comprehend, or integrate spoken language.

Reciprocal

shared, felt or shone from both sides.

Reflection

remembering with analysis, actively thinking about one's experiences and learning to better understand how the world works.

Resilience

the ability to recover from or adjust easily to misfortune or change.

Rhyme

two or more words that end with the same last sound.

Rime

the vowel and any consonants after it in a syllable.

Scaffolding

a strategy in which teachers provide children with modeling and support to help them acquire a skill.

Segment

to divide words in segments based on their sound components.

Self-regulation

the ability to manage powerful emotions, bodily functions, focus and attention.

Sensory

relating to the physical senses of touch, taste, smell, sight and sound.

Seriation

when objects are organized in a logical sequence, i.e.. when block are lined up from smallest to tallest.

Stages of Play

ages and types of play, typically identified in birth to three years as: solitary and parallel play, moving into associative and then cooperative play by age three to six years.

Standards

an idea or thing used as a measure, norm, or model in comparative evaluation.

Subitize

rapid recognition of the number of objects seen without counting. ex: when a child sees a dice with 2 dots on it and knows that there are two dots without counting 1, 2.

Syllable

a basic unit of speech generally containing only one vowel sound.

Temperament

style of interaction in which a child understands and experiences the world and the people in it; nine recognized characteristics: emotional intensity, sensory reactivity, activity level, adaptability, persistence, distractibility, regularity, approach/withdrawal, and mood.

Tempo

the speed at which a passage of music is or should be played.

Transition

a movement or passage from one state, subject or place to another.

Vulnerable

capable of being physically or emotionally wounded.

Appendix



A little more about adverse childhood experiences (ACEs) and early brain development...

Adverse Childhood Experiences (ACEs) refer to traumatic events or situations that occur during a person's early years, typically before the age of 18. These experiences can include various forms of abuse, neglect, or household challenges, such as physical, emotional, or sexual abuse, as well as issues like parental substance abuse, mental illness, or domestic or community violence. ACEs affect all communities and cross racial, ethnic, socioeconomic, gender, and geographic lines.

ACEs can affect children's bodies, brains, and behavior from infancy all the way to adulthood. This is a result of toxic stress, or stress on the body over a long period of time. When we experience

stressful, traumatic situations, our bodies are flooded with hormones that cause a flight, fight, or freeze response to help us deal with the stressor. Once the stressor has been dealt with, the body goes back to normal.

However, toxic stress occurs when children experience a stressor continuously over time with no chance to shut off the stress response. Over time, toxic stress can affect the development of a child's brain, by impacting their ability to learn, focus, and make decisions. Toxic stress can also affect a child's body by impacting growth and increasing the likelihood of illness. Children who grow up with toxic stress might also have difficulty forming healthy and stable relationships.

Just because a child has experienced ACEs doesn't mean they will be impacted by trauma or toxic stress. There are many ways educators and parents can buffer the effects of ACEs, helping the child avoid lasting toxic stress and experience happy, healthy childhoods. Creating positive childhood experiences (PCEs) for young children helps reduce the effect of ACEs. These strategies include providing a safe, nurturing and stable environment with consistent schedules and routines. Additionally, when children experience positive childhood experiences and caring and responsive relationships with adults in their lives, the impact of ACEs is mitigated.

- [Adverse Childhood Experiences \(ACEs\)](#)
- [What Are ACEs? And How Do They Relate to Toxic Stress?](#)
- [Brain Architecture](#)
- [A Guide to Toxic Stress - Center on the Developing Child at Harvard University](#)
- [Creating Positive Childhood Experiences | CDC](#)



A little more about dual language learners (DLLs) and language development...

What are Universally Designed Settings? Supporting the needs of young children with a wide range of abilities is not new to early care settings. The Division for Early Childhood (DEC) and National Association for the Education of Young Children (NAEYC) Joint Position Statement on inclusion states: “Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The defining features of inclusion that can be used to identify high-quality early childhood programs and services are access, participation, and supports.” Universal design is described as “The philosophy of developing and designing physical environments to be accessible to the greatest extent possible, to the people who use them, without the need for adaptation.”

The concept of Universal Design in early care settings has broadened beyond the creation of physical space and materials to include curriculum, teaching strategies, play materials, activities, and experiences for successful learning. By planning for the diverse needs of preschoolers from the start, early care and education providers spend less time modifying or adapting the environment later. Using a Universal Design approach not only helps to ensure that all children have access to learning environments; it also encourages creativity, flexibility, and resourcefulness to meet the individual needs of all children.

- [About Universal Design for Learning](#)

A little more about Maine's Early Childhood Consultation Partnership...

Maine's Early Childhood Consultation Partnership (ECCP®) is an evidence-based model with [rigorous research support](#). Experienced mental health consultants work directly with caregivers and educators to identify and implement strategies to support children's emotional wellbeing and effectively manage challenging behavior that may jeopardize a child's ability to attend an early childhood program or educational setting.

Services may last anywhere from 6 weeks ([Child-Specific](#)) to 14 weeks ([Core Classroom](#)). Specific consultation topics may include:

- Managing aggressive behavior in children
- Creating age-appropriate behavioral expectations
- Creating a positive classroom or program culture
- Improving responsiveness of adults to meet the needs of children
- Supporting staff to build effective partnerships with families





A little more about early writing development...

Early writing, often referred to as emergent writing, involves making marks and attaching meaning to these marks as children begin to understand how written language works. Preschoolers begin early writing by scribbling and drawing letter-like shapes; forming letters to represent written language for meaningful words like their names or phrases such as “I love you”. As young children watch the adults in their lives write, they are inspired to experiment with writing themselves and when educators focus their energies on providing language-rich environments that encourage writing with purpose and provides support for written expression- children will see themselves as writers!.

- [How Do I Write...? Scaffolding Preschoolers' Early Writing Skills | Reading Rockets](#)
- [Stages of Writing | Reading Rockets](#)
- [A Framework for Understanding Early Writing Development | ECLKC](#)
- [Promoting Preschoolers' Emergent Writing | NAEYC](#)
- [Every Child is a Writer: Understanding the Importance of Writing in Early Childhood](#)

A little more about executive functioning and approaches to learning and play...

Executive functions are cognitive processes that include skills such as working memory, inhibitory control, and cognitive flexibility. Play provides a context for children to explore, problem-solve, and engage in imaginative and creative activities. A child's engagement in play activities can contribute to the development of their executive function skills. Play often involves planning, organizing, and executing actions, which can enhance working memory and cognitive flexibility. Developed executive function skills, such as inhibitory control, help children follow rules during play, take turns, and regulate their behavior in social interactions. Working memory is used when children remember and follow the rules of a game or sustain attention during play. Children with more developed executive function skills may exhibit more sophisticated and cooperative play behaviors.

- [A Guide to Executive Function - Center on the Developing Child at Harvard University](#)
- [Activities Guide: Enhancing & Practicing Executive Function Skills](#)





A little more about high quality language interactions...

Research shows the importance of stimulating and focused interactions between caregivers and children starting in infancy. Researchers share that boosting children’s thinking skills and knowledge through intentional, emotionally supportive, responsive interactions, and instruction, is critical to children’s learning and language development.

Children benefit most when teachers engage in back and forth interactions that support learning and are emotionally supportive. Interactions that help children acquire new knowledge and skills provide input to children, prompt verbal responses and reactions from them, and foster engagement in and enjoyment of learning.

- [It’s Quality, Not Just Quantity, That Helps Your Child Develop Language](#)
- [Promoting Adult-Child Interactions that Support Higher-Order Thinking and Language Skills | ECLKC](#)
- [A First Look at Powerful Interactions](#)
- [Language Interaction in Early Childhood Education](#)

A little more about Maine's early childhood special education system...

Children with disabilities have rights under federal and state special education laws, including the right to a free appropriate public education in the least restrictive environment and access to the general education curriculum. [Maine's Child Development Services \(CDS\)](#) system is the Intermediate Educational Unit that oversees special education services for children ages three through five years. The CDS system ensures the provision of services to qualifying children by procuring contracts to support educational settings and special services from private providers and from public schools. Each CDS site conducts Child Find, which is the process of identifying children with disabilities. Screenings and evaluations are provided through CDS or through local schools to identify children who are eligible for services. When a child is deemed eligible, parents, teachers, therapists and educators collaborate to write the IEP. The IEP lists the individual goals for the child and the services the child receives in order to access a free public education.

- [US Department of Education Policy Statement on Inclusion, November, 2023](#)
- [Child Care and Early Childhood - Center for Community Inclusion and Disability Studies - University of Maine](#)
- [CARA's Kit | DEC](#)
- [Inclusion tools and supports](#)





A little more about outdoor education and nature based play...

The core principles of a nature-based approach support children's ability to experience a deeper, more meaningful connection to the natural world.

Brain development – There is a relationship between nature-based exploration and early childhood brain development. Research suggests there are several principles that support early brain development and many of these are present in a nature-based environment. These include exercise, what children attend to, integration of multiple senses, and exploration (Medina, 2014). Enriching environments (such as those found in the natural world) are the cornerstones of a brain-based classroom (Jensen, 2013). See *Partnering with Nature in Early Childhood*, p. 14 & 15 for Ten Simple Ways Nature Supports Early Childhood Brain Development (Bailie, et al. 2022).

Encouraging an environmental ethic – When children have opportunities to take care of the natural world by planting trees, pulling garlic mustard (invasives), but leaving wildflowers for the butterflies to enjoy, they have daily experiences that reinforce an environmental ethic and conservation values. Planting prairie seeds or tending to a garden help children make connections to and love the natural world that they are a part of, then they grow up to take care of what they love.

Nature is calming and reduces stress. Nature helps children develop a sense of who they are as part of the larger world and this is supported in an environment that allows for moments of connection.

High quality practices of nature-based programs should include:

- Program goals and curriculum practices that promote outdoor experiences.
- Staff (directors and teachers) that are trained in both early childhood education and environmental education
- Physical environments that support nature-based play and exploration inside, outside and in more wild natural habitats (i.e. forests, prairies, wetlands, gardens, etc.).
- Community partnerships that support children's nature-based experiences (i.e. with nature centers, zoos, or other environmental organizations).
- Family engagement in nature-based activities with their children

See *Evaluating Natureness: Measuring the Quality of Nature-Based Classrooms in Pre-K through 3rd Grade* for more details on high quality practices in all areas mentioned above (Bailie, et al. 2023).

- [MeECO About – MaineAEYC](#)
- [Natural Start Alliance](#)
- [Inside-Outside](#)
- [Maine Environmental Education Association](#)
- [Graduate Certificate in Nature-Based Education | University of Maine at Farmington](#)

A little more about print rich environments...

When children are surrounded by various forms of print, they begin to understand that print holds meaning. By talking about the written words in the environment, you can support children's literacy skills as they begin to read familiar words on signs and packaging (this is referred to as environmental print). As children are encouraged to notice the print that is present in the world around them, they will become more curious and motivated to understand the meaning of the text that they confront. Print rich environments are particularly important for dual language learners as they attempt to connect print and vocabulary to objects that they encounter.

- [Literacy-Rich Environments | Reading Rockets](#)
- [Classroom Literacy-rich Environments](#)



A little more about process versus product creative art activities...

Product oriented art refers to those projects that require little creativity on the part of children and include teacher examples and step by step instructions. Process oriented art refers to projects that offer children materials to be creative with no expectation on the part of the adult as to what the end product will look like.

Characteristics of process-focused art experiences

- There are no step-by-step instructions
- There is no sample for children to follow
- There is no right or wrong way to explore and create
- The art is focused on the experience and on exploration of techniques, tools, and materials
- The art is unique and original
- The experience is relaxing or calming
- The art is entirely the children's own
- The art experience is a child's choice
- Ideas are not readily available online

Characteristics of product-focused art experiences

- Children have instructions to follow
- The teacher created a sample for children to copy
- There's a right and a wrong way to proceed
- There's a finished product in mind
- The children's finished art all looks the same
- The children experience frustration
- The teacher might "fix mistakes"
- The whole class took part in an art project at the same time
- Patterns and examples are readily available online

(Bongiorno, 2014)



A little more about the characteristics of high-quality picture books for children...

Research shows the importance of stimulating and focused interactions between caregivers and children starting in infancy. Researchers share that boosting children's thinking skills and knowledge through intentional, emotionally supportive, responsive interactions, and instruction, is critical to children's learning and language development.

Children benefit most when teachers engage in back and forth interactions that support learning and are emotionally supportive. Interactions that help children acquire new knowledge and skills provide input to children, prompt verbal responses and reactions from them, and foster engagement in and enjoyment of learning.

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- [Promoting Adult-Child Interactions that Support Higher-Order Thinking and Language Skills | ECLKC](#)
- [A First Look at Powerful Interactions](#)
- [Language Interaction in Early Childhood Education](#)





A little more about Universal Design for Learning (UDL)...

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- [About Universal Design for Learning](#)
- [Universal Design for Learning \(UDL\): What You Need to Know | Reading Rockets](#)

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