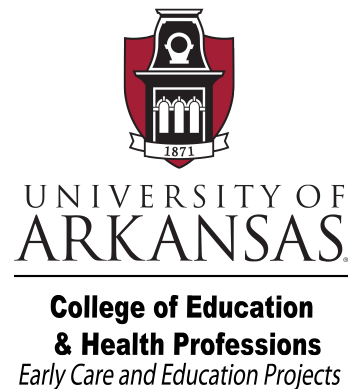




# Association of Measurements: Early Childhood

*Relationship of Arkansas Child Development  
and Early Learning Standards: Birth through  
60 Months to Other Measurements*



2017

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## PREFACE

This publication, entitled *Association of Measurements [AOM]: Early Childhood Relationship of the Arkansas Child Development and Early Standards (CDELS): Birth through 60 Months to Other Measurements*, is a collection of alignments, continuums, correlations and connections. These documents show the relationships among the *Arkansas Child Development and Early Learning Standards: Birth through 60 Months* and other educational standards and measurements. This publication is provided as a support for those early childhood educators who are using the various standards and measurements contained within the AOM.


This publication consists of relationship documents between the Arkansas CDELS and the following: *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, *Kindergarten Readiness Indicators*, *Arkansas Academic Standards Curriculum Framework for Kindergarten*, *Work Sampling System® Developmental Guidelines for Preschool-3 and Preschool-4*, *The Ounce Scale™: Standards for the Developmental Profiles*.

Each of the above documents have a close relationship with the Arkansas CDELS. Standards “are a set of common expectations for what children typically know, understand, and are able to do at different ages in early childhood” (*Arkansas CDELS*, 2016, p. 5). Some of the documents may only be of interest to particular early childhood educators. For instance, Head Start teachers may find the alignment of the Arkansas CDELS with *Head Start Early Learning Outcomes Framework: Ages Birth to Five* especially helpful; while all preschool teachers will be interested in connecting the *Kindergarten Readiness Indicators* with the *Arkansas Child Development and Early Learning Standards: Birth through 60 Months*.

These alignments, continuums, correlations and connections are helpful tools for the early childhood educator who wants a more in-depth look at the *Arkansas Child Development and Early Learning Standards: Birth through 60 Months* and the association with, and relevancy to other standards and measurements. It is the intent of this publication to provide additional information which will assist early childhood professionals in meeting learning goals for the children of Arkansas. This tool can be used with families to show the connection between the Arkansas CDELS and preparing children for kindergarten, sharing information with families, and collaborating with other educational entities.



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## Association of Measurements [AOM] Table

RELATIONSHIP OF STANDARDS FROM THE **ARKANSAS CHILD DEVELOPMENT AND  
EARLY LEARNING STANDARDS: BIRTH THROUGH 60 MONTHS** TO OTHER MEASUREMENTS

<b>Arkansas Child Development and Early Learning Standards: Birth through 60 Months</b>	ALIGNMENT	<i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i>
	CONNECTION	<i>Kindergarten Readiness Indicators</i>
	CONTINUUM	<i>Arkansas Academic Standards Curriculum Framework for Kindergarten</i>
	CORRELATION	<i>Work Sampling System® Developmental Guidelines for Preschool—3</i>
	CORRELATION	<i>Work Sampling System® Developmental Guidelines for Preschool—4</i>
	CORRELATION	<i>The Ounce Scale™: Standards for the Developmental Profiles</i>





## Alignment of the Arkansas Child Development and Early Learning Standards: Birth through 60 Months with the Head Start Early Learning Outcomes Framework: Ages Birth to Five

The *Head Start and Early Learning Outcomes Framework (HSELOF): Ages Birth to Five* is designed to represent the continuum of learning for infants, toddlers, and preschoolers. The framework is informed by research regarding what young children should know and be able to do during the critical years of early development and learning.

The following alignment connects the goals of the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* (HSELOF) with the learning goals of the *Arkansas Child Development and Early Learning Standards (CDELS): Birth through 60 Months*. In the left column are the Arkansas CDELS Learning Goals and in the right column are the HSELOF Goals. Each item is coded according to the respective tool and can easily be matched with the original document. For example, the Arkansas CDELS Learning Goal SE1.1 indicates it is from the Domain of Development and Learning *Social and Emotional Development* (SE), from the first Domain Component and the first Learning Goal (1.1). Likewise, the HSELOF IT-ATL 1. indicates it is the Infant/Toddler (IT) Domain *Approaches to Learning* (ATL) and the first goal (1.).

Social and Emotional Development			
Arkansas CDELS Learning Goal	SE1.1 Forms trusting relationships with nurturing adults	HSELOF Goal	<b>IT-ATL 1.</b> Child manages feelings and emotions with support of familiar adults. <b>IT-ATL 2.</b> Child manages actions and behavior with support of familiar adults. <b>IT-SE 1.</b> Child develops expectations of consistent, positive interactions through secure relationships with familiar adults. <b>IT-SE 2.</b> Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults. <b>P-SE 1.</b> Child engages in and maintains positive relationships and interactions with adults. <b>P-SE 2.</b> Child engages in prosocial and cooperative behavior with adults.
	SE1.2 Interacts with peers		<b>IT-SE 4.</b> Child shows interest in, interacts with, and develops personal relationship with other children. <b>IT-SE 5.</b> Child imitates and engages in play with other children. <b>P-SE 3.</b> Child engages in and maintains positive interactions and relationships with other children. <b>P-SE 4.</b> Child engages in cooperative play with other children.
	SE2.1 Experiences, expresses, and regulates a range of emotions		<b>IT-SE 6.</b> Child learns to express a range of emotions. <b>IT-SE 9.</b> Child manages emotions with the support of familiar adults. <b>P-ATL 4.</b> Child manages actions, words, and behavior with increasing independence. <b>P-SE 6.</b> Child expresses a broad range of emotions and recognizes these emotions in self and others. <b>P-SE 8.</b> Child manages emotions with increasing independence.

## Social and Emotional Development, continued

Arkansas CDELS Learning Goal	<b>SE2.2</b> Interprets and responds to the feelings of others	HSELOF Goal	<b>IT-SE 7.</b> Child recognizes and interprets emotions of others with the support of familiar adults. <b>IT-SE 8.</b> Child expresses care and concern towards others.
	<b>SE3.1</b> Shows awareness of self as unique individual		<b>IT-SE 10.</b> Child shows awareness about self and how to connect with others. <b>IT-SE 11.</b> Child understands some characteristics of self and others. <b>P-SE 9.</b> Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.
	<b>SE3.2</b> Demonstrates competence and confidence		<b>IT-SE 12.</b> Child shows confidence in own abilities through relationships with others. <b>P-SE 10.</b> Child expresses confidence in own skills and positive feelings about self.

## Cognitive Development

Arkansas CDELS Learning Goal	<b>CD1.1</b> Shows curiosity and a willingness to try new things	HSELOF Goal	<b>IT-ATL 6.</b> Child demonstrates emerging initiative in interactions, experiences, and explorations. <b>IT-ATL 7.</b> Child shows interest in and curiosity about objects, materials, or events. <b>P-ATL 10.</b> Child demonstrates initiative and independence. <b>P-ATL 11.</b> Child shows interest in and curiosity about the world around them.
	<b>CD1.2</b> Shows persistence in approaching tasks		<b>IT-ATL 4.</b> Child develops the ability to show persistence in actions and behavior.
	<b>CD2.1</b> Focuses and sustains attention		<b>IT-ATL 3.</b> Child maintains focus and sustains attention with support. <b>P-ATL.1.</b> Child manages emotions with increasing independence. <b>P-ATL 6.</b> Child maintains focus and sustains attention with minimal adult support.
	<b>CD2.2</b> Shows flexibility in adjusting thinking and behavior to different contexts		<b>IT-ATL 5.</b> Child demonstrates the ability to be flexible in actions and behavior. <b>P-ATL 2.</b> Child follows classroom rules and routines with increasing independence.
	<b>CD2.3</b> Regulates impulses and behaviors		<b>P-ATL 5.</b> Child demonstrates an increasing ability to control impulses.
	<b>CD2.4</b> Holds and manipulates information in memory		<b>P-ATL 8.</b> Child holds information in mind and manipulates it to perform tasks. <b>IT-C 3.</b> Child recognizes differences between familiar and unfamiliar people, objects, actions, or events. <b>IT-C 4.</b> Child recognizes the stability of people and objects in the environment. <b>IT-C 5.</b> Child uses memories as a foundation for more complex actions and thoughts.
	<b>CD3.1</b> Uses reasoning and planning ahead to solve problems and reach goals		<b>IT-C 6.</b> Child learns to use a variety of strategies in solving problems. <b>IT-C 7.</b> Child uses reasoning and planning ahead to solve problems. <b>P-ATL 10.</b> Child demonstrates initiative and independence. <b>P-ATL 11.</b> Child shows interest in and curiosity about the world around them. <b>P-SE 5.</b> Child uses basic problem-solving skills to resolve conflicts with other children.
	<b>CD3.2</b> Engages in symbolic and abstract thinking		<b>IT-C 11.</b> Child observes and imitates sounds, words, gestures, actions, and behaviors. <b>IT-C 12.</b> Child uses objects or symbols to represent something else.

## Physical Development and Health

Arkansas CDELS Learning Goal	<b>PH1.1</b> Demonstrates locomotor skills	HSELOF Goal	<b>IT-PMP 3.</b> Child demonstrates effective and efficient use of large muscles for movement and position. <b>IT-PMP 4.</b> Child demonstrates effective and efficient use of large muscles to explore the environment.
	<b>PH1.2</b> Shows stability and balance		<b>P-PMP 1.</b> Child demonstrates control, strength, and coordination of large muscles. <b>P-PMP 2.</b> Child uses perceptual information to guide motions and interactions with objects and other people.
	<b>PH1.3</b> Demonstrates gross-motor manipulative skills		<b>IT-PMP 5.</b> Child uses sensory information and body awareness to understand how their body relates to the environment.
	<b>PH2.1</b> Demonstrates fine-motor strength, control, and coordination		<b>IT-PMP 6.</b> Child coordinates hand and eye movements to perform actions. <b>IT-PMP 7.</b> Child uses hands for exploration, play, and daily routines. <b>P-PMP 3.</b> Child demonstrates increasing control, strength, and coordination of small muscles.
	<b>PH2.2</b> Adjusts grasp and coordinates movements to use tools		<b>IT-PMP 8.</b> Child adjusts reach and grasp to use tools.
	<b>PH3.1</b> Demonstrates interest in engaging in healthy eating habits and making nutritious food choices		<b>IT-PMP 9.</b> Child demonstrates healthy behaviors with increasing independence as part of everyday routines. <b>IT-PMP 11.</b> Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices. <b>P-PMP 4.</b> Child demonstrates personal hygiene and self-care skills. <b>P-PMP 5.</b> Child develops knowledge and skills that help promote nutritious food choices and eating habits.
	<b>PH3.2</b> Shows awareness of safe behavior		<b>P-PMP 6.</b> Child demonstrates knowledge of personal safety practices and routines. <b>IT-PMP 10.</b> Child uses safe behaviors with support from adults.
	<b>PH3.3</b> Engages in a variety of developmentally appropriate physical activities		<b>IT-C 2.</b> Child uses understanding of causal relationships to act on social and physical environments.
	<b>PH3.4</b> Takes appropriate actions to meet basic needs		<b>IT-SE 3.</b> Child learns to use adults as a resource to meet needs. <b>IT-LC 3.</b> Child communicates needs and wants non-verbally and by using language. <b>P-LC 3.</b> Child varies the amount of information provided to meet the demands of the situation.

## Language Development

Arkansas CDELS Learning Goal	<b>LD.1.1</b> Understands and responds to language (in child's home language)	HSELOF Goal	IT-LC 1. Child attends to, understands, and responds to communication and language from others. IT-LC 4. Child uses non-verbal communication and language to engage others in interaction. IT-LC 6. Child initiates non-verbal communication and language to learn and gain information. P-LC 1. Child attends to communication and language from others. P-LC 2. Child understands and responds to increasingly complex communication and language from others.
	<b>LD2.1</b> Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)		<b>IT-LC 7.</b> Child understands an increasing number of words used in communication with others. <b>IT-LC 8.</b> Child uses an increasing number of words in communication and conversation with others. <b>P-LC 6.</b> Child understands and uses a wide variety of words for a variety of purposes. <b>P-LC 7.</b> Child shows understanding of word categories and relationships among words.
	<b>LD3.1</b> Communicates using social and conversational rules		<b>IT-LC 1.</b> Child attends to, understands, and responds to communication and language from others. <b>IT-LC 2.</b> Child learns from communication and language experiences with others. <b>P-LC 4.</b> Child understands, follows, and uses appropriate social and conversational rules. <b>P-LC 5.</b> Child expresses self in increasingly long, detailed, and sophisticated ways.
	<b>LD4.1</b> Demonstrates progress in attending to, understanding, and responding to English		<b>P-LC 2.</b> Child understands and responds to increasingly complex communication and language from others.
	<b>LD4.2</b> Demonstrates progress in speaking and expressing self in English		<b>P-LC 2.</b> Child understands and responds to increasingly complex communication and language from others.

## Emergent Literacy

Arkansas CDELS Learning Goal	<b>EL1.1</b> Shows interest in literacy experiences	HSELOF Goal	<b>IT-LC 12.</b> Child comprehends meaning from pictures and stories.
	<b>EL1.2</b> Engages in read-alouds and conversations about books and stories		<b>IT-LC 10.</b> Child handles books and relates them to their stories or information. <b>P-LIT 4.</b> Child demonstrates an understanding of narrative structure through storytelling/re-telling. <b>P-LIT 5.</b> Child asks and answers questions about a book that was read aloud.
	<b>EL2.1</b> Notices and manipulates the sounds of language		<b>P-LIT 1.</b> Child demonstrates awareness that spoken language is composed of smaller segments of sound.
	<b>EL3.1</b> Responds to features of books and print		<b>IT-LC 10.</b> Child handles books and relates them to their stories or information. <b>P-LIT 2.</b> Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).
	<b>EL3.2</b> Shows knowledge of the shapes, names, and sounds of letters		<b>IT-LC 11.</b> Child recognizes pictures and some symbols, signs, or words. <b>P-LIT 3.</b> Child identifies letters of the alphabet and produces correct sounds associated with letters.
	<b>EL3.3</b> Demonstrates emergent writing skills		<b>IT-LC 13.</b> Child makes marks and uses them to represent objects or actions. <b>P-LIT 6.</b> Child writes for a variety of purposes using increasingly sophisticated marks.

## Mathematical Thinking

Arkansas CDELS Learning Goal	<b>MT1.1</b> Demonstrates number sense and an understanding of quantity	HSELOF Goal	<b>IT-C 8.</b> Child develops sense of number and quantity. <b>P-MATH 1.</b> Child knows number names and the count sequence. <b>P-MATH 2.</b> Child recognizes the number of objects in a small set. <b>P-MATH 3.</b> Child understands the relationship between numbers and quantities. <b>P-MATH 4.</b> Child compares numbers. <b>P-MATH 5.</b> Child associates a quantity with written numerals up to 5 and begins to write numbers.
	<b>MT1.2</b> Explores combining and separating groups (numerical operations)		<b>P-MATH 6.</b> Child understands addition as adding to and understands subtraction as taking away from.
	<b>MT2.1</b> Uses classification and patterning skills		<b>P-MATH 7.</b> Child understands simple patterns.
	<b>MT3.1</b> Participants in exploratory measurement activities and compares objects		<b>P-MATH 8.</b> Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.
	<b>MT4.1</b> Explores and describes shapes and spatial relationships		<b>IT-C 9.</b> Child uses spatial awareness to understand objects and their movement in space. <b>IT-C 10.</b> Child uses matching and sorting of objects or people to understand similar and different characteristics. <b>P-MATH 9.</b> Child identifies, describes, compares, and composes shapes. <b>P-MATH 10.</b> Child explores the positions of objects in space.

## Science and Technology

Arkansas CDELS Learning Goal	<b>ST1.1</b> Engages in the scientific process to collect, analyze, and communicate information	HSELOF Goal	<b>IT-C 1.</b> Child actively explores people and objects to understand self, others, and objects. <b>P-SCI 1.</b> Child observes and describes observable phenomena (objects, materials, organisms, and events). <b>P-SCI 2.</b> Child engages in scientific talk. <b>P-SCI 4.</b> Child asks a question, gathers information, and makes predictions. <b>P-SCI 5.</b> Child plans and conducts investigations and experiments. <b>P-SCI 6.</b> Child analyzes results, draws conclusions, and communicates results.
	<b>ST2.1</b> Demonstrates knowledge of core science ideas and concepts		<b>IT-PMP 1.</b> Child uses perceptual information to understand objects, experiences, and interactions. <b>IT-PMP 2.</b> Child uses perceptual information in directing own actions, experiences, and interactions.
	<b>ST3.1</b> Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials		<b>IT-ATL 7.</b> Child shows interest in and curiosity about objects, materials, or events. <b>P-SCI 2.</b> Child engages in scientific talk.

## Science and Technology, continued

Arkansas CDELS Learning Goal	<b>ST3.2</b> Uses tools and engineering practices to explore and solve problems	HSELOF Goal	<b>P-SCI 3.</b> Child compares and categorizes observable phenomena. <b>IT-PMP 8.</b> Child adjusts reach and grasp to use tools.
	<b>ST3.3</b> Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play		<b>IT-ATL 8.</b> Child uses creativity to increase understanding and learning. <b>P-ATL 12.</b> Child expresses creativity in thinking and communication.

## Social Studies

Arkansas CDELS Learning Goal	<b>SS1.1</b> Demonstrates positive connection to family and community	HSELOF Goal	<b>P-SE 9.</b> Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. <b>P-SE 11.</b> Child has sense of belonging to family, community, and other groups.
	<b>SS2.1</b> Shows awareness of sequence and change over time		<b>IT-ATL 3.</b> Child maintains focus and sustains attention with support. <b>IT-ATL 5.</b> Child demonstrates the ability to be flexible in actions and behavior. <b>IT-SE 13.</b> Child develops sense of belonging through relationships with others. <b>IT-LC 5.</b> Child uses increasingly complex language in conversation with others. <b>P-LC 5.</b> Child expresses self in increasingly long, detailed, and sophisticated ways.
	<b>SS2.2</b> Demonstrates simple geographic knowledge		<b>P-ATL 3.</b> Child appropriately handles and takes care of classroom materials.

## Creativity and Aesthetics

Arkansas CDELS Learning Goal	<b>CA1.1</b> Explores through listening, singing, creating, and moving to music	HSELOF Goal	<b>IT-ATL 7.</b> Child shows interest in and curiosity about objects, materials, or events. <b>IT-ATL 9.</b> Child shows imagination in play and interactions with others. <b>IT-LC 2.</b> Child learns from communication and language experiences with others. <b>IT-LC 9.</b> Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.
	<b>CA2.1</b> Explores, manipulates, creates, and responds to a variety of art media		<b>IT-PMP 7.</b> Child uses hands for exploration, play, and daily routines. <b>IT-LC 12.</b> Child comprehends meaning from pictures and stories.
	<b>CA3.1</b> Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play		<b>IT-ATL 8.</b> Child uses creativity to increase understanding and learning. <b>P-ATL 12.</b> Child expresses creativity in thinking and communication. <b>P-ATL 13.</b> Child uses imagination in play and interactions with others.

## Connection of the *Arkansas Child Development and Early Learning Standards: Birth through 60 Months* with the *Kindergarten Readiness Indicators*

School readiness occurs when families, schools and communities support and serve all children, so they are successful in school and in life. Children who are school-ready have the social and academic knowledge, and skills and behaviors for school success and lifelong learning. This readiness indicators identify skills, knowledge and behaviors that will help children be prepared for that special day, going to kindergarten. On the right side of the chart are the *Kindergarten Readiness Indicators* which connect to the Learning Goals from the *Arkansas Child Development and Early Learning Standards: Birth through 60 months* on the left side of the chart.

Social and Emotional Development			
Arkansas CDELS Learning Goals	Relationship with Others		Kindergarten Readiness Indicators
	SE1.1 Forms trusting relationships with nurturing adults	Separates from caregiver to other trusted adult	
	SE1.2 Interacts with peers	Shares, takes turns and plays cooperatively with other children	
	Emotional Expression and Understanding		
	SE2.1 Experiences, expresses, and regulates a range of emotions	Expresses basic emotions such as happy, sad, mad, or scared	
	SE2.2 Interprets and responds to the feelings of others	Responds sympathetically to others’ distress with words and actions	
	Self-Awareness and Self-Concept		
SE3.1 Shows awareness of self as unique individual	Recognizes similarities and differences in self and others (for example, boy or girl, hair and skin color)		
SE3.2 Demonstrates competence and confidence			
Cognitive Development			
Arkansas CDELS Learning Goals	Approaches to Learning		Kindergarten Readiness Indicators
	CD1.1 Shows curiosity and a willingness to try new things	Is curious, interested and willing to try new things	
	CD1.2 Shows persistence in approaching tasks	Completes a task such as working a puzzle	
	Executive Function		
	CD2.1 Focuses and sustains attention	Adapts to new situations	
	CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts	Focuses and pays attention during an activity such as, during story time	
	CD2.3 Regulates impulses and behaviors	Engages in memory games such as, “What’s Missing” and simple memory matching card games	
	CD2.4 Holds and manipulates information in memory		
	Logic and Reasoning		
CD3.1 Uses reasoning and planning ahead to solve problems and reach goals	Uses number and letter like forms and/or drawings to represent ideas or feelings		
CD3.2 Engages in symbolic and abstract thinking			

## Physical Development and Health

Arkansas CDELS Learning Goals	Gross Motor		Kindergarten Readiness Indicators
	PH1.1 Demonstrates locomotor skills PH1.2 Shows stability and balance PH1.3 Demonstrates gross-motor manipulative skills	Gallops, slides, hops, leaps and skips Steers a tricycle, balances on beam or sand-box edge Catches ball with both hands Tosses or throws balls Kicks moving ball while running	
	Fine Motor		
	PH2.1 Demonstrates fine-motor strength, control, and coordination PH2.2 Adjusts grasp and coordinates movements to use tools	Pours liquids without spilling and builds with Legos® or blocks Uses a 3-point finger grip on pencil, crayon or paint brush Makes a variety of lines and shapes such as ○, __, +, □ and △ Uses scissors correctly to cut simple shapes and pictures Buttons, zips, laces and buckle	
	Health and Well-Being		
	PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices PH3.2 Shows awareness of safe behavior PH3.3 Engages in a variety of developmentally appropriate physical activities PH3.4 Takes appropriate actions to meet basic needs	Names a variety of foods and begins to classify food items as either fruits or vegetables Is aware of safe behavior and follows basic safety rules and routines Takes responsibility for personal self-care routines such as handwashing, brushing teeth, dressing and toileting Can express own health needs such as, “I’m hungry”, “My head hurts”, “I’m tired.”	

## Language Development

Arkansas CDELS Learning Goals	Receptive Language		Kindergarten Readiness Indicators
	LD.1.1 Understands and responds to language (in child’s home language)	Understands an increasing number and variety of words for objects, for actions, and to describe things Comprehends who, what, why and where questions Performs three-step directions	
	Expressive Language		
	LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child’s home language)	Uses four to six word sentences Tells increasingly detailed stories or ideas Communicates clearly enough to be understood by most people	
	Communication Skills		
	LD3.1 Communicates using social and conversational rules	Takes turns in conversation with others	
	English Language Development of Dual Language Learners		
	LD4.1 Demonstrates progress in attending to, understanding, and responding to English LD4.2 Demonstrates progress in speaking and expressing self in English	Responds to the English language Speaks and expresses self in English	



## Emergent Literacy

Arkansas CDELS Learning Goals	Engagement in Literacy Experiences and Understanding of Stories and Books		Kindergarten Readiness Indicators
	EL1.1 Shows interest in literacy experiences	Listens, tells and engages in story being read	
	EL1.2 Engages in read-alouds and conversations about books and stories	Participates in singing songs and saying rhymes Retells stories from favorite books and personal experiences	
	Phonological Awareness		
	EL2.1 Notices and manipulates the sounds of language	Decides if two words rhyme for example, cat and bat	
	Knowledge and Use of Books, Print, and Letters		
	EL3.1 Responds to features of books and print EL3.2 Shows knowledge of the shapes, names, and sounds of letters EL3.3 Demonstrates emergent writing skills	Holds books right-side up, turns pages one at a time from front-to-back Recognizes print they see in their everyday life (for example, stop-signs and logos for Walmart and McDonald's) Recognizes and names some letters of the alphabet, especially in their own name Produces the correct sounds for some of the letters of the alphabet Writes some letters correctly, especially those in own name	

## Mathematical Thinking

Arkansas CDELS Learning Goals	Number Concepts and Operations		Kindergarten Readiness Indicators
	MT1.1 Demonstrates number sense and an understanding of quantity MT1.2 Explores combining and separating groups (numerical operations)	Counts in sequence up to 20 Understands and uses terms such as first, second and last Counts objects using one number for each object Recognizes up to four objects in a group without counting Recognizes numerals 1-10	
	Algebraic Thinking		
	MT2.1 Uses classification and patterning skills	Sorts objects by color, shape and size Recognizes and repeats patterns such as triangle, square, triangle, square	
	Measurement and Comparison		
	MT3.1 Participants in exploratory measurement activities and compares objects	Measures and compares height of objects Arranges objects from shortest to longest, (for example, shoe sizes or different lengths of yarn)	
	Geometry and Spatial Sense		
	MT4.1 Explores and describes shapes and spatial relationships	Recognizes and names familiar shapes such as square, triangle, circle, and rectangle Understands and uses words such as inside, outside, up, down, over and under	

Science and Technology			
Arkansas CDELS Learning Goals	Scientific Practices		Kindergarten Readiness Indicators
	ST1.1 Engages in the scientific process to collect, analyze, and communicate information	Asks questions about the world around them (for example, “What do plants need to grow?”)	
	Knowledge of Science Concepts		
	ST2.1 Demonstrates knowledge of core science ideas and concepts	Recognizes that living things change over time (for example, babies grow and become adults and seeds grow and become plants.	
	Knowledge of Science Content		
	ST3.1 Demonstrates knowledge of the characteristics of living things, the earth’s environment, and physical objects and materials ST3.2 Uses tools and engineering practices to explore and solve problems ST3.3 Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play	Recognizes and names these five colors: red, blue, yellow, green and black Uses simple technology devices such as touch screen, e-book reader or digital camera	

Social Studies			
Arkansas CDELS Learning Goals	Family, Community, and Culture		Kindergarten Readiness Indicators
	SS1.1 Demonstrates positive connection to family and community	Knows own first and last name, age, and knows names of family members	
	History and Geography		
	SS2.1 Shows awareness of sequence and change over time SS2.2 Demonstrates simple geographic knowledge	Understands and talks about today, yesterday, tomorrow, after lunch, day and night Is aware of familiar buildings and special places in the community such as, home, school, grocery store, and park	

Creativity and Aesthetics			
Arkansas CDELS Learning Goals	Music and Movement		Kindergarten Readiness Indicators
	CA1.1 Explores through listening, singing, creating, and moving to music	Enjoys singing and moving to the beat and speed of music	
	Visual Arts		
	CA2.1 Explores, manipulates, creates, and responds to a variety of art media	Explores drawing with crayons and markers	
	Drama		
	CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play	Enjoys pretend play (for example, rocking a baby doll, driving a truck or pretending to talk on a toy telephone)	

**Continuum of the *Arkansas Child Development and Early Learning Standards: Birth through 60 Months*  
with the *Arkansas Academic Standards Curriculum Framework for Kindergarten***

This continuum represents the progression of Learning Goals from the *Arkansas Child Development and Early Learning Standards (CDELS): Birth through 60 Months* to the Student Learning Expectations from the *Arkansas Academic Standards (AAS) Curriculum Framework for Kindergarten* documents. These Student Learning Expectations are what children will typically be accomplishing at the end of kindergarten. In the left column, the Arkansas CDELS Learning Goals are connected to the appropriate AAS Student Learning Expectations (SLE) for kindergarten in the right column.

Each item is coded according to the respective tool and can easily be matched with the original document. For example, the Arkansas CDELS Learning Goal ST1.1 indicates it is from the Domain of Development and Learning *Physical Development and Health* (PH), from the first Domain Component and the first Learning Goal (1.1). Likewise, the *Arkansas Academic Standards Curriculum Framework for Kindergarten for Physical Education and Health* Student Learning Expectation PEL.1.K.1 indicates it is from *Physical Education and Leisure* (PEL) strand, the first strand (1.), the Kindergarten level (K.), and the first SLE of that strand (1).

Social and Emotional Development			
Arkansas CDELS Learning Goals	<p><b>SE1.1</b> Forms trusting relationships with nurturing adults</p> <p><b>SE1.2</b> Interacts with peers</p> <p><b>SE2.1</b> Experiences, expresses, and regulates a range of emotions</p> <p><b>SE2.2</b> Interprets and responds to the feelings of others</p> <p><b>SE3.1</b> Shows awareness of self as unique individual</p> <p><b>SE3.2</b> Demonstrates competence and confidence</p>	AAS Curriculum Framework Student Learning Expectations	<p><i>There are no AAS Student Learning Expectations that align with the Arkansas CDELS Learning Goals.</i></p>

## Cognitive Development

Arkansas CDELS Learning Goals	<p><b>CD1.1</b> Shows curiosity and a willingness to try new things</p> <p><b>CD1.2</b> Shows persistence in approaching tasks</p> <p><b>CD2.1</b> Focuses and sustains attention</p> <p><b>CD2.2</b> Shows flexibility in adjusting thinking and behavior to different contexts</p> <p><b>CD2.3</b> Regulates impulses and behaviors</p> <p><b>CD2.4</b> Holds and manipulates information in memory</p> <p><b>CD3.1</b> Uses reasoning and planning ahead to solve problems and reach goals</p> <p><b>CD3.2</b> Engages in symbolic and abstract thinking</p>	AAS Curriculum Framework Student Learning Expectations	<p><i>There are no AAS Student Learning Expectations that align with the Arkansas CDELS Learning Goals.</i></p>
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## Physical Development and Health

Arkansas CDELS Learning Goals	PH1.1 Demonstrates locomotor skills	AAS Curriculum Framework Student Learning Expectations	<b>Physical Education and Health</b> <b>PEL.1.K.1</b> Demonstrate dynamic and static movements, and dynamic and static balance using various body positions (e.g., animal movements) <b>PEL.1.K.2</b> Move forward, side-to-side, high/medium/low, stop/go, under, over, behind, beside, and through <b>PEL.1.K.4</b> Move appropriately in general space within boundaries without falling down and bumping into others
	PH1.2 Shows stability and balance		<b>Fine Arts – Dance</b> <b>CR.1.K.1</b> Respond, using movement, to a variety of stimuli (e.g., music/sound, text, storytelling, objects, images, symbols, observed dance) <b>CR.1.K.2</b> Experiment with basic locomotor and non-locomotor movements <b>P.5.K.2</b> Demonstrate basic locomotor and non-locomotor movements, body patterning movements, and body shapes <b>P.5.K.3</b> Repeat movement of body parts in relation to other body parts upon request <b>Fine Arts – General Music</b> <b>CR.2.K.5</b> Explore music through movement: freestyle, gross motor <b>Physical Education and Health</b> <b>PEL.1.K.2</b> Move forward, side-to-side, high/medium/low, stop/go, under, over, behind, beside, and through <b>PEL.1.K.5</b> Perform locomotor movements: crawl, walk, jump, hop, gallop, skip, slide, leap, jog, run <b>PEL.1.K.6</b> Perform the following non-locomotor movements: balance, bend, stretch, turn, twist, shake, cross-lateral, (crossing the mid-line of the body), push, pull, sway

Physical Development and Health, <i>continued</i>			
Arkansas CDELS Learning Goals	PH1.3 Demonstrates gross-motor manipulative skills	AAS Curriculum Framework Student Learning Expectations	<b>Physical Education and Health</b> <b>PEL.1.K.8</b> Use limited body movement when throwing with the dominant arm <b>PEL.1.K.9</b> Extend arms toward thrower when catching an object <b>PEL.1.K.11</b> Catch a self-tossed object <b>PEL.1.K.12</b> Use limited body movement when striking an object using the dominant arm <b>PEL.1.K.14</b> Move a ball with the feet <b>PEL.1.K.15</b> Use limited body movement when kicking with the dominant leg <b>PEL.1.K.16</b> Trap a moving ball with the foot
	PH2.1 Demonstrates fine-motor strength, control, and coordination		<b>Mathematics</b> <b>K.G.B.5</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and by drawing shapes <b>K.G.B.6</b> Compose two-dimensional shapes to form larger two-dimensional shapes For example: Join two squares to make a rectangle or join six equilateral triangles to form a hexagon.
	PH2.2 Adjusts grasp and coordinates movements to use tools		<b>Fine Arts – Visual Art</b> <b>CR.2.K.1</b> Experiment with various media using grade-level appropriate elements of art and principles of design (e.g., drawing, painting, sculpture, printmaking, mixed media) <b>CR.2.K.2</b> Utilize traditional and/or new media and tools safely and appropriately, with guidance: conservation, norms
	PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices		<b>Computer Science</b> <b>CC.10.K.1</b> Use various input/output devices <b>Physical Education and Health</b> <b>HW.12.K.1</b> Identify healthy and unhealthy snacks and drinks <b>HW.12.K.2</b> Tell the importance of choosing healthy foods <b>HW.12.K.3</b> Name the sources of different foods: plant, animals <b>HW.12.K.4</b> Recognize that foods are categorized into groups

Physical Development and Health, <i>continued</i>			
Arkansas CDELS Learning Goals	PH3.2 Shows awareness of safe behavior	AAS Curriculum Framework Student Learning Expectations	<b>Physical Education and Health</b> <b>HW.11.K.9</b> Discuss safety procedures for lifetime activities (e.g., water, ATV's, hunting, camping) <b>HW.11.K.10</b> Understand how to get help in an emergency <b>HW.11.K.11</b> Practice safety rules pertaining to threatening strangers: shout, kick or scream, tell an adult, avoid stranger's vehicle <b>HW.11.K.13</b> Identify various behaviors associated with abuse, bullying, violence, and injury (e.g., physical, verbal, cyber, emotional) <b>PEL.5.K.2</b> Use and share equipment within personal space safely and properly
	PH3.3 Engages in a variety of developmentally appropriate physical activities		<b>Fine Arts – Dance</b> <b>P.5.K.1</b> Move safely in general space while maintaining personal dance space <b>Social Studies</b> <b>C.3.K.1</b> Recognize the need for rules and consequences
	PH3.4 Takes appropriate actions to meet basic needs		<b>Physical Education and Health</b> <b>PEL.1.K.5</b> Perform locomotor movements: crawl, walk, jump, hop, gallop, skip, slide, leap, jog, run <b>PEL.3.K.6</b> Understand that the body needs proper nutrition and water to function <b>PEL.3.K.11</b> Understand the importance of participating in daily moderate to vigorous physical activity <b>PEL.4.K.1</b> Recognize that exercise takes place during active play and builds a healthy heart and lungs <b>PEL.4.K.2</b> Recognize a variety of lifetime physical activities (e.g., fishing, bird watching, hiking, camping, golf, running)
			<b>Physical Education and Health</b> <b>HW.7.K.1</b> Define germs <b>HW.7.K.2</b> List methods of protection from illness: wash hands, cover sneeze/cough, immunization (shots) <b>HW.11.K.4</b> Understand grooming and cleanliness <b>HW.11.K.5</b> Understand why teeth are important: eating, chewing, smiling, talking <b>HW.11.K.6</b> Describe ways to clean teeth: brushing, flossing <b>HW.11.K.8</b> Discuss the role of the dentist and dental hygienist

Language Development			
Arkansas CDELS Learning Goals	LD1.1 Understands and responds to language (in child's home language)	AAS Curriculum Framework Student Learning Expectations	<b>English Language Arts</b> <b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly. <b>L.K.1.J</b> Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how). <b>L.K.6</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts.
	LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)		<b>English Language Arts</b> <b>SL.K.4</b> Describe familiar people, places, things, and events; provide additional details with prompting and support. <b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly. <b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage as appropriate for Kindergarten when writing or speaking. <b>L.K.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content. <b>L.K.6</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts.
	LD3.1 Communicates using social and conversational rules		<b>English Language Arts</b> <b>SL.K.1</b> Participate in collaborative conversations/discussions with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. <b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly. <b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage as appropriate for Kindergarten when writing or speaking.
	LD4.1 Demonstrates progress in attending to, understanding, and responding to English		<b>English Language Arts</b> <b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <b>SL.K.4</b> Describe familiar people, places, things, and events; provide additional details with prompting and support. <b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage as appropriate for Kindergarten when writing or speaking. <b>L.K.6</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts.

Language Development, <i>continued</i>			
Arkansas CDELS Learning Goals	LD4.1 Demonstrates progress in attending to, understanding, and responding to English, <i>continued</i>	AAS Curriculum Framework Student Learning Expectations	<b>Foreign Language</b> <b>CNN.2.K.1</b> Recognize the need to communicate with members of other language or cultural groups, as appropriate for the grade. <b>CNN.2.K.2</b> Recognize that other languages exist, as appropriate for the grade. <b>CNN.2.K.3</b> Recognize words from other languages when encountered (e.g., greetings, holidays, food, borrowed words).
	LD4.2 Demonstrates progress in speaking and expressing self in English		<b>English Language Arts</b> <b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <b>SL.K.4</b> Describe familiar people, places, things, and events; provide additional details with prompting and support. <b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly. <b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage as appropriate for Kindergarten when writing or speaking. <b>L.K.1.J</b> Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how). <b>L.K.6</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts.
Emergent Literacy			
Arkansas CDELS Learning Goals	EL1.1 Show interest in literacy experiences	AAS Curriculum Framework Student Learning Expectations	<b>English Language Arts</b> <b>RI.K.10</b> Actively engage in teacher-led reading activities with purpose and understanding.
	EL1.2 Engages in read-alouds and conversations about books and stories		<b>English Language Arts</b> <b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text. <b>RI.K.10</b> Actively engage in teacher-led reading activities with purpose and understanding.
	EL2.1 Notices and manipulates the sounds of language		<b>English Language Arts</b> <b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>RF.K.2.A</b> Recognize and produce rhyming words orally. <b>RF.K.2.B</b> Count, pronounce, blend, and segment syllables in spoken words. <b>RF.K.2.C</b> Blend and segment onsets and rimes of one-syllable spoken words. <b>RF.K.2.D</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) <b>RF.K.2.E</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.



<b>Emergent Literacy, <i>continued</i></b>			
<b>Arkansas CDELS Learning Goals</b>	<b>EL3.1</b> Responds to features of books and print	<b>AAS Curriculum Framework Student Learning Expectations</b>	<b>English Language Arts</b> <b>RI.K.5</b> Identify the front cover, back cover, and title page of a book. <b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print. <b>RF.K.1.A</b> Follow words from left to right, top to bottom, and page by page. <b>RF.K.1.B</b> Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning. <b>RF.K.1.C</b> Understand that words are separated by spaces in print. <b>RF.K.1.D</b> Recognize and name all upper- and lowercase letters of the alphabet.
	<b>EL3.2</b> Shows knowledge of the shapes, names, and sounds of letters		<b>English Language Arts</b> <b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.K.3.A</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant. <b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage as appropriate for kindergarten when writing or speaking. <b>L.K.1.K</b> Print all upper- and lowercase letters legibly. <b>L.K.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Kindergarten when writing.
	<b>EL3.3</b> Demonstrates emergent writing skills		<b>English Language Arts</b> <b>L.K.1.K</b> Print all upper- and lowercase letters legibly. <b>L.K.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Kindergarten when writing. <b>L.K.2.D</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes). <ul style="list-style-type: none"> <li>• Spell consonant-vowel-consonant (DVD) words correctly.</li> <li>• Spell words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>

Mathematical Thinking			
Arkansas CDELS Learning Goals	<b>MT1.1</b> Demonstrates number sense and an understanding of quantity	AAS Curriculum Framework Student Learning Expectations	<b>Mathematics</b> <b>AR.K.CC.A.1</b> Count to 100 by ones, fives, and tens <b>AR.K.CC.A.2</b> Count forward, by ones, from any given number up to 100 <b>AR.K.CC.B.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality <b>AR.K.CC.B.5</b> Count to answer “how many?” <b>AR.K.CC.C.6</b> Identify whether the number of objects in one group from 0-10 is greater than (more, most), less than (less, fewer, least), or equal to (same as) the number of objects in another group of 0-10 <b>AR.K.CC.C.7</b> Compare two numbers between 0 and 20 presented as written numerals <b>AR.K.CC.C.8</b> Quickly identify a number of items in a set from 0-10 without counting (e.g., dominoes, dot cubes, tally marks, ten-frames) <b>AR.K.NBT.A.1</b> Develop initial understanding of place value and the base-ten number system by showing equivalent forms of whole numbers from 11 to 19 as groups of tens and ones using objects and drawings
	<b>MT1.2</b> Explores combining and separating groups (numerical operations)		<b>Mathematics</b> <b>AR.K.OA.A.1</b> Represent addition and subtraction using objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions (e.g., $2 + 3$ ), or equations (e.g., $2 + 3 =$ ) <b>AR.K.OA.A.2</b> Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem) <b>AR.K.OA.A.3</b> Use objects or drawings to decompose (break apart) numbers less than or equal to 10 into pairs in more than one way, and record each decomposition (part) by a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ) <b>AR.K.OA.A.4</b> 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 <b>AR.K.OA.A.5</b> Fluently add and subtract within 10 by using various strategies and manipulatives
	<b>MT2.1</b> Uses classification and patterning skills		<b>Mathematics</b> <b>AR.K.MD.B.3</b> Classify, sort, and count objects using both measurable and non-measurable attributes such as size, number, color, or shape <b>AR.K.OA.D.9</b> Identify arithmetic patterns (including, but not limited to, patterns in the addition table or multiplication table), and explain them using properties of operations <b>AR.K.G.B.4</b> 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)

Mathematical Thinking, <i>continued</i>			
Arkansas CDELS Learning Goals	MT3.1 Participates in exploratory measurement activities and compares objects	AAS Curriculum Framework Student Learning Expectations	<b>Mathematics</b> <b>AR.K.MD.A.1</b> Describe several measurable attributes of a single object, including but not limited to length, weight, height, and temperature <b>AR.K.MD.A.2</b> Describe the difference when comparing two objects (side-by-side) with a measurable attribute in common, to see which object has more of or less of the common attribute <b>AR.K.MD.B.3</b> Classify, sort, and count objects using both measureable and non-measureable attributes such as size, number, color, or shape
	MT4.1 Explores and describes shapes and spatial relationships		<b>Mathematics</b> <b>AR.K.G.A.1</b> Describe the positions of objects in the environment and geometric shapes in space using names of shapes, and describe the relative positions of these objects <b>AR.K.G.A.2</b> Correctly name shapes regardless of their orientations or overall size <b>AR.K.G.A.3</b> Identify shapes as two-dimensional (flat) or three-dimensional (solid) <b>AR.K.G.B.4</b> 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) <b>AR.K.G.B.5</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and by drawing shapes <b>AR.K.G.B.6</b> Compose two-dimensional shapes to form larger two-dimensional
Science and Technology			
Arkansas CDELS Learning Goals	ST1.1 Engages in the scientific process to collect, analyze, and communicate information	AAS Curriculum Framework Student Learning Expectations	<b>Science</b> <b>NS.1.K.1</b> Record observations pictorially, orally, and in writing <b>NS.1.K.2</b> Ask questions based on observations <b>NS.1.K.3</b> Conduct scientific investigations as a class and in teams: lab activities, field studies <b>NS.1.K.7</b> Use age-appropriate equipment and tools in scientific investigations (e.g., balances and hand lenses)
	ST2.1 Demonstrates knowledge of core science ideas and concepts		<b>Science</b> <b>LS.2.K.5</b> Name and describe the five senses <b>LS.2.K.6</b> Discuss the functions of the five senses <b>LS.3.K.1</b> Describe plant development and growth <b>LS.3.K.2</b> Illustrate complete metamorphosis (e.g., butterfly, frog) <b>LS.4.K.1</b> Recognize what it means for a species to be extinct <b>ESS.8.K.5</b> Chart weather conditions every day <b>ESS.8.K.6</b> Describe the four seasons <b>ESS.10.K.1</b> Distinguish between celestial bodies and other objects in the sky: sun, moon, other stars, clouds, birds, planes

<b>Science and Technology, <i>continued</i></b>			
<b>Arkansas CDELS Learning Goals</b>	<b>ST3.1</b> Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials	<b>AAS Curriculum Framework Student Learning Expectations</b>	<b>Science</b> <b>LS.2.K.1</b> Classify living and non-living things <b>LS.2.K.2</b> Differentiate between plants and animals <b>LS.2.K.3</b> Match parents and offspring <b>LS.2.K.4</b> Identify basic needs of plants and animals: food, water, light, air, space <b>ESS.8.K.2</b> Identify the uses of land and water <b>ESS.8.K.3</b> Classify resources as natural or man-made <b>PS.5.K.1</b> List and classify objects according to the single properties of: size, color, shape <b>PS.6.K.1</b> Demonstrate spatial relationships, including but not limited to: over, under, left, right <b>PS.6.K.2</b> Demonstrate various ways that objects can move, including but not limited to: straight, zig-zag, back and forth, round and round, fast and slow <b>PS.6.K.3</b> Demonstrate the effects of the force of gravity on objects <b>PS.7.K.1</b> Classify objects in terms of their relative temperature (e.g., hotter and colder) <b>PS.7.K.2</b> Identify uses of electricity
	<b>ST3.2</b> Uses tools and engineering practices to explore and solve problems		<b>Social Studies</b> <b>G.9.K.3</b> Identify ways weather and climate impact daily life
	<b>ST3.3</b> Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play		<b>Fine Arts – Visual Art</b> <b>CR.2.K.2</b> Utilize traditional and/or new media and tools safely and appropriately, with guidance: conservation, norms  <b>Computer Science</b> <b>CC.9.K.1</b> Explore uses of computing and technology <b>CC.10.K.1</b> Use various input/output devices <b>CC.10.K.2</b> Demonstrate proper care of computer equipment <b>CC.11.K.4</b> Identify simple hardware and software problems that may occur during use <b>CT.2.K.1</b> Discuss the relative positions of objects within a program (e.g., up, down, left, right, over, under, on top of, behind, in front of, to the left, to the right) <b>CC.10.K.2</b> Demonstrate proper care of computer equipment <b>CC.11.K.1</b> Discuss as a class how information can be communicated electronically <b>CGE.12.K.2</b> Recognize positive and negative behaviors for using computing devices

Social Studies			
Arkansas CDELS Learning Goals	SS1.1 Demonstrates positive connection to family and community	AAS Curriculum Framework Student Learning Expectations	<b>Social Studies</b> C.3.K.2 Discuss ways people improve communities G.9.K.1 Describe ways humans have a positive impact on the environment G.9.K.2 Discuss cultural characteristics among families and in the community H.13.K.5 Formulate questions that relate to a family member, family event, or family tradition
			<b>Library Media</b> IL.1.K.9 Recognize sources of information outside the school library media center (e.g., people, public libraries, digital resources)
			<b>Fine Arts – Visual Art</b> CN.11.K.1 Discuss reasons people make art (e.g., recordkeeping, hobbies, professions)
			<b>Fine Arts – General Music</b> CN.11.K.2 Connect to music from various cultures, historical periods, and/or events by listening, singing, moving, or playing: celebrations, holiday songs, lullabies, nursery rhymes
			<b>Foreign Language</b> CLT.1.K.1 Observe products of various cultures, as appropriate for the grade (e.g., food, shelter, clothing, toys, music, art, sports, recreation, literature, flags, money, symbols, landmarks) CLT. 1.K.2 Observe customs and traditions, as appropriate for grade (e.g., celebrations, holidays) CLT.1.K.3 Participate in multicultural activities, as appropriate for grade (e.g., reading, literature, singing, playing sports, creating art, making crafts, dancing, celebrating) CMN.10.K.2 Identify professions that may use the target language (e.g., medical, legal, technical, retail, tourism) CNN.2.K.1 Recognize the need to communicate with members of other language or cultural groups as appropriate for the grade
			<b>Physical Education and Health</b> HW.8.K.1 Discuss community health care providers: doctor, dentist, community health department, school nurse, counselor

Social Studies, <i>continued</i>			
Arkansas CDELS Learning Goals	SS2.1 Shows awareness of sequence and change over time	AAS Curriculum Framework Student Learning Expectations	<p><b>Social Studies</b></p> <p><b>H.12.K.1</b> Discuss changes over time using chronological terms (e.g., first, next, last, before, after, past, present, now, long ago)</p> <p><b>H.12.K.2</b> Develop a personal timeline to sequence events of your own life</p> <p><b>H.12.K.3</b> Compare a child's life of the present to that of the past using visual representations (e.g., growing food, rules and laws, making clothing, transportation, communication)</p> <p><b>H.12.K.5</b> Identify the purpose of national holidays and describe the people or events celebrated (e.g., Thanksgiving, Veteran's Day, President's Day, Martin Luther King, Jr. Day)</p> <p><b>H.13.K.3</b> Describe ways people learn about the past (e.g., photos, artifacts, diaries, oral history, stories)</p> <hr/> <p><b>Library Media</b></p> <p><b>IL.2.K.2</b> Manage with guidance information from a variety of resources (e.g., sort, classify, sequence)</p> <hr/> <p><b>Mathematics</b></p> <p><b>K.MD.C.4</b> Understand concepts of time including morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year</p>
	SS2.2 Demonstrates simple geographic knowledge		<p><b>Social Studies</b></p> <p><b>E.5.K.3</b> Identify markets in the community</p> <p><b>E.7.K.2</b> Identify where products used in daily life are produced</p> <p><b>G.8.K.1</b> Describe familiar places using words related to location, direction, and distance</p> <p><b>G.8.K.2</b> Use maps, globes, and photographs to identify and describe the physical characteristics of familiar places</p> <p><b>G.8.K.3</b> Explain map symbols, legends, and compass rose</p> <p><b>G.10.K.2</b> Identify people and goods that move from place to place</p> <p><b>G.11.K.1</b> Discuss connections to other people in places around the world (e.g., where products are made, celebrations, dance, art, food, toys)</p>

Creativity and Aesthetics			
Arkansas CDELS Learning Goals	CA1.1 Explores through listening, singing, creating, and moving to music	AAS Curriculum Framework Student Learning Expectations	<p><b>Fine Arts – Dance</b></p> <p><b>CR.1.K.1</b> Respond, using movement, to a variety of stimuli (e.g., music/sound, text, storytelling, objects, images, symbols, observed dance)</p> <p><b>CR.1.K.2</b> Experiment with basic locomotor and non-locomotor movements</p> <p><b>CR.2.K.1</b> Improvise dance that starts and stops on cue</p> <p><b>CR.2.K.2</b> Express an idea, feeling, or image through improvised movement</p> <p><b>R.8.K.1</b> Identify, with guidance, movements that suggest ideas, using simple dance terminology</p> <p><b>P.5.K.4</b> Select a prop to use as part of a dance</p> <p><b>CN.10.K.1</b> Identify an emotion expressed in dance movement that is observed or performed</p> <p><b>CN.11.K.1</b> Reproduce movements in an observed dance from a different culture</p> <hr/> <p><b>Fine Arts – Music</b></p> <p><b>CR.1.K.2</b> Experiment vocally and instrumentally, using a variety of simple songs alone and with others, with expressive elements and elements of music: fast, slow, high pitch, low pitch, loud, soft, steady beat</p> <p><b>CR.2.K.2</b> Create sound effects for songs, poems, and/or stories (e.g., Found sounds, body percussion, traditional instruments, electronic keyboards, online sound libraries)</p> <p><b>CR.2.K.5</b> Explore music through movement: freestyle, gross motor</p> <p><b>CR.3.K.2</b> Present, with guidance, a final composition of personal musical ideas to others</p> <p><b>P.4.K.4</b> Demonstrate (e.g., show, tell, sing, play), with guidance, personal interest in musical selections</p> <hr/> <p><b>Fine Arts – Visual Art</b></p> <p><b>CR.1.K.2</b> Engage in creative art-making through imagination and/or guided observation (e.g., leaves as collage medium, mark-making)</p> <p><b>CR.1.K.3</b> Communicate a story about a familiar place or object through art</p> <p><b>CR.2 K.1</b> Experiment with various media using grade-level appropriate elements of art and principles of design: drawing, painting, sculpture, printmaking, mixed media</p> <p><b>CR.3.K.1</b> Describe one’s personal process while creating artwork</p> <p><b>CN.10.K.1</b> Explore ways a story can be told (e.g., visual, verbal, written, performed) through art</p> <p><b>P.4.K.1</b> Identify reasons for selecting artwork for personal portfolio and display</p>
	CA2.1 Explores, manipulates, creates, and responds to a variety of art media		

Creativity and Aesthetics, <i>continued</i>			
Arkansas CDELS Learning Goals	CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play	AAS Curriculum Framework Student Learning Expectations	<b>Fine Arts – Visual Art</b> <b>CR.1.K.1</b> Engage in exploration imaginative play, and self-directed play with materials (e.g., art-making tools and materials, found objects) <b>CN.10.K.1</b> Explore ways a story can be told (e.g., visual, verbal, written, performed) through art
			<b>Fine Arts – Theatre</b> <b>CR.1.K.1</b> Imitate, with guidance, people, creatures, or things, using body and facial expression <b>CR.1.K.2</b> Create with guidance, props, puppets, or costume pieces for dramatic play by using available materials <b>CR.2.K.1</b> Contribute with guidance to dramatic play (e.g., adaptations of classroom literature, fairy tales, nursery rhymes) through interaction with peers <b>CR.3.K.2</b> Use with guidance facial expression and movement to demonstrate emotion and feeling



## **Correlation of the *Arkansas Child Development and Early Learning Standards: Birth through 60 Months* with the *Work Sampling System*® *Developmental Guidelines for Preschool-3***

The *Work Sampling System*® is a criterion-referenced observational assessment with extensive research supporting reliability and validity. This assessment is used in Arkansas primarily by Arkansas Better Chance programs but is also used by some Head Start programs. The tool is used to help observe, record, and evaluate each child's progress using a systematic method.

The following correlation is between the *Arkansas Child Development and Early Learning Standards (CDELS): Birth through 60 Months* and the *Work Sampling System*® *Developmental Guidelines for Preschool-3*. In the left column are the Arkansas CDELS Learning Goals. In the right are the *Work Sampling System*® Performance Indicators. Each item is coded according to the respective tool and can easily be matched with the original document. For example, the Arkansas CDELS Learning Goal SE1.1 indicates it is from the Domain of Development and Learning *Social and Emotional Development (SE)*, from the first Domain Component and the first Learning Goal (1.1). Likewise, the *Work Sampling System*® Performance Indicator I.D.2 indicates it is from the Domain *Personal and Social Development (I)*, the Domain Component *Self-concept (D)* and the second Performance Indicator (2).

<b>Social and Emotional Development</b>			
<b>Arkansas CDELS Learning Goal</b>	<b>SE1.1</b> Forms trusting relationships with nurturing adults	<b>Work Sampling System® Performance Indicator</b>	<b>I.D.2</b> Interacts with familiar adults.
	<b>SE1.2</b> Interacts with peers		<b>I.D.1</b> Interacts with one or more children.
	<b>SE2.1</b> Experiences, expresses, and regulates a range of emotion		<b>I.D.4</b> Begins to identify feelings and responds to those of others.
	<b>SE2.2</b> Interprets and responds to the feelings of others		<b>I.D.4</b> Begins to identify feelings and responds to those of others.
	<b>SE3.1</b> Shows awareness of self as unique individual		<b>V.A.1</b> Begins to recognize their physical characteristics and those of others.
	<b>SE3.2</b> Demonstrates competence and confidence		<b>I.A.1</b> Demonstrates self-confidence. <b>I.A.2</b> Shows some independence and self-direction.

Cognitive Development			
Arkansas CDELS Learning Goal	CD1.1 Shows curiosity and a willingness to try new things	Work Sampling System® Performance Indicator	I.C.1 Shows eagerness and curiosity as a learner. I.C.3 Approaches tasks with flexibility and inventiveness.
	CD1.2 Shows persistence in approaching tasks		I.C.2 Attends briefly and seeks help when encountering a problem.
	CD2.1 Focuses and sustains attention		I.C.2 Attends briefly and seeks help when encountering a problem.
	CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts		I.B.1 Follows simple classroom rules and routines with guidance. I.B.2 Manages transitions. V.C.1 Shows beginning awareness of rules.
	CD2.3 Regulates impulses and behaviors		I.B.1 Follows simple classroom rules and routines with guidance. V.C.1 Shows beginning awareness of rules.
	CD2.4 Holds and manipulates information in memory		II.A.2 Follows two-step directions.
	CD3.1 Uses reasoning and planning ahead to solve problems and reach goals		I.D.5 Begins to use simple strategies to resolve conflict. III.A.1 Shows interest in solving problems.
	CD3.2 Engages in symbolic and abstract thinking		VI.A.2 Participates in creative movement, dance, and drama.

Physical Development and Health			
Arkansas CDELS Learning Goal	PH1.1 Demonstrates locomotor skills	Work Sampling System® Performance Indicator	VII.A.2 Coordinates basic movement patterns to perform simple tasks.
	PH1.2 Shows stability and balance		VII.A.1 Moves with some balance and control.
	PH1.3 Demonstrates gross-motor manipulative skills		VII.A.2 Coordinates basic movement patterns to perform simple tasks.
	PH2.1 Demonstrates fine-motor strength, control, and coordination		VII.B.1 Begins to use strength and control to perform simple tasks. VII.B.2 Uses eye-hand coordination to perform simple tasks.
	PH2.2 Adjusts grasp and coordinates movements to use tools		VII.B.1 Begins to use strength and control to perform simple tasks. VII.B.2 Uses eye-hand coordination to perform simple tasks. VII.B.3 Explores the use of various drawing and art tools.
	PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices		VII.C.1 Begins to perform self-care tasks.
	PH3.2 Shows awareness of safe behavior		I.B.1 Follows simple classroom rules and routines with guidance. V.C.1 Shows beginning awareness of their environment.
	PH3.3 Engages in a variety of developmentally appropriate physical activities		VI.A.2 Participates in creative movement, dance, and drama.
	PH3.4 Takes appropriate actions to meet basic needs		VII.C.1 Begins to perform self-care tasks.

Language Development		
Arkansas CDELS Learning Goal	LD.1.1 Understands and responds to language (in child's home language)	II.A.1 Gains meaning by listening. II.A.2 Follows two-step directions.
	LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)	II.B.1 Speaks clearly enough to be understood by most listeners.
	LD3.1 Communicates using social and conversational rules	II.B.2 Follows rules for conversation.
	LD4.1 Demonstrates progress in attending to, understanding, and responding to English	II.A.1 (ELL) Follows directions.
	LD4.2 Demonstrates progress in speaking and expressing self in English	II.B.3 Uses expanded vocabulary and language for a variety of purposes. II.C.1 (ELL) Develops awareness of the sounds of English.

Emergent Literacy		
Arkansas CDELS Learning Goal	EL1.1 Shows interest in literacy experiences	II.A.1 Gains meaning by listening. II.C.3 Shows appreciation and some understanding of books.
	EL1.2 Engages in read-alouds and conversations about books and stories	II.C.4 Begins to recount key ideas and details from text.
	EL2.1 Notices and manipulates the sounds of language	II.C.2 Demonstrates beginning phonological awareness. II.B.1 (ELL) Develops awareness of the sounds of English.
	EL3.1 Responds to features of books and print	II.C.3 Shows appreciation and some understanding of books.
	EL3.2 Shows knowledge of the shapes, names, and sounds of letters	II.C.1 Begins to develop knowledge of letters.
	EL3.3 Demonstrates emergent writing skills	II.D.1 Represents stories through pictures, dictation, and play. II.D.2 Uses scribbles and unconventional shapes to write.

Mathematical Thinking		
Arkansas CDELS Learning Goal	MT1.1 Demonstrates number sense and an understanding of quantity	III.A.2 Begins to reason quantitatively. III.A.3 Uses words and representations to describe mathematical ideas. III.B.1 Shows interest in counting. III.B.2 Shows interest in quantity.
	MT1.2 Explores combining and separating groups (numerical operations)	III.A.1 Shows interest in solving problems. III.C.1 Begins to understand addition and subtraction.
	MT2.1 Uses classification and patterning skills	III.A.2 Begins to reason quantitatively. III.C.1 Begins to understand addition and subtraction.
	MT3.1 Participants in exploratory measurement activities and compares objects	III.D.1 Shows understanding of some comparative words. III.D.2 Participates in measuring activities.
	MT4.1 Explores and describes shapes and spatial relationships	III.E.1 Shows understanding of several positional words. III.E.2 Identifies several shapes.

Science and Technology		
Arkansas CDELS Learning Goal	ST1.1 Engages in the scientific process to collect, analyze, and communicate information	IV.A.1 Asks questions that arise during explorations. IV.A.4 Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior.
	ST2.1 Demonstrates knowledge of core science ideas and concepts	IV.A.3 Makes meaning from explorations, and generates ideas and solutions. IV.B.3 Explores and describes light and sound. IV.C.1 Explores the characteristics of living things. IV.D.3 Observes weather and seasonal changes.
	ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials	IV.B.1 Explores the properties of objects and materials, and how they change. IV.B.2 Explores how objects and materials move. IV.B.3 Explores and describes light and sound. IV.C.1 Explores the characteristics of living things. IV.C.2 Explores the needs of living things. IV.D.1 Observes the sky and the natural and human-made objects in it. IV.D.2 Explores rocks, water, soil, and sand. IV.D.3 Observes weather and seasonal changes.
	ST3.2 Uses tools and engineering practices to explore and solve problems	IV.A.2 Explores the properties of objects and materials, and how they change.
	ST3.3 Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play	V.B.3 Explores technology in their environment.

Social Studies			
Arkansas CDELS Learning Goal	SS1.1 Demonstrates positive connection to family and community	Work Sampling System® Performance Indicator	V.A.1 Begins to recognize their physical characteristics and those of others. V.B.1 Begins to understand different kinds of families. V.B.2 Recognizes that people do different kinds of jobs. V.C.1 Shows beginning awareness of rules.
	SS2.1 Shows awareness of sequence and change over time		I.B.1 Follows simple classroom rules and routines with guidance.
	SS2.2 Demonstrates simple geographic knowledge		V.B.1 Shows beginning awareness of their environment.

Creativity and Aesthetics			
Arkansas CDELS Learning Goal	CA1.1 Explores through listening, singing, creating, and moving to music	Work Sampling System® Performance Indicator	VI.A.1 Participates in group music experiences. VI.A.2 Coordinates basic movement patterns to perform simple tasks.
	CA2.1 Explores, manipulates, creates, and responds to a variety of art media		VI.A.3 Uses a variety of art materials for tactile experiences and exploration. VI.B.1 Responds to artistic creations or events.
	CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play		VI.A.2 Participates in creative movement, dance, and drama.



## **Correlation of the *Arkansas Child Development and Early Learning Standards: Birth through 60 Months* with the *Work Sampling System® Developmental Guidelines for Preschool-4***

The *Work Sampling System®* is a criterion-referenced observational assessment with extensive research supporting reliability and validity. This assessment is used in Arkansas primarily by Arkansas Better Chance programs but is also used by some Head Start programs. The tool is used to help observe, record, and evaluate each child's progress using a systematic method.

The following correlation is between the *Arkansas Child Development and Early Learning Standards (CDELS): Birth through 60 Months* and the *Work Sampling System® Developmental Guidelines for Preschool-4*. In the left column are the Arkansas CDELS Learning Goals. In the right are the *Work Sampling System®* Performance Indicators. Each item is coded according to the respective tool and can easily be matched with the original document. For example, the Arkansas CDELS Learning Goal SE1.1 indicates it is from the Domain of Development and Learning *Social and Emotional Development (SE)*, from the first Domain Component and the first Learning Goal (1.1). Likewise, the *Work Sampling System®* Performance Indicator I.D.2 indicates it is from the Domain *Personal and Social Development (I)*, the Domain Component *Self-concept (D)* and the second Performance Indicator (2).

<b>Social and Emotional Development</b>			
<b>Arkansas CDELS Learning Goal</b>	<b>SE1.1</b> Forms trusting relationships with nurturing adults	<b>Work Sampling System® Performance Indicator</b>	<b>I.D.2</b> Interacts easily with familiar adults.
	<b>SE1.2</b> Interacts with peers		<b>I.D.1</b> Interacts easily with one or more children.
	<b>SE2.1</b> Experiences, expresses, and regulates a range of emotions		<b>I.D.4</b> Identifies some feelings and responds to those of others.
	<b>SE2.2</b> Interprets and responds to the feelings of others		<b>I.D.4</b> Identifies some feelings and responds to those of others.
	<b>SE3.1</b> Shows awareness of self as unique individual		<b>V.A.1</b> Identifies similarities and differences in personal and family characteristics.
	<b>SE3.2</b> Demonstrates competence and confidence		<b>I.A.1</b> Demonstrates self-confidence. <b>I.A.2</b> Shows some self-direction.

## Cognitive Development

Arkansas CDELS Learning Goal	CD1.1 Shows curiosity and a willingness to try new things	Work Sampling System® Performance Indicator	I.C.1 Shows eagerness and curiosity as a learner. I.C.3 Approaches tasks with flexibility and inventiveness.
	CD1.2 Shows persistence in approaching tasks		I.C.2 Attends to tasks and seeks help when encountering a problem.
	CD2.1 Focuses and sustains attention		I.C.2 Attends to tasks and seeks help when encountering a problem.
	CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts		I.B.1 Follows simple classroom rules and routines. I.B.2 Manages transitions. V.C.1 Demonstrates awareness of rules. V.C.2 Shows awareness of what it means to be a leader.
	CD2.3 Regulates impulses and behaviors		I.B.1 Follows simple classroom rules and routines. V.C.1 Demonstrates awareness of rules.
	CD2.4 Holds and manipulates information in memory		II.A.2 Follows two- or three-step directions.
	CD3.1 Uses reasoning and planning ahead to solve problems and reach goals		I.D.5 Begins to use simple strategies to resolve conflict. III.A.1 Begins to make sense of problems and uses simple strategies to solve them.
	CD3.2 Engages in symbolic and abstract thinking		IV.A.1 Asks questions and begins to solve problems that arise during explorations.

## Physical Development and Health

Arkansas CDELS Learning Goal	PH1.1 Demonstrates locomotor skills	Work Sampling System® Performance Indicator	VII.A.2 Coordinates combined movement patterns to perform simple tasks.
	PH1.2 Shows stability and balance		VII.A.1 Moves with increased balance and control.
	PH1.3 Demonstrates gross-motor manipulative skills		VII.A.2 Coordinates combined movement patterns to perform simple tasks.
	PH2.1 Demonstrates fine-motor strength, control, and coordination		VII.B.1 Uses emerging strength and control to perform simple tasks. VII.B.2 Uses eye-hand coordination to perform simple tasks.
	PH2.2 Adjusts grasp and coordinates movements to use tools		VII.B.1 Uses emerging strength and control to perform simple tasks. VII.B.2 Uses eye-hand coordination to perform simple tasks. VII.B.3 Shows beginning control of writing, drawing, and art tools.
	PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices		VII.C.1 Performs some self-care tasks independently.
	PH3.2 Shows awareness of safe behavior		I.B.1 Follows simple classroom rules and routines. V.C.1 Demonstrates awareness of rules. V.C.2 Shows some awareness of what it means to be a leader. VII.C.2 Follows basic safety rules with reminders.
	PH3.3 Engages in a variety of developmentally appropriate physical activities		VI.A.2 Participates in creative movement, dance, and drama. VII A.2 Coordinates combined movement patterns to perform simple tasks.
	PH3.4 Takes appropriate actions to meet basic needs		VII.C.1 Performs some self-care tasks independently.



Language Development			
Arkansas CDELS Learning Goal	LD.1.1 Understands and responds to language (in child's home language)	Work Sampling System® Performance Indicator	II.A.1 Gains meaning by listening. II.A.2 Follows two- or three-step directions.
	LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)		II.B.1 Speaks clearly enough to be understood without contextual clues.
	LD3.1 Communicates using social and conversational rules		II.B.2 Follows rules for conversation.
	LD4.1 Demonstrates progress in attending to, understanding, and responding to English		II.A.1 Gains meaning by listening. II.A.2 Follows directions.
	LD4.2 Demonstrates progress in speaking and expressing self in English		II.B.3 Uses expanded vocabulary and language for a variety of purposes. II.C.1 Speaks in social situations.

Emergent Literacy			
Arkansas CDELS Learning Goal	EL1.1 Shows interest in literacy experiences	Work Sampling System® Performance Indicator	II.A.1 Gains meaning by listening. II.C.3 Shows appreciation and some understanding of books and reading.
	EL1.2 Engages in read-alouds and conversations about books and stories		II.C.4 Recounts some key ideas and details from text.
	EL2.1 Notices and manipulates the sounds of language		II.C.2 Demonstrates phonological awareness. II.B.1 Develops awareness of the sounds of English.
	EL3.1 Responds to features of books and print		II.C.3 Shows appreciation and some understanding of books and reading.
	EL3.2 Shows knowledge of the shapes, names, and sounds of letters		II.C.1 Begins to develop knowledge of letters.
	EL3.3 Demonstrates emergent writing skills		II.D.1 Represents ideas and stories through pictures, dictation, and play. II.D.2 Uses letter-like shapes, symbols, and letters to convey meaning. II.D.3 Understands purposes for writing.

Mathematical Thinking			
Arkansas CDELS Learning Goal	MT1.1 Demonstrates number sense and an understanding of quantity	Work Sampling System® Performance Indicator	III.A.2 Reasons quantitatively and begins to use some tools. III.A.3 Uses words and representations to describe mathematical ideas. III.B.1 Counts with understanding. III.B.2 Show beginning understanding of number and quantity.
	MT1.2 Explores combining and separating groups (numerical operations)		III.A.1 Begins to make sense of problems and uses simple strategies to solve them. III.B.1 Counts with understanding. III.B.2 Show beginning understanding of number and quantity. III.C.1 Understands and begins to apply addition and subtraction to problems.
	MT2.1 Uses classification and patterning skills		III.A.2 Reasons quantitatively and begins to use some tools. III.C.1 Understands and begins to apply addition and subtraction to problems.
	MT3.1 Participants in exploratory measurement activities and compares objects		III.D.1 Orders, compares, and describes objects according to a single attribute. III.D.2 Participates in measuring activities.
	MT4.1 Explores and describes shapes and spatial relationships		III.F.1 Shows understanding of and uses several positional words. III.F.2 Begins to recognize and describe the attributes of shapes. III.F.3 Composes and decomposes shapes.

Science and Technology			
Arkansas CDELS Learning Goal	ST1.1 Engages in the scientific process to collect, analyze, and communicate information	Work Sampling System® Performance Indicator	IV.A.1 Asks questions and begins to solve problems that arise during explorations. IV.A.4 Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior.
	ST2.1 Demonstrates knowledge of core science ideas and concepts		IV.A.3 Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human-made worlds. IV.B.3 Explores and describes light and sound. IV.C.1 Explores the characteristics of living things. IV.D.3 Observes weather and seasonal changes.
	ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials		IV.B.1 Explores the properties of objects and materials, and how they change. IV.B.2 Explores how objects and materials move in different circumstances. IV.B.3 Explores and describes light and sound. IV.C.1 Explores the characteristics of living things. IV.C.2 Explores the needs of living things. IV.D.1 Observes the sky and the natural and human-made objects in it. IV.D.2 Explores rocks, water, soil, and sand. IV.D.3 Observes weather and seasonal changes. V.D.1 Describes the location of things in the environment. V.D.2 Shows awareness of the environment. V.D.3 Shows some awareness of ways people affect their environment.

Science and Technology, continued			
Arkansas CDELS Learning Goal	ST3.2 Uses tools and engineering practices to explore and solve problems	Work Sampling System® Performance Indicator	IV.A.2 Uses senses and simple tools to explore solutions to problems.
	ST3.3 Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play		V.B.3 Begins to be aware of how technology affects their lives.

Social Studies			
Arkansas CDELS Learning Goal	SS1.1 Demonstrates positive connection to family and community	Work Sampling System® Performance Indicator	I.D.3 Participates in the group life of the class. V.A.1 Identifies similarities and differences in personal and family characteristics. V.A.2 Demonstrates beginning awareness of community, city, and state. V.B.1 Begins to understand family needs, roles, and relationships. V.B.2 Identifies some people's jobs and what is required to perform them. V.C.1 Demonstrates awareness of rules. V.C.2 Shows awareness of what it means to be a leader.
	SS2.1 Shows awareness of sequence and change over time		I.B.1 Follows simple classroom rules and routines.
	SS2.2 Demonstrates simple geographic knowledge		V.A.2 Demonstrates beginning awareness of community, city, and state. V.D.1 Describes the location of things in the environment. V.D.2 Shows awareness of the environment.

Creativity and Aesthetics			
Arkansas CDELS Learning Goal I	CA1.1 Explores through listening, singing, creating, and moving to music	Work Sampling System® Performance Indicator	VI.A.1 Participates in group music experiences. VI.A.2 Participates in creative movement, dance, and drama.
	CA2.1 Explores, manipulates, creates, and responds to a variety of art media		VI.A.3 Uses a variety of art materials for tactile experiences and exploration. VI.B.1 Responds to artistic creations or events.
	CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play		VI.A.2 Participates in creative movement, dance, and drama.



## **Correlation of the Arkansas Child Development and Early Learning Standards: Birth through 60 Months with *The Ounce Scale™: Standards for the Developmental Profiles***

*The Ounce Scale™: Standards for the Developmental Profiles* is a criterion-referenced observational assessment with extensive research supporting reliability and validity. This assessment is used in Arkansas primarily by Arkansas Better Chance programs but is also used by some Head Start programs. *The Ounce Scale™* is used to help observe, record, and evaluate each child's progress using a systematic method.

The following correlation is between the *Arkansas Child Development and Early Learning Standards (CDELS): Birth through 60 Months* and *The Ounce Scale™: Standards for the Developmental Profiles*. The Arkansas CDELS Learning Goal in the left column of the table correlates with the appropriate *Ounce Scale™* Domain and Area of Development. Each item is coded according to the respective tool and can easily be matched with the original document. For example, the Arkansas CDELS Learning Goal SE1.1 indicates it is from the Domain of Development and Learning *Social and Emotional Development (SE)*, from the first Domain Component and the first Learning Goal (1.1). Likewise, the *Ounce Scale™* Performance Indicator SE I. 1. is from the Domain *Social and Emotional Development*, the first Area of Development (I) *Personal Connections: It's About Trust* and the first Performance Indicator (1.). The following table shows the *Ounce Scale™* performance indicators for reference.

<b><u>Ounce Scale™ Performance Indicators</u></b>	
<b>Social and Emotional Development</b>	<b>Cognitive Development</b>
I. Personal Connections: It's About Trust	V. Exploration and Problem Solving: Baby Discoveries
II. Feelings About Self: Learning About Me	V. Exploration and Problem Solving: Toddler Discoveries
III. Relationships With Other Children: Child to Child	V. Exploration and Problem Solving: Preschooler Discoveries
<b>Communication and Language</b>	<b>Physical Development</b>
IV. Understanding and Communicating: Baby Talk	VI. Movement and Coordination: Babies in Motion
IV. Understanding and Communicating: Toddler Talk	VI. Movement and Coordination: Toddlers in Motion
IV. Understanding and Communicating: Preschooler Talk	VI. Movement and Coordination: Preschoolers in Motion

## Development Profile Ranges – Babies I: 4m and Babies II: 8m

### Social Emotional Development

Arkansas CDELS	The Ounce Scale™		
Learning Goal	Age	Performance Indicator	Performance Examples
<b>SE1.1</b> Forms trusting relationships with nurturing adults	<b>4m</b>	<b>SE I. 1.</b> Responds to familiar adults	<i>gaze into their caregiver's eyes while they are fed</i>
		<b>SE I. 2.</b> Shows awareness of unfamiliar people	<i>stiffen and lean away from the unfamiliar person who picked them up</i>
	<b>8m</b>	<b>SE I. 1.</b> Engages with familiar adults	<i>kick their legs or reach with their arms when they see a familiar person approaching their crib or infant seat</i>
		<b>SE I. 2.</b> Notices and reacts to unfamiliar adults	<i>cry if it is not the same person each day who greets them when they go to child care in the morning</i>
		<b>SE II. 2.</b> Learning to cope with familiar and unfamiliar situations	<i>look to familiar person for a positive nod or encouraging work before playing with a new toy</i>
<b>SE1.2</b> Interacts with peers	<b>4m</b>	<b>SE III. 1.</b> Shows awareness of other children	<i>look in the direction of a nearby child, often with neutral expressions</i>
	<b>8m</b>	<b>SE III. 1.</b> Shows awareness of other children	<i>watch nearby children, often reaching out toward them</i>
<b>SE2.1</b> Experiences, expresses, and regulates a range of emotions	<b>4m</b>	<b>SE II. 1.</b> Expresses comfort and discomfort, enjoyment and unhappiness	<i>uses specific kinds of cries when they're hungry</i>
		<b>SE II. 2.</b> Calms self	<i>suck on their hand before falling asleep</i>
	<b>8m</b>	<b>SE II. 2.</b> Learning to cope with familiar and unfamiliar situations	<i>look fearful and cling in their parent's arms when entering a store or a home where there seems to be a lot of unfamiliar activity</i>
<b>SE2.2</b> Interprets and responds to the feelings of others	<b>4m</b>	<b>SE III. 1.</b> Shows awareness of other children	<i>take on a sober expression and look uneasy when another baby starts crying</i>
	<b>8m</b>	<b>SE III. 1.</b> Shows awareness of other children	<i>watch with an expression of worry if another child cries, and may even cry themselves</i>
<b>SE3.1</b> Shows awareness of self as unique individual	<b>4m</b>	<b>SE II. 1.</b> Expresses comfort and discomfort, enjoyment and unhappiness	<i>yawn and arch their back, or turn away, when they've had enough interaction or there's too much noise</i>
		<b>SE II. 1.</b> Calms self	<i>show joy or interest by making cooing sounds and smiling</i>
	<b>8m</b>	<b>SE II. 1.</b> Expresses feelings	<i>wrinkle their face when fed a new food that isn't familiar</i>
		<b>SE II. 2.</b> Learning to cope with familiar and unfamiliar situations	<i>settle easily when able to hold a favorite blanket or stuffed toy when in a strange situation</i>

Arkansas CDELS	The Ounce Scale™		
Learning Goal	Age	Performance Indicator	Performance Examples
<b>SE3.2</b> Demonstrates competence and confidence	4m	<b>SE II. 1.</b> Expresses comfort and discomfort, enjoyment and unhappiness	<i>make vocal protesting noises when they're not picked up when they want</i>
		<b>CL IV. 1.</b> Responds to sights and sounds	<i>stop crying when they hear a familiar voice calling to them</i>
		<b>CD V. 2.</b> Makes things happen, quite often unintentionally	<i>hit at objects with some degree of accuracy</i>
	8m	<b>SE I.1.</b> Engages with familiar adults	<i>make loud sounds as though trying to talk to someone even when everyone is another room</i>
		<b>SE II. 1.</b> Expresses feelings	<i>reach toward someone nearby when they want a hug or to be held</i>
		<b>CL IV. 1.</b> Responds to frequently heard sounds and words	<i>look toward Mommy or their brother when asked, "Where's Mommy?" or "Where's Kabe?"</i>
		<b>CD V. 3.</b> Makes things happen	<i>purposefully touch or push the buttons on the toy box, although sometimes still be surprised at the results</i>

## Cognitive Development

Arkansas CDELS	The Ounce Scale™		
Learning Goal	Age	Performance Indicator	Performance Examples
<b>CD1.1</b> Shows curiosity and a willingness to try new things	4m	<b>CD V. 1.</b> Pays attention to what is happening in the environment	<i>laugh out loud when someone leans close and gently touches their forehead</i>
		<b>CD V. 2.</b> Makes things happen, quite often unintentionally	<i>grab toward the rings of the sturdy crib gym hung over the crib</i>
	8m	<b>CD V. 1.</b> Attends to what is happening in the environment	<i>become excited when they hear "bottle" or some other familiar word</i>
		<b>CD V. 3.</b> Makes things happen	<i>dip a finger into the applesauce, lick it off, and then do it again and again</i>
<b>CD1.2</b> Shows persistence in approaching tasks	4m	<b>CD V. 2.</b> Makes things happen, quite often unintentionally	<i>use their entire body (arching their back, kicking their legs, stretching their arms) to reach toward a toy that intrigues them)</i>
	8m	<b>CD V. 3.</b> Makes things happen	<i>drop several large beads into a cup or bowl, dump them out, and drop them back in all over again</i>
<b>CD2.1</b> Focuses and sustains attention	4m	<b>CD V. 1.</b> Pays attention to what is happening in the environment	<i>gaze at their own hands as they move about</i>
	8m	<b>CD V. 2.</b> Displays short-term memory	<i>search for an object that has disappeared over the edge of a table or tray</i>
<b>CD2.2</b> Shows flexibility in adjusting thinking and behavior to different contexts	4m	<b>CD V. 1.</b> Pays attention to what is happening in the environment	<i>quiet or look puzzled when a new person approaches</i>
		<b>CD V. 2.</b> Makes things happen, quite often unintentionally	<i>splash water in the tub and look surprised when it gets into their face</i>
	8m	<b>CD V. 1.</b> Attends to what is happening in the environment	<i>look worried when they hear a dog barking outside the window</i>
		<b>CD V. 3.</b> Makes things happen	<i>pat or hit at the rubber toy because it squeaks every time</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>CD2.3</b> Regulates impulses and behaviors		<i>Typical development of these skills tends to emerge after 8 months.</i>	
<b>CD2.4</b> Holds and manipulates information in memory	4m	<b>CD V. 1.</b> Pays attention to what is happening in the environment	<i>recognize the bottle in their caregiver's hand</i>
		<b>CD V. 2.</b> Makes things happen, quite often unintentionally	<i>move their hands about vigorously when they see their caregiver</i>
	8m	<b>CD V. 1.</b> Attends to what is happening in the environment	<i>imitate actions such as waving bye-bye</i>
		<b>CD V. 3.</b> Makes things happen	<i>shake the rattle harder and harder, delighting in the louder noise</i>
<b>CD3.1</b> Uses reasoning and planning ahead to solve problems and reach goals	4m	<b>CD V. 1.</b> Pays attention to what is happening in the environment	<i>wave their arms as they try to touch the dangling toy attached to the changing table</i>
		<b>CD V. 2.</b> Makes things happen, quite often unintentionally	<i>use their entire body (arching their back, kicking their legs, stretching their arms) to reach toward a toy that intrigues them</i>
		<b>PD VI. 2.</b> Reaches toward things that capture their attention	<i>bat at soft toys held in front of them when they are sitting in their infant seat</i>
		<b>PD VI. 3.</b> Holds things briefly before they drop from fingers	<i>hold onto the ring on the cradle gym after their hand has touched it</i>
	8m	<b>CD V. 1.</b> Attends to what is happening in the environment	<i>reach for a toy that has been taken away or placed out of reach</i>
		<b>CD V. 3.</b> Makes things happen	<i>clap their hands to start a game of patty-cake</i>
		<b>PD VI. 1.</b> Changes body position	<i>stand firmly on their legs when held in a standing position</i>
		<b>PD VI. 2.</b> Uses both hands with intention and purpose	<i>mimic a hand clap or a wave good-bye</i>
<b>CD3.2</b> Engages in symbolic and abstract thinking		<i>Typical development of these skills tends to emerge after 8 months.</i>	

## Physical Development and Health

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>PH1.1</b> Demonstrates locomotor skills	4m	<b>PD VI. 1.</b> Gaining control of head and body	<i>turn their head easily from side to side when lying on their stomach</i>
	8m	<b>PD VI. 1.</b> Changes body position	<i>roll from their back onto their stomach</i>
<b>PH1.2</b> Shows stability and balance	4m	<b>PD VI. 1.</b> Gaining control of head and body	<i>reach with their arms toward a sibling when being held on their mother's lap</i>
	8m	<b>PD VI. 1.</b> Changes body positions	<i>get up on their hands and knees and rock back and forth</i>



Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
PH1.3 Demonstrates gross-motor manipulative skills	4m	PD VI. 1. Gaining control of head and body	<i>thrust their legs and feet against the bottom of the crib over and over</i>
		PD VI. 2. Reaches toward things that capture their attention	<i>watch and touch their fingers as they move toward midline and meet</i>
		PD VI. 3. Holds things briefly before they drop from fingers	<i>grab onto their toes as they wiggle and move in front of them</i>
	8m	PD VI. 1. Changes in body positions	<i>pull to standing at a table or other low piece of furniture</i>
		PD VI. 2. Uses both hands with intention and purpose	<i>pass a small block or stuffed animal from one hand to the other</i>
PH2.1 Demonstrates fine-motor strength, control, and coordination	4m	PD VI. 2. Reaches toward things that capture their attention	<i>wave a rattle placed in their hand, often with a floppy grip</i>
		PD VI. 3. Holds things briefly before they drop from fingers	<i>fold their hands around a small rattle placed in their fist and hold it for a minute or more</i>
	8m	PD VI. 2. Uses both hands with intention and purpose	<i>bang a block or other object on the tray or table</i>
PH2.2 Adjusts grasp and coordinates movements to use tools		Typical development of these skills tend to emerge after 8 months.	
PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices	4m	SE II. 1. Expresses comfort and discomfort, enjoyment and unhappiness	<i>use specific cries when they're hungry</i>
		PD VI. 3. Holds things briefly before they drop from fingers	<i>bring objects placed in their hands to their mouth</i>
	8m	SE II. 1. Expresses feelings	<i>wrinkle their face when fed a new food that isn't familiar</i>
		SE II. 2. Learning to cope with familiar and unfamiliar situations	<i>gum and swallow a spoonful of familiar food but spit out a new food</i>
		CD V. 3. Makes things happen	<i>gesture toward the graham cracker, smile, and then take it from your hand</i>
PH3.2 Shows awareness of safe behavior	4m	SE I. 1. Responds to familiar adults	<i>follow their caregiver with their eyes and continue to look at the door when their caregiver leaves the room</i>
		CL IV. 1. Responds to sights and sounds	<i>look intently and stop kicking their legs when a family member speaks to them</i>
		CL IV. 2. Uses sounds and body movements to communicate	<i>cry in differentiated ways for different needs, such as insistent and loud when hungry, or whiny and softer when not sure what they want</i>
		CD V. 1. Pays attention to what is happening in the environment	<i>quiet or look puzzled when a new person approaches</i>
	8m	SE I. 1. Engages with familiar adults	<i>babble and coo to gain the attention of someone nearby and then look intently at the face when the familiar person talks to them</i>
		CD V. 1. Attends to what is happening in the environment	<i>react to facial expressions such as a smile, a frown, or a scowl by a caregiver</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>PH3.3</b> Engages in a variety of developmentally appropriate physical activities	4m	<b>PD VI. 1.</b> Gaining control of head and body	<i>thrust their legs and feet against the bottom of the crib over and over</i>
	8m	<b>PD VI. 1.</b> Changes body positions	<i>succeed in moving from lying down to sitting all by themselves</i>
<b>PH3.4</b> Takes appropriate actions to meet basic needs	4m	<b>SE I. 1.</b> Responds to familiar adults	<i>fuss or cry to gain the attention of familiar adults</i>
		<b>SE II. 2.</b> Expresses comfort and discomfort, enjoyment and unhappiness	<i>make vocal protesting noises when they're not picked up when they want</i>
		<b>CL IV. 2.</b> Uses sounds and body movements to communicate	<i>lift their arms toward you to show they are ready to be picked up</i>
	8m	<b>SE I. 1.</b> Engages with familiar adults	<i>bounce on their caregiver's lap as though trying to say, "Let's play horsie"</i>
		<b>SE II. 2.</b> Expresses feelings	<i>fuss and whine when they are tired of lying still on the changing table</i>
		<b>CL IV. 2.</b> Uses a variety of sounds and motions to communicate	<i>look away when they don't want to eat any more</i>
		<b>PD VI. 2.</b> Uses both hands with intention and purpose	<i>reach with both hands toward their bottle and then put it in their mouth</i>

## Language Development

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>LD1.1</b> Understands and responds to language (in child's home language)	4m	<b>SE I. 1.</b> Responds to familiar adults	<i>coo or smile when someone talks to them</i>
		<b>SE II. 1.</b> Expresses comfort and discomfort, enjoyment and unhappiness	<i>startle when they hear a loud noise</i>
	8m	<b>SE I. 1.</b> Engages with familiar adults	<i>smile when someone familiar smiles or makes gentle funny faces at them</i>
		<b>CL IV. 1.</b> Responds to frequently heard sounds and words	<i>lift their arms toward you when you say, "Down?"</i>
		<b>CL IV. 1.</b> Responds to frequently heard sounds and words	<i>look worried when someone speaks in a very stern voice</i>
		<b>CL IV. 2.</b> Uses a variety of sounds and motions to communicate	<i>coo and smile when they are fed something they like</i>
<b>LD2.1</b> Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)	4m	<b>CL IV. 2.</b> Uses sounds and body movements to communicate	<i>make babbling or cooing sounds or wave their arms or legs as someone speaks to them or smiles at them</i>
	8m	<b>CL IV. 2.</b> Uses a variety of sounds and motions to communicate	<i>repeat consonant sounds such as "da-da-da" or "ga-ga-ga"</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>LD3.1</b> Communicates using social and conversational rules	4m	SE I. 1. Responds to familiar adults	<i>turn their head toward familiar voices</i>
	8m	SE I. 1. Engages with familiar adults	<i>catch the eye of someone familiar nearby and then smile</i>
<b>LD4.1</b> Demonstrates progress in attending to, understanding, and responding to English	4m	SE I. 1. Responds to familiar adults	<i>coo or smile when someone talks to them</i>
		SE III. 1. Shows awareness of other children	<i>brighten and wave their arms when a preschooler looks into their crib and says, “Hi, baby”</i>
		CL IV. 2. Uses sounds and body movements to communicate	<i>make babbling or cooing sounds or wave their arms or legs as someone speaks to them or smiles at them</i>
	8m	SE I. 1. Engages with familiar adults	<i>babble and coo to gain the attention of someone nearby and then look intently at the face when the familiar person talks to them</i>
		SE III. 1. Shows awareness of other children	<i>direct their smile and vocalizations toward other children</i>
		CL IV. 2. Uses a variety of sounds and motions to communicate	<i>babble as they look at a stuffed animal they are holding</i>
<b>LD4.2</b> Demonstrates progress in speaking and expressing self in English	4m	SE II. 1. Expresses comfort and discomfort, enjoyment and unhappiness	<i>make vocal protesting noises when they’re not picked up when they want</i>
		CL IV. 2. Uses sounds and body movements to communicate	<i>practice a consonant sound over and over when lying on their back</i>
	8m	CL IV. 2. Uses a variety of sounds and motions to communicate	<i>repeat consonant sounds such as “da-da-da” or “ga-ga-ga” OR vocalize sounds along with someone who is singing to them</i>

## Emergent Literacy

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>EL1.1</b> Shows interest in literacy experiences	4m	CL IV. 1. Responds to sights and sounds	<i>seem to listen (“quiet”) when music is played softly or the music box is playing</i>
	8m	CL IV. 2. Uses a variety sounds and movement to communicate	<i>vocalize sounds along with someone who is singing to them</i>
		CD V. 1. Pays attention to what is happening in the environment	<i>coo when their caregiver sings or talks as she changes their diaper</i>
		CD V. 1. Attends to what is happening in the environment	<i>respond to the words “peekaboo, I see you”</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
EL2.1 Notices and manipulates the sounds of language	4m	SE I. 1. Responds to familiar adults	<i>turn their head toward familiar voices</i>
		SE II. 1. Expresses comfort and discomfort, enjoyment and unhappiness	<i>show joy or interest by making cooing sounds and smiling</i>
		CL IV. 2. Uses sounds and body movements to communicate	<i>squeal in a repetitive way as they experiment with sounds they have discovered</i>
	8m	SE I. 1. Engages with familiar adults	<i>make loud sounds as though trying to talk to someone even when everyone is in another room</i>
		SE II. 1. Expresses feelings	<i>smile and laugh when someone plays silly games with them, such as ducking his head or pretending to sneeze</i>
		CL IV. 2. Uses a variety of sounds and motions to communicate	<i>repeat consonant sounds such as “da-da-da” or “ga-ga-ga”</i>
EL3.1 Responds to features of books and print	4m	CL IV.1. Responds to sights and sounds	<i>seem to listen (“quiet”) when music is played softly or the music box is playing</i>
	8m	CL IV. 1. Responds to frequently heard sounds and words	<i>laugh when someone sings a silly song</i>
EL3.2 Shows knowledge of the shapes, names, and sounds of letters		Typical development of these skills tends to emerge after <b>18</b> months.	
EL3.3 Demonstrates emergent writing skills		Typical development of these skills tends to emerge after <b>8</b> months.	

## Mathematical Thinking

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
MT1.1 Demonstrates number sense and an understanding of quantity	4m	PD VI. 2. Reaches toward things that capture their attention	<i>look at toys placed near them on the floor and seem to try to reach out toward them</i>
	8m	PD VI. 2. Uses both hands with intention and purpose	<i>reach for and hold interesting objects</i>
MT1.2 Explores combining and separating groups (numerical operations)		Typical development of these skills tends to emerge after <b>8</b> months.	

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>MT2.1</b> Uses classification and patterning skills	4m	<b>SE I. 2.</b> Shows awareness of unfamiliar people	<i>make no cooing sounds when an unfamiliar person leans over to “talk” to them</i>
		<b>CL IV. 1.</b> Responds to sights and sounds	<i>turn their head this way and that as they try to locate where the children are playing</i>
		<b>CL IV. 2.</b> Uses sounds and body movements to communicate	<i>make babbling sounds at the rattle or swinging mobile</i>
		<b>CD V. 2.</b> Makes things happen, quite often unintentionally	<i>bring objects to their mouth</i>
	8m	<b>SE I. 1.</b> Engages with familiar adults	<i>bounce on their caregiver’s lap as though trying to say, “Let’s play horsie”</i>
		<b>SE I. 2.</b> Notices and reacts to unfamiliar adults	<i>hide their face in familiar adult’s shoulder when he or she is talking with someone they don’t know</i>
		<b>CL IV. 2.</b> Uses a variety of sounds and motions to communicate	<i>hold their hands over their eyes, trying to get someone to play peekaboo</i>
		<b>CD V. 1.</b> Attends to what is happening in the environment	<i>look worried when they hear a dog barking outside the window</i>
		<b>CD V. 2.</b> Displays short-term memory	<i>turn their head away when you reach out with a cloth to wipe their face</i>
		<b>CD V. 3.</b> Makes things happen	<i>bang a block on the floor, reveling in the sound it makes</i>
<b>MT3.1</b> Participates in exploratory measurement activities and compares objects	4m	<b>CD V. 2.</b> Makes things happen, quite often unintentionally	<i>hit at objects with some degree of accuracy</i>
		<b>PD VI. 2.</b> Reaches toward things that capture their attention	<i>swing their hands toward a familiar face or their bottle</i>
		<b>PD VI. 3.</b> Hold things briefly before they drop from fingers	<i>hold onto the ring on the cradle gym after their hand has touched it</i>
	8m	<b>CD V. 3.</b> Makes things happen	<i>pull a string attached to a toy, making it come closer and closer</i>
		<b>PD VI. 2.</b> Uses both hands with intention and purpose	<i>grab at a washcloth while being bathed and swish it around in the water</i>
<b>MT4.1</b> Explores and describes shapes and spatial relationships	4m	<b>CD V. 1.</b> Pays attention to what is happening in the environment	<i>follow an object with their eyes as you move it back and forth</i>
		<b>CD V. 2.</b> Makes things happen, quite often unintentionally	<i>try to keep crib mobile moving by continuing to swing with their hands</i>
		<b>PD VI. 3.</b> Holds things briefly before they drop from fingers	<i>start to bring toys or their fingers to their mouth</i>
	8m	<b>CD V. 1.</b> Attends to what is happening in the environment	<i>visually explore with sustained interest a small toy they hold in their hands</i>
		<b>CD V. 3.</b> Make things happen	<i>pat or hit at the rubber toy because it squeaks every time</i>
		<b>PD VI. 2.</b> Uses both hands with intention and purpose	<i>hold a block in each hand and bang them together over and over</i>

## Science and Technology

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>ST1.1</b> Engages in the scientific process to collect, analyze, and communicate information	4m	<b>SE III. 1.</b> Shows awareness of other children	<i>begin to fuss when the playroom gets very loud with children shouting and playing</i>
		<b>CD V. 2.</b> Makes things happen, quite often unintentionally	<i>move their hands about vigorously when they see their caregiver</i>
		<b>PH VI. 2.</b> Reaches toward things that capture their attention	<i>look at toys placed near them on the floor and seem to try to reach out toward them</i>
	8m	<b>SE III. 1.</b> Shows awareness of other children	<i>explore with their hands the eyes, nose, mouth, or hair of a peer</i>
		<b>CD V. 3.</b> Makes things happen	<i>shake the rattle harder and harder, delighting in the louder noise</i>
		<b>PD VI. 2.</b> Uses both hands with intention and purpose	<i>pick up a tissue or napkin and swipe at the surface of their tray</i>
<b>ST2.1</b> Demonstrates knowledge of core science ideas and concepts	4m	<b>SE I. 1.</b> Responds to familiar adults	<i>follow their caregiver with their eyes and continue to look at the door when their caregiver leaves the room</i>
		<b>CD V. 1.</b> Pays attention to what is happening in the environment	<i>watch intently when someone makes funny faces</i>
		<b>PD VI. 3.</b> Holds things briefly before they drop from fingers	<i>grab onto their toes as they wiggle and move in front of them</i>
	8m	<b>SE I. 1.</b> Engages with familiar adults	<i>kick their legs or reach with their arms when they see a familiar person approaching their crib or infant seat</i>
		<b>CD V. 1.</b> Attends to what is happening in the environment	<i>turn a rattle or toy bell over and over as they listen to the sound</i>
		<b>PD VI. 2.</b> Uses both hands with intention and purpose	<i>pick up a rattle or set of plastic rings and deliberately shake it to hear the noise</i>
<b>ST3.1</b> Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials	4m	<b>SE II. 1.</b> Expresses comfort and discomfort, enjoyment and unhappiness	<i>squint if the light is too bright</i>
	8m	<b>SE III. 1.</b> Shows awareness of other children	<i>kick their feet excitedly when they see other children in the park</i>
		<b>CD V. 1.</b> Attends to what is happening in the environment	<i>visually explore with sustained interest a small toy they hold in their hands</i>
		<b>CD V. 2.</b> Displays short-term memory	<i>look toward sky when they hear an airplane flying over</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>ST3.2</b> Uses tools and engineering practices to explore and solve problems	4m	<b>CD V. 2.</b> Makes things happen, quite often unintentionally	<i>bring objects to their mouth</i>
		<b>PD VI. 2.</b> Reaches toward things that capture their attention	<i>swing their hands toward a familiar face or their bottle</i>
		<b>PD VI. 3.</b> Holds things briefly before they drop from fingers	<i>fold their hands around a small rattle placed in their fists and hold it for a minute or more</i>
	8m	<b>CD V. 3.</b> Makes things happen	<i>drop several large beads into a cup or bowl, dump them out, and drop them back in all over again</i>
		<b>PD VI. 1.</b> Changes body positions	<i>use their arms to pull their body along on the floor, often moving backward rather than forward</i>
		<b>PD VI. 2.</b> Uses both hands with intention and purpose	<i>feed themselves a cookie or cracker</i>
<b>ST3.3</b> Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play		<i>Typical development of these skills tends to emerge after 8 months.</i>	

## Social Studies

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>SS1.1</b> Demonstrates positive connection to family and community		<i>Typical development of these skills tends to emerge after 18 months.</i>	
<b>SS2.1</b> Shows awareness of sequence and change over time	4m	<b>CL IV. 1.</b> Responds to sights and sounds	<i>smile when they hear someone coming and see their bottle being held out</i>
		<b>CD V. 1.</b> Pays attention to what is happening in the environment	<i>show excitement when they see their caregiver approach</i>
	8m	<b>CL IV. 2.</b> Uses a variety of sounds and motions to communicate	<i>bounce up and down in their bouncy seat when they see the caregiver going to the refrigerator and bringing out the bowl of pudding</i>
		<b>CD V. 1.</b> Attends to what is happening in the environment	<i>imitate actions such as waving bye-bye</i>
<b>SS2.2</b> Demonstrates simple geographic knowledge		<i>Typical development of these skills tends to emerge after 8 months.</i>	

## Creativity and Aesthetics

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>CA1.1</b> Explores through listening, singing, creating, and moving to music	4m	<b>CL IV. 1.</b> Responds to sights and sounds	<i>seem to listen ("quiet") when music is played softly or the music box is playing</i>
		<b>CD V. 1.</b> Pays attention to what is happening in the environment	<i>coo when their caregiver sings or talks as she changes their diaper</i>
		<b>PD VI. 2.</b> Reaches toward things that capture their attention	<i>wave a rattle placed in their hand, often with a floppy grip</i>
	8m	<b>CL IV. 1.</b> Responds to frequently heard sounds and words	<i>laugh when someone sings a silly song</i>
		<b>CL IV. 2.</b> Uses a variety of sounds and motions to communicate	<i>vocalize sounds along with someone who is singing to them</i>
		<b>CD V. 3.</b> Makes things happen	<i>clap their hands to start a game of patty-cake</i>
<b>CA2.1</b> Explores, manipulates, creates, and responds to a variety of art media	4m	<b>CD V. 1.</b> Pays attention to what is happening in the environment	<i>follow an object with their eyes as you move it back and forth</i>
	8m	<b>CD V. 1.</b> Attends to what is happening in the environment	<i>turn a rattle or toy bell over and over as they listen to the sound</i>
		<b>CD V. 3.</b> Makes things happen	<i>purposefully touch or push the buttons on the toy box, although sometimes still be surprised at the results</i>
<b>CA3.1</b> Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play	4m	<b>SE II. 1.</b> Expresses comfort and discomfort, enjoyment and unhappiness	<i>wave their arms and kick when they see a familiar person coming</i>
		<b>CL IV. 1.</b> Responds to sights and sounds	<i>look at the face of the caregiver who is talking to them as she changes their diaper</i>
		<b>CL IV. 2.</b> Uses sounds and movement to communicate	<i>practice a consonant sound over and over when lying on their back</i>
		<b>CD V. 1.</b> Pays attention to what is happening in the environment	<i>laugh out loud when someone makes funny faces</i>
	8m	<b>SE I. 1.</b> Engages with familiar adults	<i>catch the eye of someone familiar nearby and then smile</i>
		<b>SE II. 1.</b> Expresses feelings	<i>smile and giggle when someone plays a game of peekaboo with them</i>
		<b>SE III. 1.</b> Shows awareness of other children	<i>turn to watch the hubbub of several children playing a game nearby</i>
		<b>CL IV. 2.</b> Uses a variety of sounds and motions to communicate	<i>copy some nonverbal sounds you make, for example, a cough, a tongue click, or a kissing sound</i>
		<b>CD V. 1.</b> Attends to what is happening in the environment	<i>react to facial expressions such as a smile, a frown, or a scowl by a caregiver</i>



## Development Profile Ranges – Babies III: 12m and Babies IV: 18m

### Social Emotional Development

Arkansas CDELS	The Ounce Scale™		
Learning Goal	Age	Performance Indicator	Performance Examples
<b>SE1.1</b> Forms trusting relationships with nurturing adults	<b>12m</b>	<b>SE I. 1.</b> Shows preference for familiar adults	<i>actively cling, cry, or try to follow when their parent says “good-bye” or opens the door to leave; reach to their caregiver for comfort when upset or hurt, because no one else will do</i>
		<b>SE I. 2.</b> Reacts to unfamiliar adults	<i>play comfortably in a new setting until the arrival of a new person, then need to be comforted and to sit close to a familiar adult; stop exploring or playing in order to watch intently when an unfamiliar adult enters the room</i>
	<b>18m</b>	<b>SE I. 1.</b> Relies on the presence of familiar adults to try things	<i>crawl through the cloth tunnel after they see a trusted face at the other end; stop playing when a parent leaves the room but start playing again when the parent returns</i>
		<b>SE I. 2.</b> Shows awareness of unfamiliar adults	<i>move to the other side of the room when an unfamiliar person enters the room; cry when their parent leaves them at child care but slowly settle with the help of the caregiver; allow a stranger to approach them only when the stranger does something familiar, such as wave to them or start a game of peekaboo</i>
<b>SE1.2</b> Interacts with peers	<b>12m</b>	<b>SE III. 1.</b> Demonstrates awareness of other children	<i>reach for a squeaky toy that another child is playing with; watch as several children pull all the blocks off a shelf</i>
	<b>18m</b>	<b>SE III. 1.</b> Interacts with other children	<i>reach out and tug another child’s curly hair; make silly faces with a child sitting across from them at the lunch table; offer a toy to another child</i>
		<b>SE III. 2.</b> Begins to show awareness of other children’s feelings	<i>look distressed when another child cries after falling on the playground; help an adult comfort an infant by patting the baby’s back</i>
<b>SE2.1</b> Experiences, expresses, and regulates a range of emotions	<b>12m</b>	<b>SE II. 1.</b> Shows likes and dislikes	<i>point to the juice several times and protest when given water instead; cling to your leg and begin to cry when you don’t pick them up</i>
		<b>SE II. 2.</b> Tries to manage own behavior in different situations	<i>rub the satin trim of their special blanket against their cheek when upset or tired; suck their thumb when taken into the supermarket</i>
	<b>18m</b>	<b>SE II. 1.</b> Shows preferences, likes, and dislikes	<i>shout, “Mine, mine,” when another child tries to play with the blocks; begin to cry when things don’t go their way, for example, when they cannot pick up the peas with their spoon or spear the carrot slice with their fork</i>
		<b>SE II. 2.</b> Tries to manage own behavior	<i>stop banging their spoon on the tray when asked to stop</i>
<b>SE2.2</b> Interprets and responds to the feelings of others	<b>12m</b>	<b>SE III. 1.</b> Demonstrates awareness of other children	<i>cry when they hear another baby crying</i>
	<b>18m</b>	<b>SE III. 2.</b> Begins to show awareness of other children’s feelings	<i>look sad or worried when they see some children fighting over a toy; attempt to comfort another child who has fallen on the playground</i>
<b>SE3.1</b> Shows awareness of self as unique individual	<b>12m</b>	<b>SE II. 1.</b> Shows likes and dislikes	<i>vocalize and try to reach for the toy or cookie they want; “rear back” when put into the high chair before they’re ready</i>
	<b>18m</b>	<b>SE II. 1.</b> Shows preferences, likes, and dislikes	<i>take the spoon out of the caregiver’s hand and try to feed themselves; protest when their parent tells them it’s time for a bath and they’re busy with the pegboard</i>

Arkansas CDELS	The Ounce Scale™		
Learning Goal	Age	Performance Indicator	Performance Examples
<b>SE3.2</b> Demonstrates competence and confidence	<b>12m</b>	<b>SE I. 1.</b> Shows preference for familiar adults	<i>point to a book when they want to get someone's attention</i>
		<b>SE II. 2.</b> Tries to manage own behavior in different situations	<i>relax in the arms of their caregiver after being startled by a loud clap of thunder</i>
		<b>CL IV. 1.</b> Shows understanding of gestures and words	<i>follow a direction, such as, "Please give me the cup"</i>
		<b>CD V. 3.</b> Makes expected things happen	<i>push the buttons on the toy box and wait for a clown to pop up</i>
	<b>18m</b>	<b>SE I. 1.</b> Relies on the presence of familiar adults to try things	<i>continue to stack cardboard blocks after being given a reassuring smile or an encouraging word by a caregiver from across the room; go to get a trusted adult and, with words or gestures, show that they want that person to be near them</i>
		<b>SE II. 1.</b> Shows preferences, likes, and dislikes	<i>insist, "Me, me!" as the teacher tries to help them carry a puzzle from the shelf over to the table</i>
		<b>CL IV. 1.</b> Shows increased understanding of words and gestures	<i>walk toward you when you open your arms for a hug</i>
		<b>CD V. 3.</b> Uses toys and other objects with a purpose	<i>pick out one of their favorite books from the pile on the shelf and turn the pages</i>

## Cognitive Development

Arkansas CDELS	The Ounce Scale™		
Learning Goal	Age	Performance Indicator	Performance Examples
<b>CD1.1</b> Shows curiosity and a willingness to try new things	<b>12m</b>	<b>CD V. 1.</b> Shows understanding of things in the environment during exploration	<i>unstack the nesting blocks and then try to pile them back together again</i>
		<b>CD V. 3.</b> Makes expected things happen	<i>splash water in the tub and close their eyes in anticipation of getting water in their face</i>
	<b>18m</b>	<b>CD V. 1.</b> Gains new understanding while exploring the environment	<i>pull their wagon around and around in the play area, seeing how it works</i>
		<b>CD V. 3.</b> Uses toys and other objects with purpose	<i>roll a ball toward you and watch to see what you'll do</i>
<b>CD1.2</b> Shows persistence in approaching tasks	<b>12m</b>	<b>CD V. 3.</b> Makes expected things happen	<i>drop an object over the edge of the high chair and wait expectantly for someone to pick it up</i>
	<b>18m</b>	<b>CD V. 3.</b> Uses toys and other objects with a purpose	<i>use the string attached to a toy to pull it toward themselves, even when the toy gets stuck on something and won't move</i>
<b>CD2.1</b> Focuses and sustains attention	<b>12m</b>	<b>CL IV. 1.</b> Shows understanding of gestures and words	<i>giggle even before you finish when you play "This Little Piggy" because they remember that the tickling part is coming</i>
		<b>CD V. 2.</b> Demonstrates memory	<i>point to several body parts when you name them</i>
	<b>18m</b>	<b>CD V. 2.</b> Shows increased memory skills	<i>imitate the way they have seen an adult turn a screwdriver using their own plastic screwdriver</i>
<b>CD2.2</b> Shows flexibility in adjusting thinking and behavior to different contexts	<b>12m</b>	<b>CD V. 1.</b> Shows understanding of things in the environment during exploration	<i>inspect the breadcrumb they found on the floor and then put it in their mouth</i>
		<b>CD V. 3.</b> Makes expected things happen	<i>find a favorite small toy under the cup after being shown how you can hide it and then find it right where it was hidden</i>
	<b>18m</b>	<b>CD V. 1.</b> Gains new understanding while exploring the environment	<i>explore the pegboard holes with their finger and then look around for something to fit in the holes</i>
		<b>CD V. 3.</b> Uses toys and other objects with a purpose	<i>pretend to cook by stirring a spoon in a pan</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>CD2.3</b> Regulates impulses and behaviors	<b>12m</b>	<b>SE II. 2.</b> Tries to manage own behavior in different situations	<i>look toward their parent's face to find out if they can pick up the object on the rug</i>
	<b>18m</b>	<b>SE II. 2.</b> Tries to manage own behavior	<i>hand you the book they finished looking at instead of throwing in on the floor; stop before hitting another child when they hear the teacher call their name</i>
<b>CD2.4</b> Holds and manipulates information in memory	<b>12m</b>	<b>CL IV. 1.</b> Shows understanding of gestures and words	<i>point to the appropriate picture as you read a nursery rhyme</i>
		<b>CD V.2.</b> Demonstrates memory	<i>unwrap their small doll after watching you hide it in a napkin</i>
		<b>CD V. 3.</b> Makes expected things happen	<i>throw a toy and wait for you to tell them, "No throwing", as you put the toy out of reach</i>
	<b>18m</b>	<b>CD V. 2.</b> Shows increased memory skills	<i>show recognition of sounds, such as mom's footsteps, water running in the bathtub, the refrigerator door being opened</i>
		<b>CD V. 3.</b> Uses toys and other objects with a purpose	<i>demonstrate beginning understanding of how to play catch as you roll the ball over to them and they learn how to roll it back to you</i>
<b>CD3.1</b> Uses reasoning and planning ahead to solve problems and reach goals	<b>12m</b>	<b>CD V. 1.</b> Shows understanding of things in the environment during exploration	<i>fiddle with all the knobs on the TV even after having been told, "No, don't touch!"</i>
		<b>CD V. 2.</b> Demonstrates memory	<i>try to buckle the strap on the booster seat or on the car seat</i>
		<b>PD VI. 2.</b> Coordinates eyes with hands while holding and exploring objects	<i>cooperate in dressing by putting an arm out when you're ready to put on their shirt</i>
	<b>18m</b>	<b>CD V. 1.</b> Gains new understanding while exploring the environment	<i>try to push two pop-it beads together the way they've seen a caregiver do it</i>
		<b>CD V. 3.</b> Uses toys and other objects with a purpose	<i>pick out one of their favorite books from the pile on the shelf and turn the pages</i>
		<b>PD VI. 1.</b> Moves from place to place	<i>climb up and turn themselves around in order to sit in a chair</i>
<b>CD3.2</b> Engages in symbolic and abstract thinking	<b>12m</b>	<b>CD V. 2.</b> Demonstrates memory	<i>reach with confidence for the things they want to pick up</i>
	<b>18m</b>	<b>CD V. 2.</b> Shows increased memory skills	<i>take the wooden spoon and stir it around in the bowl they are playing with</i>
		<b>CD V. 3.</b> Uses toys and other objects with a purpose	<i>identify themselves in a mirror or photograph</i> <i>pretend to cook by stirring a spoon in a pan</i>

## Physical Development and Health

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>PH1.1</b> Demonstrates locomotor skills	<b>12m</b>	<b>PD VI. 1.</b> Changes position and begins to move from place to place	<i>walk when you hold both their hands; pull to stand at the edge of a low table and cruise around the edge; easily switch from crawling to sitting and back again; begin to climb up onto furniture such as a low coffee table or a sofa</i>
	<b>18m</b>	<b>PD VI. 1.</b> Moves from place to place	<i>start and stop more easily than before; climb up the stairs on their hands and knees</i>
<b>PH1.2</b> Shows stability and balance	<b>12m</b>	<b>PD VI. 1.</b> Changes position and begins to move from place to place	<i>roll over to get from lying down to a sitting position; sit alone, maintaining their balance, for long periods of time; stand alone without support for a few seconds or minutes; take some steps unaided</i>
	<b>18m</b>	<b>PD VI. 1.</b> Moves from place to place	<i>squat down to pick up a toy or a crumb of food they discover on the rug and stand up again with little difficulty; move smoothly from sitting to standing</i>
<b>PH1.3</b> Demonstrates gross-motor manipulative skills	<b>12m</b>	<b>PD VI. 2.</b> Coordinates eyes with hands while holding and exploring objects	<i>pick up a piece of sandwich or a toy and drop it over the edge of the high chair tray</i>
	<b>18m</b>	<b>CD V. 1.</b> Gains new understanding while exploring the environment	<i>stack a set of cardboard boxes, knock them down with a giant kick or a swing of their arm, and then stack them up again</i>
		<b>PD VI. 2.</b> Uses hands to engage in a variety of activities and social games	<i>pick up two small toys in one hand</i>
		<b>PD VI. 3.</b> Begins to participate in self-help activities	<i>use a spoon to feed themselves, even though awkwardly</i>
<b>PH2.1</b> Demonstrates fine-motor strength, control, and coordination	<b>12m</b>	<b>PD VI. 2.</b> Coordinates eyes with hands while holding and exploring objects	<i>pick up bits of cereal or banana slices from their tray and put them in their mouth; pick up small bits of lint from the rug and place them in your hand</i>
	<b>18m</b>	<b>CD V. 1.</b> Gains new understanding while exploring the environment	<i>mix, fill, pile, and dump sand at the sand table, sometimes naming the piles while creating them</i>
		<b>PD VI. 2.</b> Uses hands to engage in a variety of activities and social games	<i>use their thumb and forefinger to pick up pieces of cereal</i>
		<b>PD VI. 3.</b> Begins to participate in self-help activities	<i>help in dressing by poking their arm into the sleeve of a shirt; hold out their foot for a sock or shoe, although they might pull it off again right away</i>
<b>PH2.2</b> Adjusts grasp and coordinates movements to use tools	<b>12m</b>	<b>PD VI. 2.</b> Coordinates eyes with hands while holding and exploring objects	<i>pick up their spoon by the handle</i>
	<b>18m</b>	<b>PD VI. 2.</b> Uses hands to engage in a variety of activities and social games	<i>hold the toy telephone receiver up to their ear with one hand and poke at the number buttons with the other hand</i>
		<b>PD VI. 3.</b> Begins to participate in self-help activities	<i>pick up big pieces of cracker or toast and feed themselves</i>
<b>PH3.1</b> Demonstrates interest in engaging in healthy eating habits and making nutritious food choices	<b>12m</b>	<b>SE II. 1.</b> Shows likes and dislikes	<i>push the spoon away when someone tries to feed them when they aren't hungry</i>
	<b>18m</b>	<b>CL IV. 2.</b> Uses consistent sounds, gestures, and some words to communicate	<i>use their word for milk when they want another drink; shake their head no when they don't want any more cereal</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>PH3.2</b> Shows awareness of safe behavior	<b>12m</b>	<b>SE II. 2.</b> Tries to manage own behavior in different situations	<i>grab and cling to their favorite teddy bear when they feel there are too many people around</i>
		<b>CL IV. 1.</b> Shows understanding of gestures and words	<i>look attentively toward you when you say, “No-no”</i>
	<b>18m</b>	<b>SE II. 2.</b> Tries to manage own behavior	<i>catch their parent’s warning look from across the room as they continue to climb on the back of the sofa; say, “No, no,” to themselves as they sit in the sandbox and throw a handful of sand over the edge onto the ground</i>
		<b>CL IV. 1.</b> Shows increased understanding of words and gestures	<i>take their hand away from the potted plant when their parents says, “No”, but then continue to dig in the dirt</i>
		<b>CD V. 2.</b> Shows increased memory skills	<i>move toward the door when they see a family member putting on a coat</i>
<b>PH3.3</b> Engages in a variety of developmentally appropriate physical activities	<b>12m</b>	<b>CL IV. 1.</b> Shows understanding of gestures and words	<i>participate in the clapping when playing patty-cake</i>
	<b>18m</b>	<b>PD VI. 1.</b> Moves from place to place	<i>stand with their feet wide apart and sway side to side in time to music</i>
<b>PH3.4</b> Takes appropriate actions to meet basic needs	<b>12m</b>	<b>SE II. 1.</b> Shows likes and dislikes	<i>repeat “ba-ba” when they want their bottle instead of a cup</i>
		<b>CL IV. 2.</b> Uses consistent sounds, verbal expressions, and gestures to communicate	<i>shake their head and turn away when you keep trying to feed them green beans after they’ve been pointing to the applesauce; kick their legs against the high chair when they want to get down</i>
	<b>18m</b>	<b>SE II. 1.</b> Shows preferences, likes, and dislikes	<i>call out insistently, “Book, book”, when they want a book they can’t reach; fight with another child over who gets to use the toy telephone</i>
		<b>CL IV. 1.</b> Shows increased understanding of words and gestures	<i>get a tissue from the box when you say they need to wipe their nose</i>
		<b>CL IV. 2.</b> Uses consistent sounds, gestures, and some words to communicate	<i>yank off their bib when they’re finished eating</i>

## Language Development

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>LD1.1</b> Understands and responds to language (in child’s home language)	<b>12m</b>	<b>CL IV. 1.</b> Shows understanding of gestures and words	<i>point to the banana on their tray when asked, “Where’s your banana?”</i>
		<b>CL IV. 2.</b> Uses consistent sounds, verbal expressions, and gestures to communicate	<i>reach their arms up over their head after finishing a cookie to indicate “all gone”</i>
	<b>18m</b>	<b>CL IV. 1.</b> Shows increased understanding of words and gestures	<i>point to appropriate pictures in a book when asked, “Where’s the ____?”</i>
		<b>CL IV. 2.</b> Uses consistent sounds, gestures, and some words to communicate	<i>“name” several pictures in the book as they turn the pages</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>LD2.1</b> Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)	12m	<b>CL IV. 1.</b> Shows understanding of gestures and words	<i>wave bye-bye when shown the way people say good-bye to each other</i>
		<b>CL IV. 2.</b> Uses consistent sounds, verbal expressions, and gestures to communicate	<i>say "ba-ba" for bottle or "ma-ma" when they see their mommy</i>
	18m	<b>CL IV. 2.</b> Uses consistent sounds, gestures, and some words to communicate	<i>use single words, such as "bye" when carried out to the car, or "nite-nite" when being put into their pajamas</i>
<b>LD3.1</b> Communicates using social and conversational rules	12m	<b>CL IV. 1.</b> Shows understanding of gestures and words	<i>look at or move toward a person calling their name</i>
		<b>CL IV. 2.</b> Uses consistent sounds, verbal expressions, and gestures to communicate	<i>start making sentencelike sequences of sounds, or repeat syllables using inflections that are similar to conversational tones</i>
	18m	<b>CL IV. 1.</b> Shows increased understanding of words and gestures	<i>pick up their spoon after being told to use the spoon instead of their fingers</i>
		<b>CL IV. 2.</b> Uses consistent sounds, gestures, and some words to communicate	<i>jabber with sounds that begin to be more and more like words as they play with their blocks or stuffed toys; tell their caregiver "shoes wet" when they come in from playing in the yard</i>
<b>LD4.1</b> Demonstrates progress in attending to, understanding, and responding to English	12m	<b>CL IV. 1.</b> Shows understanding of gestures and words	<i>put a block in the cup, then take it out when asked, "Where did the block go?"</i>
		<b>CL IV. 1.</b> Shows understanding of gestures and words	<i>follow a direction, such as, "Please give me the cup"</i>
	18m	<b>CL IV. 1.</b> Shows increased understanding of words and gestures	<i>offer their stuffed animal to you when you ask if you can give it a hug; follow a simple direction such as, "Please bring me the book from the table"</i>
<b>LD4.2</b> Demonstrates progress in speaking and expressing self in English	12m	<b>CL IV. 2.</b> Uses consistent sounds, verbal expressions, and gestures to communicate	<i>babble happily as they crawl into the lap of a familiar person</i>
		<b>CL IV. 2.</b> Uses consistent sounds, verbal expressions, and gestures to communicate	<i>repeat syllables with a languagelike inflection while pointing to an out-of-reach toy</i>
	18m	<b>CL IV. 2.</b> Uses consistent sounds, gestures, and some words to communicate	<i>greet family members when they return home with a sound that clearly resembles "hello"</i>

## Emergent Literacy

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>EL1.1</b> Shows interest in literacy experiences	12m	<b>SE III. 1.</b> Demonstrates awareness of other children	<i>crawl into your lap while you are reading to another child</i>
		<b>CL IV. 1.</b> Shows understanding of gestures and words	<i>participate in the clapping when playing patty-cake</i>
	18m	<b>CL IV. 1.</b> Shows increased understanding of words and gestures	<i>show enjoyment and participate in a familiar finger play, such as "Here's a Ball for Billy" or "Open, Shut Them"</i>
		<b>CD V. 3.</b> Uses toys and other objects with a purpose	<i>pick out one of their favorite books from the pile on the shelf and turn the pages</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>EL1.2</b> Engages in read-alouds and conversations about books and stories	<b>12m</b>	<b>SE I. 1.</b> Shows preference for familiar adults	<i>point to a book when they want to get someone's attention, showing that they know that reading is something familiar adults will do</i>
		<b>CL IV. 1.</b> Shows understanding of gestures and words	<i>point to the appropriate picture as you read a nursery rhyme</i>
		<b>CL VI. 2.</b> Coordinates eyes with hands while holding and exploring objects	<i>begin to turn the pages of a board book that you have read together a number of times, using their thumb and fingertips</i>
	<b>18m</b>	<b>CL IV. 2.</b> Uses consistent sounds, gestures, and some words to communicate	<i>"name" several pictures in the book as they turn the pages</i>
		<b>CD V. 3.</b> Uses toys and other objects with a purpose	<i>pick out one of their favorite books from the pile on the shelf and turn the pages</i>
		<b>PD VI. 2.</b> Uses hands to engage in activities and social games	<i>turn the pages of the book and point to pictures while you read to them</i>
<b>EL2.1</b> Notices and manipulates the sounds of language	<b>12m</b>	<b>CL IV. 1.</b> Shows understanding of gestures and words	<i>wave bye-bye when shown the way people say good-bye to each other</i>
		<b>CL IV. 2.</b> Uses consistent sounds, verbal expressions, and gestures to communicate	<i>babble, stop, look at you, and then smile when you repeat their sounds back</i>
	<b>18m</b>	<b>CL IV. 1.</b> Shows increased understanding of words and gestures	<i>show enjoyment and participate in a familiar finger play, such as "Here's a Ball for Billy" or "Open, Shut Them"</i>
		<b>CL IV. 2.</b> Uses consistent sounds, gestures, and some words to communicate	<i>put several words together, such as, "Da-da bye bye"</i>
<b>EL3.1</b> Responds to features of books and print	<b>12m</b>	<b>CD V. 2.</b> Demonstrates memory	<i>point to appropriate pictures in a book as you read to them</i>
		<b>PD VI. 2.</b> Coordinates eyes with hands while holding and exploring objects	<i>begin to turn the pages of a board book that you have read together a number of times, using their thumb and fingertips</i>
	<b>18m</b>	<b>CD V. 2.</b> Show increased memory skills	<i>try to insert a key into the lock of a door</i>
		<b>PD VI. 2.</b> Uses hands to engage in activities and social games	<i>turn the pages of the book and point to pictures while you read to them</i>
<b>EL3.2</b> Shows knowledge of the shapes, names, and sounds of letters		<i>Typical development of these skills tend to emerge after 18 months.</i>	
<b>EL3.3</b> Demonstrates emergent writing skills	<b>12m</b>	<b>PD VI. 2.</b> Coordinates eyes with hands while holding and exploring objects	<i>put their hand over yours to move the sponge as you wipe off the tray</i>
	<b>18m</b>	<b>PD VI. 2.</b> Uses hands to engage in activities and social games	<i>hold a toy in one hand as they touch and explore it with the other hand</i>
		<b>PD VI. 3.</b> Begins to participate in self-help activities	<i>pick up small pieces of food and put them in their mouth</i>

## Mathematical Thinking

Arkansas CDELS	The Ounce Scale™		
Learning Goal	Age	Performance Indicator	Performance Examples
<b>MT1.1</b> Demonstrates number sense and an understanding of quantity	12m	<b>CD V. 1.</b> Shows understanding of things in the environment during exploration	<i>pull all the CDs off the shelf</i>
	18m	<b>PD VI. 2.</b> Uses hands to engage in activities and social games	<i>fit two cups together, one inside the other</i>
<b>MT1.2</b> Explores combining and separating groups (numerical operations)	12m	<b>CL IV. 1.</b> Shows understanding of gestures and words	<i>put a block in the cup, then take it out when asked, "Where did the block go?"</i>
		<b>CD V. 3.</b> Makes expected things happen	<i>turn the stack of rings upside down, then restack them, not necessarily in order of size</i>
	18m	<b>PD VI. 2.</b> Uses hands to engage in activities and social games	<i>stack the rings on the ring tree, although not in the right order</i>
<b>MT2.1</b> Uses classification and patterning skills	12m	<b>SE I. 1.</b> Shows preference for familiar adults	<i>show great delight when a caretaker plays peekaboo with them</i>
		<b>CD V. 3.</b> Makes expected things happen	<i>drop an object over the edge of the high chair and wait expectantly for someone to pick it up</i>
	18m	<b>CD V. 1.</b> Gains new understanding while exploring the environment	<i>mix, fill, pile, and dump sand at the sand table, sometimes naming the piles while creating them</i>
		<b>PD VI. 2.</b> Uses hands to engage in activities and social games	<i>drop as many as two or three wooden beads into a container before dumping them out and starting over again</i>
<b>MT3.1</b> Participates in exploratory measurement activities and compares objects	12m	<b>CD V. 1.</b> Shows understanding of things in the environment during exploration	<i>try to make the square shape go in the round space, pounding and pushing with all their might</i>
	18m	<b>CD V. 1.</b> Gains new understanding while exploring the environment	<i>explore the pegboard holes with their finger and then look around for something to fit in the holes</i>
		<b>CD V. 3.</b> Uses toys and other objects with a purpose	<i>place round shapes into a form board with increasing accuracy</i>
<b>MT4.1</b> Explores and describes shapes and spatial relationships	12m	<b>SE III. 1.</b> Demonstrates awareness of other children	<i>push a wheeled toy back and forth as they sit beside another child who is pushing his or her truck</i>
		<b>CD V. 1.</b> Shows understanding of things in the environment during exploration	<i>inspect the clapper in a bell, turning the bell over and over</i>
		<b>CD V. 3.</b> Makes expected things happen	<i>turn the stack of rings upside down, then restack them, not necessarily in order of size</i>
	18m	<b>CD V. 1.</b> Gains new understanding while exploring the environment	<i>pull their wagon around and around in the play area, seeing how it works</i>
		<b>CD V. 3.</b> Uses toys and other objects with a purpose	<i>place round shapes into a form board with increasing accuracy</i>



## Science and Technology

Arkansas CDELS	The Ounce Scale™		
Learning Goal	Age	Performance Indicator	Performance Examples
<b>ST1.1</b> Engages in the scientific process to collect, analyze, and communicate information	<b>12m</b>	<b>SE III. 1.</b> Demonstrates awareness of other children	<i>watch as an older sibling tosses and catches a ball</i>
		<b>CD V. 1.</b> Shows understanding of things in the environment during exploration	<i>pull out all the pots in the bottom cabinet</i>
	<b>18m</b>	<b>CD V. 1.</b> Gains new understanding while exploring the environment	<i>pat, push, mound, squish, and pound the play dough, experiencing all the ways it feels and can be used</i>
		<b>CD V. 3.</b> Uses toys and other objects with a purpose	<i>roll a ball toward you and watch to see what you'll do</i>
		<b>PD VI. 1.</b> Moves from place to place	<i>push and pull toys as they walk around</i>
<b>ST2.1</b> Demonstrates knowledge of core science ideas and concepts	<b>12m</b>	<b>PD VI. 2.</b> Uses hands to engage in activities and social games	<i>hold a toy in one hand as they touch and explore it with the other hand</i>
		<b>SE I. 1.</b> Shows preference for familiar adult	<i>imitate various actions of their caregivers, such as patting a doll on the back in the way the caregiver does with them</i>
		<b>SE III. 1.</b> Demonstrates awareness of other children	<i>touch the hair of a baby sitting near them; look toward another child who is shaking a toy and making sounds</i>
		<b>CD V. 1.</b> Shows understanding of things in the environment during exploration	<i>inspect the breadcrumb they found on the floor and then put it in their mouth</i>
		<b>CD V. 2.</b> Demonstrates memory	<i>point to several body parts when you name them</i>
		<b>PD VI. 2.</b> Coordinates eyes with hands while holding and exploring objects	<i>grab the spoon as you try to feed them</i>
	<b>18m</b>	<b>SE I. 1.</b> Relies on the presence of familiar adults to try things	<i>play on the rocky boat, climb out and go over to the caregiver to touch his or her leg, then return to the rocky boat</i>
		<b>CD V. 2.</b> Shows increased memory skills	<i>try to insert a key into the lock of a door</i>
		<b>PD VI. 2.</b> Uses hands to engage in activities and social games	<i>hold the toy telephone receiver up to their ear with one hand and poke at the number buttons with the other hand</i>
<b>ST3.1</b> Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials	<b>12m</b>	<b>CD V. 1.</b> Shows understanding of things in the environment during exploration	<i>pull all the CDs off the shelf</i>
		<b>CD V. 2.</b> Demonstrates memory	<i>open only certain drawers and cabinets because these are where their toys are stored</i>
	<b>18m</b>	<b>SE II. 1.</b> Shows preferences, likes, and dislikes	<i>show particular interest in a special music tape, or the fish in the aquarium, or special picture books</i>
		<b>SE II. 2.</b> Tries to manage own behavior	<i>hand you a used tissue they picked up from the floor after you ask them for it</i>
		<b>CL IV. 1.</b> Shows increased understanding of words and gestures	<i>take their hand away from the potted plant when their parent says, "No", but then continue to dig in the dirt</i>
		<b>PD VI. 3.</b> Begins to participate in self-help activities	<i>help their caregiver pick up and put away toys</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>ST3.2</b> Uses tools and engineering practices to explore and solve problems	<b>12m</b>	<b>SE III. 1.</b> Demonstrates awareness of other children	<i>try to make the wind-up toy go after watching someone else do it; hold onto a toy when other children start to come toward them</i>
		<b>CD V. 1.</b> Shows understanding of things in the environment during exploration	<i>unstack the nesting blocks and then try to pile them back together again</i>
		<b>CD V. 3.</b> Makes expected things happen	<i>push the buttons on the toy box and wait for a clown to pop up</i>
	<b>18m</b>	<b>CD V. 2.</b> Shows increased memory skills	<i>imitate the way they have seen an adult turn a screwdriver using their own plastic screwdriver</i>
		<b>CD V. 3.</b> Uses toys and other objects with a purpose	<i>use the string attached to a toy to pull it toward themselves, even when the toy gets stuck on something and won't move</i>
<b>ST3.3</b> Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play		<b>PD VI. 2.</b> Uses hands to engage in a variety of activities and social games	<i>use their thumb and forefinger to pick up pieces of cereal</i>
	<b>12m</b>	<b>PD VI. 2.</b> Coordinates eyes with hands while holding and exploring objects	<i>drink from a cup, often needing some assistance</i>
	<b>18m</b>	<b>PD VI. 2.</b> Uses hands to engage in activities and social games	<i>fit two cups together, one inside the other</i>
		<b>PD VI. 3.</b> Begins to participate in self-help activities	<i>hold their own cup or plastic glass when drinking</i>

## Social Studies

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>SS1.1</b> Demonstrates positive connection to family and community		<i>Typical development of these skills tends to emerge after 18 months.</i>	
<b>SS2.1</b> Shows awareness of sequence and change over time	<b>12m</b>	<b>CL IV. 2.</b> Uses consistent sounds, verbal expressions, and gestures to communicate	<i>screech or kick their legs in protest when picked up from block building when the caregiver needs to change their diaper</i>
	<b>18m</b>	<b>CL IV. 1.</b> Shows increased understanding of words and gestures	<i>go to the coat rack when their caregiver tells them that it's time to go out now</i>
		<b>CL IV. 2.</b> Uses consistent sounds, gestures, and some words to communicate	<i>yank off their bib when they're finished eating</i>
<b>SS2.2</b> Demonstrates simple geographic knowledge	<b>12m</b>	<b>CD V. 1.</b> Shows understanding of things in the environment during exploration	<i>pull out all the pots in the bottom cabinet</i>
		<b>CD V. 2.</b> Demonstrates memory	<i>open only certain drawers and cabinets because these are where their toys are stored</i>
	<b>18m</b>	<b>SE II. 1.</b> Shows preferences, likes, and dislikes	<i>let go of the caregiver's hand when entering the park and move to the swings</i>

## Creativity and Aesthetics

Arkansas CDELS	The Ounce Scale™		
Learning Goal	Age	Performance Indicator	Performance Examples
<b>CA1.1</b> Explores through listening, singing, creating, and moving to music	<b>12m</b>	<b>SE I. 1.</b> Shows preference for familiar adults	<i>show great delight when a caretaker plays peekaboo with them</i>
		<b>CL IV. 1.</b> Shows understanding of gestures and words	<i>put their hands over their eyes when they see someone else doing it</i>
	<b>18m</b>	<b>SE II. 1.</b> Shows preferences, likes, and dislikes	<i>find the CD with the picture of dancing bears on it and hand it to you to play</i>
		<b>CD VI. 1.</b> Moves from place to place	<i>stand with their feet wide apart and sway side to side in time to music</i>
<b>CA2.1</b> Explores, manipulates, creates, and responds to a variety of art media	<b>12m</b>	<b>CD V.1.</b> Shows understanding of things in the environment during exploration	<i>There are no Ounce Performance Examples for 12 months that list art media, such as: crayons, markers, colored pencils, chalk, paints, collage materials, play dough, clay.</i>
	<b>18m</b>	<b>SE I.1.</b> Relies on the presence of familiar adults to try things	<i>explore and experiment with new materials such as play dough when the teacher or caregiver is sitting at the table</i>
		<b>CD V. 1.</b> Gains new understanding while exploring the environment	<i>pat, push, mound, squish, and pound the play dough, experiencing all the ways it feels and can be used</i>
	<b>12m</b>	<b>CD V. 2.</b> Demonstrates memory	<i>pretend to drink from the cup in the tea set and then offer a drink to you</i>
<b>CA3.1</b> Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play	<b>18m</b>	<b>CL IV. 2.</b> Uses consistent sounds, gestures, and some words to communicate	<i>talk into their toy phone pausing as if listening to someone on the other end</i>
		<b>CD V. 2.</b> Shows increased memory skills	<i>imitate adult actions, such as pretending to stir sugar into a make-believe cup of coffee</i>
	<b>18m</b>	<b>CD V. 3.</b> Uses toys and other objects with a purpose	<i>pretend to cook by stirring a spoon in a pan</i>

## Development Profile Ranges – Toddlers I: 24m and Toddlers II: 30m

### Social Emotional Development

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>SE1.1</b> Forms trusting relationships with nurturing adults	<b>24m</b>	<b>SE I. 1.</b> Seeks support of familiar adults to try things	<i>pull the face of a caregiver toward them when he or she begins to talk to someone else</i>
		<b>SE I. 2.</b> Acts cautiously around unfamiliar adults	<i>allow themselves to be drawn into play with a new adult as long as a familiar person is nearby</i>
	<b>30m</b>	<b>SE I. 1.</b> Shows need for familiar adult's approval and also acts independently	<i>climb happily to the top of the slide, but look to the teacher or caregiver for reassurance before sliding down</i>
		<b>SE I. 2.</b> Shows cautious interest in unfamiliar adults	<i>keep playing with their trucks in the sand pile while all the time keeping an eye on the stranger talking to their caregiver in the yard</i>
<b>SE1.2</b> Interacts with peers	<b>24m</b>	<b>SE III. 1.</b> Watches and plays briefly with other children	<i>run across the play yard waving their arms and screaming "Yiii!" behind another child doing the same thing</i>
	<b>30m</b>	<b>SE III. 1.</b> Plays beside other children	<i>insist on sitting next to a particular child at the snack table</i>
<b>SE2.1</b> Experiences, expresses, and regulates a range of emotions	<b>24m</b>	<b>SE II. 1.</b> Expresses own ideas, interests, and feelings	<i>protest angrily when someone offers to help with the puzzle they are struggling with, but then call out for help when they can't do it by themselves</i>
		<b>SE II. 2.</b> Tries to manage own behavior	<i>get angry and throw the beads on the floor when they are having trouble stringing them</i>
	<b>30m</b>	<b>SE II. 2.</b> Shows growing ability to manage own behavior in different ways	<i>cry for a few minutes after being dropped off at child care, then start to play</i>
		<b>SE II. 3.</b> Expresses feelings through language and pretend play	<i>repeat "Mommy gone" over and over as they watch their mother walk down the sidewalk from the child care center</i>
<b>SE2.2</b> Interprets and responds to the feelings of others	<b>24m</b>	<b>SE III. 2.</b> Shows awareness of other children's feelings	<i>come to you with a look of distress and point to another child who is crying</i>
	<b>30m</b>	<b>SE III. 2.</b> Responds to other children's feelings	<i>look anxious and ask why that boy is crying</i>
<b>SE3.1</b> Shows awareness of self as unique individual	<b>24m</b>	<b>SE II. 1.</b> Expresses own ideas, interests, and feelings	<i>help push chairs up to the lunch table and proudly say, "Me do!"</i>
		<b>CL IV. 2.</b> Uses a growing number of words and puts several words together	<i>use language with increasing specificity to ask for what they want</i>
	<b>30m</b>	<b>SE I. 2.</b> Shows cautious interest in unfamiliar adults	<i>tell a new caregiver their name, but only in a whisper</i>
		<b>SE II. 1.</b> Shows an emerging sense of self	<i>try to put on their own sweater, and even though it may be upside down or backward, they insist on leaving it this way</i>
		<b>SE II. 2.</b> Shows growing ability to manage own behavior in different ways	<i>try to wipe up the juice they spilled at snacktime</i>

Arkansas CDELS	The Ounce Scale™		
Learning Goal	Age	Performance Indicator	Performance Examples
<b>SE3.2</b> Demonstrates competence and confidence	24m	<b>SE II. 1.</b> Expresses own ideas, interests, and feelings	<i>choose the same favorite shirt every morning when getting dressed</i>
		<b>CL IV. 1.</b> Follows simple directions and suggestions consistently	<i>put their wet boots on the mat after being reminded</i>
		<b>PD VI. 3.</b> Participates in self-help activities	<i>insist on washing their own hands and drying them before lunch</i>
	30m	<b>SE II. 1.</b> Shows an emerging sense of self	<i>say no when someone wants to help them walk up the stairs</i>
		<b>CD V. 2.</b> Uses reasoning skills and imagination when planning ways to make things happen	<i>plan a tea party with stuffed animals and go to the water table to fill the teapot</i>
		<b>CD V. 3.</b> Begins to understand consequences when re-creating events and following familiar routines	<i>insist on putting on their mittens before they put on their jacket, although this makes it difficult to dress themselves until they remove their mittens</i>

## Cognitive Development

Arkansas CDELS	The Ounce Scale™		
Learning Goal	Age	Performance Indicator	Performance Examples
<b>CD1.1</b> Shows curiosity and a willingness to try new things	24m	<b>CD V. 1.</b> Explores the environment and learns how things work	<i>bang pot covers on the tile floor, then try banging them on the rug, but go back to banging on the tile floor</i>
		<b>CD V. 3.</b> Expects specific results when playing with toys and other objects	<i>walk around the room pulling a mechanical animal or train engine that makes a noise, then stop, listen, and start to walk and pull again</i>
	30m	<b>CL IV. 3.</b> Participates in conversations	<i>ask frequent and meaningful questions</i>
		<b>CD V. 1.</b> Explores new ways to do things and shows beginning understanding of concepts such as, color, size, matching, and weight	<i>ask meaningful questions in relation to the television show they are watching (Editorial remark: this is not an endorsement of watching television – books could be used in place of television in this example)</i>
		<b>CD V. 2.</b> Uses reasoning skills and imagination when planning ways to make things happen	<i>push chairs into a row to create a train for dramatic play</i>
		<b>PD VI. 1.</b> Shows coordination skills while moving around and engaging in play activities	<i>climb up the bars of a small jungle gym, perhaps still needing help getting down</i>
<b>CD1.2</b> Shows persistence in approaching tasks	24m	<b>CL IV. 3.</b> Pays attention and tries to participate in conversations	<i>try to get the attention of the adults or other children while on a walk by repeating what they see until someone finally responds to them</i>
		<b>PD VI. 3.</b> Participates in self-help activities	<i>try to put on their own shirt (frontward or backward) or their socks</i>
	30m	<b>SE II. 1.</b> Shows an emerging sense of self	<i>insist on carrying their glass of milk over to the table but cry when it spills</i>
		<b>CD V. 2.</b> Uses reasoning skills and imagination when planning ways to make things happen	<i>find all the felt pieces they will need to tell the story of Ask Mr. Bear or The Hungry Caterpillar on the felt board</i>
<b>CD2.1</b> Focuses and sustains attention	24m	<b>CD V. 2.</b> Shows increasing memory for details and routines	<i>put a bib on the doll as they feed it from the baby dish, take the bib off, and then put the doll to bed</i>
	30m	<b>CD V. 2.</b> Uses reasoning skills and imagination when planning ways to make things happen	<i>combine toys in complex ways, such as, using play dough in the dramatic play area to represent food or putting blocks into the cars of a train to represent people riding to town</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>CD2.2</b> Shows flexibility in adjusting thinking and behavior to different contexts	<b>24m</b>	<b>CL IV. 3.</b> Pays attention and tries to participate in conversations	<i>say, “Bye”, after you remind them as you are preparing to leave</i>
		<b>CD V. 2.</b> Shows increasing memory for details and routines	<i>walk to the steps that go down from the porch, turn themselves around, and crawl down backward</i>
	<b>30m</b>	<b>CD V. 2.</b> Uses reasoning skills and imagination when planning ways to make things happen	<i>look outside at the newly fallen snow and run to get their boots and mittens</i>
		<b>CD V. 3.</b> Begins to understand consequences when re-creating familiar events and following routines	<i>call for a nearby adult to help, rather than hitting out, after another child grabs a toy away from them</i>
<b>CD2.3</b> Regulates impulses and behaviors	<b>24m</b>	<b>SE II. 2.</b> Tries to manage own behavior	<i>close the drawer that contains sharp knives after being warned with words, “Keep that drawer closed!”</i>
		<b>CL IV. 3.</b> Pays attention and tries to participate in conversations	<i>wait for a few minutes to tell you something if you are busy</i>
	<b>30m</b>	<b>SE II. 2.</b> Shows growing ability to manage own behavior in different ways	<i>look at their caregiver when asked to stop jumping on the sofa but continue to jump until helped to find something else to do</i>
<b>CD2.4</b> Holds and manipulates information in memory	<b>24m</b>	<b>CD V. 2.</b> Shows increasing memory for details and routines	<i>remember where things go, such as the used tissue in the wastebasket, the book on the shelf, their boots in the cubby, or someone’s used spoon in the sink</i>
	<b>30m</b>	<b>CL IV. 1.</b> Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories	<i>follow simple directions, such as, “Go to the art area and get the markers so you make a picture”</i>
		<b>CD V. 2.</b> Uses reasoning skills and imagination when planning ways to make things happen	<i>anticipate Grandpa’s arrival when they see a parent making up the bed in the guest room by asking, “Is Grampa coming this day?”</i>
<b>CD3.1</b> Uses reasoning and planning ahead to solve problems and reach goals	<b>24m</b>	<b>CD V. 1.</b> Explores the environment and learns how things work	<i>push a toy truck over and over to see how the wheels turn and the siren whines</i>
		<b>CD V. 3.</b> Expects specific results when playing with toys and other objects	<i>put large round pegs into a pegboard with success on the first try</i>
		<b>PD VI. 2.</b> Uses hands and eyes to accomplish a variety of activities	<i>work at turning the key on the wind-up toy</i>
	<b>30m</b>	<b>CD V. 1.</b> Explores new ways to do things and shows beginning understanding of concepts such as, color, size, matching, and weight	<i>match clothing when asked to find the other sock in the drawer just like the one they already have on</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
CD3.2 Engages in symbolic and abstract thinking	24m	CL IV. 1. Follows simple directions and suggestions consistently	<i>go over to the refrigerator door or the snack table when asked if they want juice</i>
		CL IV. 2. Uses a growing number of words and puts several words together	<i>start asking questions related to the story you are reading or the things they see as you go on walks together</i>
	30m	CL IV. 2. Uses words and some conventions of speech to express thoughts and ideas	<i>describe actions in pictures as easily as they name objects</i>
		CD V. 1. Explores new ways to do things and shows beginning understanding of concepts such as, color, size, matching, and weight	<i>match duplicate pictures</i>
		CD V. 2. Uses reasoning skills and imagination when planning ways to make things happen	<i>make up stories as they build with unit blocks, table blocks, or while they color</i>

## Physical Development and Health

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
PH1.1 Demonstrates locomotor skills	24m	PD VI. 1. Shows increasing coordination and balance, and combines actions to participate in play activities	<i>get on a kiddie car and try to push it using both feet at the same time</i>
	30m	PD VI. 1. Shows coordination skills while moving around and engaging in play activities	<i>climb up the steps on a toddler slide more skillfully and slide down with ease</i>
PH1.2 Shows stability and balance	24m	PD VI. 1. Shows increasing coordination and balance, and combines actions to participate in play activities	<i>back into a chair to sit themselves down</i>
	30m	PD VI. 1. Shows coordination skills while moving around and engaging in play activities	<i>walk on a broad balance beam or on the edge of the sidewalk</i>
PH1.3 Demonstrates gross-motor manipulative skills	24m	PD VI. 1. Shows increasing coordination and balance, and combines actions to participate in play activities	<i>push or pull a toy that makes a noise as they walk around</i>
	30m	PD VI. 1. Shows coordination skills while moving around and engaging in play activities	<i>fling a ball in an attempt to throw it toward you</i>
PH2.1 Demonstrates fine-motor strength, control, and coordination	24m	PD VI. 2. Uses hands and eyes to accomplish a variety of activities	<i>string large beads, using one hand to slide the bead on while the other hand holds the string</i>
	30m	PD VI. 2. Demonstrates eye-hand coordination while manipulating and exploring objects	<i>twist their wrist when trying to fit a puzzle piece into its proper space, rather than rotating the board</i>
		PD VI. 3. Participates in self-help activities	<i>call to a caregiver to watch as they peel their own banana</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>PH2.2</b> Adjusts grasp and coordinates movements to use tools	<b>24m</b>	<b>PD VI. 2.</b> Uses hands and eyes to accomplish a variety of activities	<i>pour and dump water from container to container, through a funnel, and then through a sieve or colander in the bathtub or sink</i>
		<b>PD VI. 3.</b> Participates in self-help activities	<i>use a spoon expertly when feeding themselves</i>
	<b>30m</b>	<b>CD V. 3.</b> Begins to understand consequence when re-creating familiar events and following routines	<i>imitate the ways they've observed a parent using tools around the house</i>
		<b>PD VI. 2.</b> Demonstrates eye-hand coordination while manipulating and exploring objects	<i>use their thumb and forefinger when picking up beads to string them</i>
<b>PH3.1</b> Demonstrates interest in engaging in healthy eating habits and making nutritious food choices	<b>24m</b>	<b>SE II. 1.</b> Expresses own ideas, interests, and feelings	<i>choose between soup or a peanut butter sandwich for lunch</i>
	<b>30m</b>	<b>SE II. 1.</b> Shows and emerging sense of self	<i>peel their own banana at lunch and show how they did it</i>
		<b>SE II. 3.</b> Expresses feelings through language and pretend play	<i>laugh and call out, "Yeah!" as they run to their parent or teacher when asked if they would like to help make the salad</i>
<b>PH3.2</b> Shows awareness of safe behavior	<b>24m</b>	<b>SE II. 2.</b> Tries to manage own behavior	<i>stop running down the sidewalk and turn to you when you call their name</i>
		<b>CL IV. 1.</b> Follows simple directions and suggestions consistently	<i>say, "Hot! No-no!" when you tell them not to get near the stove when it's hot</i>
		<b>CD V. 2.</b> Shows increasing memory for details and routines	<i>hold up their seat belt for you to fasten after climbing into the car seat</i>
	<b>30m</b>	<b>SE II. 2.</b> Shows growing ability to manage own behavior in different ways	<i>wash and dry their own hands before a meal without being reminded</i>
		<b>CL IV. 1.</b> Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories	<i>understand the reason they've been given about why they need to wear mittens on this cold winter day</i>
		<b>CD V. 3.</b> Begins to understand consequences when re-creating familiar events and following routines	<i>call for a nearby adult to help, rather than hitting out, after another child grabs a toy away from them</i>
<b>PH3.3</b> Engages in a variety of developmentally appropriate physical activities	<b>24m</b>	<b>PD VI. 1.</b> Shows increasing coordination and balance, and combines actions to participate in play activities	<i>climb up on sofas and other furniture, just for the fun of climbing</i>
	<b>30m</b>	<b>PD VI. 1.</b> Shows coordination skills while moving around and engaging in play activities	<i>run, gallop, and then walk slowly along with classmates in a group activity</i>
<b>PH3.4</b> Takes appropriate actions to meet basic needs	<b>24m</b>	<b>CD V. 2.</b> Shows increasing memory for details and routines	<i>go to the sink to wash their hands when someone calls out that it's time to sit down to eat</i>
		<b>PD VI. 3.</b> Participates in self-help activities	<i>pull their clothes off at bedtime or naptime</i>
	<b>30m</b>	<b>PD VI. 3.</b> Participates in self-help activities	<i>begin to brush their teeth by themselves</i>



## Language Development

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>LD1.1</b> Understands and responds to language (in child's home language)	24m	<b>CL IV. 1.</b> Follows simple directions and suggestions consistently	<i>respond to requests, such as, "Please close the door"</i>
		<b>CL IV. 2.</b> Uses a growing number of words and puts several words together	<i>say their word for shirt as they pick out one that is red</i>
	30m	<b>CL IV. 1.</b> Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories	<i>put the covers back on the markers after being reminded to do so</i>
		<b>CL IV. 2.</b> Uses words and some conventions of speech to express thoughts and ideas	<i>use language with increasing clarity to ask for what they want</i>
<b>LD2.1</b> Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)	24m	<b>CL IV. 2.</b> Uses a growing number of words and puts several words together	<i>put several words together, such as, "More cookie" or "Go out now"</i>
	30m	<b>CL IV. 2.</b> Uses words and some conventions of speech to express thoughts and ideas	<i>use sentences that are three or four words long</i>
<b>LD3.1</b> Communicates using social and conversational rules	24m	<b>CL IV. 2.</b> Uses a growing number of words and puts several words together	<i>look at Daddy getting ready to go and say, "Juan go?"</i>
		<b>CL IV. 3.</b> Pays attention and tries to participate in conversations	<i>imitate the flow and inflections of conversation as they jabber to a baby sister or play with trucks or stuffed animals</i>
	30m	<b>SE III. 2.</b> Responds to other children's feelings	<i>say "please" when asking for the crayon a classmate is coloring with</i>
		<b>CL IV. 2.</b> Uses words and some conventions of speech to express thoughts and ideas	<i>include a few social conventions into their speech, such as, please and thank you</i>
		<b>CL IV. 3.</b> Participates in conversations	<i>add their own comments to the talk about the trip to the children's museum</i>
<b>LD4.1</b> Demonstrates progress in attending to, understanding, and responding to English	24m	<b>CL IV. 1.</b> Follows simple directions and suggestions consistently	<i>respond to directions, such as, "It's time to wash hands for lunch"</i>
		<b>CL IV. 2.</b> Uses a growing number of words and puts several words together	<i>respond to something that just happened, such as, "Kitty gone?"</i>
		<b>CL IV. 3.</b> Pays attention and tries to participate in conversations	<i>babble in a run-on flow of word sounds as they talk to their stuffed animals while having a pretend tea party</i>
	30m	<b>CL IV. 1.</b> Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories	<i>answer questions such as, "What's this?" when looking at a picture book</i>
		<b>CL IV. 2.</b> Uses words and some conventions of speech to express thoughts and ideas	<i>use action words to describe activities in pictures, such as, running, hiding, or playing</i>
		<b>CL IV. 3.</b> Participates in conversations	<i>repeat the story just told by another person, showing their desire to be a part of the conversation</i>

Arkansas CDELS	The Ounce Scale™		
Learning Goal	Age	Performance Indicator	Performance Examples
<b>LD4.2</b> Demonstrates progress in speaking and expressing self in English	24m	<b>CL IV. 2.</b> Uses a growing number of words and puts several words together	<i>respond to something that just happened, such as, "Kitty gone?"</i>
		<b>CL IV. 3.</b> Pays attention and tries to participate in conversations	<i>try to get attention of the adults or other children while on a walk by repeating what they see until someone finally responds to them</i>
	30m	<b>CL IV. 2.</b> Uses words and some conventions of speech to express thoughts and ideas	<i>use pronouns, such as, you, he, I, and she in their speech</i>
		<b>CL IV. 3.</b> Participates in conversations	<i>make up stories as they try to enter into a conversation</i>

## Emergent Literacy

Arkansas CDELS	The Ounce Scale™		
Learning Goal	Age	Performance Indicator	Performance Examples
<b>EL1.1</b> Shows interest in literacy experiences	24m	<b>CL IV. 1.</b> Follows simple directions and suggestions consistently	<i>point to the appropriate picture in the book when you ask for it</i>
		<b>CL IV. 2.</b> Uses a growing number of words and puts several words together	<i>start asking questions related to the story you are reading or the things they see as you go on walks together</i>
		<b>CD V. 2.</b> Shows increasing memory for details and routines	<i>sing a favorite song to themselves as they swing on the swings</i>
	30m	<b>CL IV. 1.</b> Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories	<i>turn the pages of the book at the right time in the story without being prompted</i>
		<b>CL IV. 2.</b> Uses words and some conventions of speech to express thoughts and ideas	<i>sing simple songs</i>
		<b>CL IV. 3.</b> Participates in conversations	<i>make up stories as they try to enter into a conversation</i>
		<b>CD V. 2.</b> Uses reasoning skills and imagination when planning ways to make things happen	<i>push chairs into a row to create a train for dramatic play</i>
		<b>CD V. 3.</b> Begins to understand consequences when re-creating familiar events and following routines	<i>select a book about a cowboy after pulling on the big boots in the dress-up box</i>
<b>EL1.2</b> Engages in read-alouds and conversations about books and stories	24m	<b>CL IV. 2.</b> Uses a growing number of words and puts several words together	<i>name pictures in their picture book</i>
	30m	<b>CL IV. 1.</b> Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories	<i>point to associated pictures as the caregiver reads to them</i>
		<b>CL IV. 2.</b> Uses words and some conventions of speech to express thoughts and ideas	<i>ask questions related to a story or an activity</i>
		<b>CL IV. 3.</b> Participates in conversations	<i>ask questions about the pictures in the book being read</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>EL2.1</b> Notices and manipulates the sounds of language	24m	<b>PD VI. 1.</b> Shows increasing coordination and balance, and combines actions to participate in play activities	<i>play ring around the rosie, loving the falling down part because that is one of the things they do best</i>
		<b>PD VI. 2.</b> Uses hands and eyes to accomplish a variety of activities	<i>imitate the motions of finger plays, such as, "Where is Thumbkin?"</i>
	30m	<b>PD VI. 2.</b> Demonstrates eye-hand coordination while manipulating and exploring objects	<i>do the hand motions for finger plays, such as, "Where is Thumbkin?"</i>
<b>EL3.1</b> Responds to features of books and print	24m	<b>CD V. 2.</b> Shows increasing memory for details and routines	<i>run to get their favorite book for you to read after getting ready for naptime</i>
		<b>PD VI. 2.</b> Uses hands and eyes to accomplish a variety of activities	<i>hold a book in one hand while turning the pages with the other hand</i>
	30m	<b>CL IV. 1.</b> Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories	<i>turn the pages of the book at the right time in the story without being prompted</i>
		<b>CD V. 2.</b> Uses reasoning skills and imagination when planning ways to make things happen	<i>create stories and dramatizations based on a book they just heard</i>
<b>EL3.2</b> Shows knowledge of the shapes, names, and sounds of letters	24m	<b>CL IV. 3.</b> Pays attention and tries to participate in conversations	<i>babble in a run-on flow of word sounds as they talk to their stuffed animals while having a pretend tea party</i>
	30m	<b>CL IV. 2.</b> Uses words and some conventions of speech to express thoughts and ideas	<i>sing simple songs</i>
<b>EL3.3</b> Demonstrates emergent writing skills	24m	<b>PD VI. 2.</b> Uses hands and eyes to accomplish a variety of activities	<i>hold their crayon with a steady grip as they make scribbles on their paper</i>
	30m	<b>PD VI. 2.</b> Demonstrates eye-hand coordination while manipulating and exploring objects	<i>scribble with crayons or markers on drawing paper, holding their marker in several kinds of grasps, but beginning to use their thumb and fingertips</i>

## Mathematical Thinking

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>MT1.1</b> Demonstrates number sense and an understanding of quantity	24m	<i>There are no Ounce Scale™ Performance Examples that align with this Arkansas CDELS Learning Goal.</i>	
	30m	<b>CD V. 1.</b> Explores new ways to do things and shows beginning understanding of concepts such as, color, size, matching, and weight	<i>complain that they don't have as many crackers as a friend has</i>
		<b>PD VI. 3.</b> Participates in self-help activities	<i>eagerly carry the napkins to the table and place one at each place</i>

Arkansas CDELS	The Ounce Scale™		
Learning Goal	Age	Performance Indicator	Performance Examples
<b>MT1.2</b> Explores combining and separating groups (numerical operations)	<b>24m</b>	<b>SE III. 2.</b> Shows awareness of other children's feelings	<i>add a block to a construction another child is making when they see the child looking around for something</i>
		<b>CL IV. 2.</b> Uses a growing number of words and puts several words together	<i>put several words together, such as, "More cookie" or "Go out now" (cut?)</i>
		<b>CD V. 1.</b> Explores the environment and learns how things work	<i>slide graduated rings onto a stacking tree</i>
		<b>CD V. 3.</b> Expects specific results when playing with toys and other objects	<i>put all the red pegs in a container and the blue ones in a pile on the table</i>
	<b>30m</b>	<i>There are no Ounce Scale™ Performance Examples that align with this Arkansas CDELS Learning Goal.</i>	
<b>MT2.1</b> Uses classification and patterning skills	<b>24m</b>	<b>CD V. 1.</b> Explores the environment and learns how things work	<i>empty and refill containers with small blocks, puzzle pieces, large beads, dumping and filling over and over again</i>
		<b>CD V. 3.</b> Expects specific results when playing with toys and other objects	<i>string several large beads on a string, shake them off, and string them back on</i>
	<b>30m</b>	<b>CD V. 1.</b> Explores new ways to do things and shows beginning understanding of concepts such as, color, size, matching, and weight	<i>sort the pegs from the pegboard into groups of the same colors</i>
		<b>CD V. 3.</b> Begins to understand consequences when re-creating familiar events and following routines	<i>imitate simple block structures or single-line crayon strokes</i>
<b>MT3.1</b> Participates in exploratory measurement activities and compares objects	<b>24m</b>	<b>CD V. 1.</b> Explores the environment and learns how things work	<i>pour and fill at the water table or the sand table</i>
		<b>CD V. 3.</b> Expects specific results when playing with toys and other objects	<i>explore new ways to make things go together, such as, trying various holes in which to put the square shape into the shape box</i>
		<b>PD VI. 2.</b> Uses hands and eyes to accomplish a variety of activities	<i>put several large, round pegs into the round holes in the pegboard</i>
	<b>30m</b>	<b>CD V. 1.</b> Explores new ways to do things and shows beginning understanding of concepts such as, color, size, matching, and weight	<i>match clothing when asked to find the other sock in the drawer just like the one they already have on</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>MT4.1</b> Explores and describes shapes and spatial relationships	<b>24m</b>	<b>CD V. 3.</b> Expects specific results when playing with toys and other objects	<i>successfully place round and square shapes into a form board</i>
		<b>PD VI. 2.</b> Uses hands and eyes to accomplish a variety of activities	<i>pull apart large pop-it beads and then try to push them together again</i>
	<b>30m</b>	<b>CL IV. 1.</b> Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories	<i>demonstrate understanding of a few position words, such as, “Put your shoes under the bed” or “Please put your chair beside mine”</i>
		<b>CD V. 2.</b> Uses reasoning skills and imagination when planning ways to make things happen	<i>know that the rectangular shape belongs in a particular spot on the form board and twist it until it fits</i>

## Science and Technology

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>ST1.1</b> Engages in the scientific process to collect, analyze, and communicate information	<b>24m</b>	<b>CL IV. 2.</b> Uses a growing number of words and puts several words together	<i>look at Daddy getting ready to go out and say, “Juan go?”</i>
		<b>CD V. 3.</b> Expects specific results when playing with toys and other objects	<i>try to make toys “work” after watching others push the buttons or twist the keys</i>
	<b>30m</b>	<b>CD V. 2.</b> Uses reasoning skills and imagination when planning ways to make things happen	<i>know that the rectangular shape belongs in a particular spot on the form board and twist it until it fits</i>
		<b>CD V. 3.</b> Begins to understand consequences when re-creating familiar events and following routines	<i>start to cry when Mom says it is time to say good-bye to Grandma</i>
<b>ST2.1</b> Demonstrates knowledge of core science ideas and concepts	<b>24m</b>	<b>PD VI. 2.</b> Demonstrates eye-hand coordination while manipulating and exploring objects	<i>pull apart pop-it beads or connecting blocks</i>
		<b>CL IV. 1.</b> Follows simple directions and suggestions consistently	<i>point to several body parts as you name them</i>
	<b>30m</b>	<b>CL IV. 1.</b> Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories	<i>answer questions, such as, “What’s this?” when looking at a picture book</i>
		<b>CL IV. 3.</b> Participates in conversations	<i>talk about something that happened and then wait for a response to their report</i>
		<b>CD V. 3.</b> Begins to understand consequences when re-creating familiar events and following routines	<i>imitate the ways they’ve observed a parent using tools around the house</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>ST3.1</b> Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials	<b>24m</b>	<b>CL IV. 1.</b> Follows simple directions and suggestions consistently	<i>put their blocks back on the correct shelf when you are helping them clean up and you ask, "Which shelf do these go on?"</i>
		<b>CL IV. 2.</b> Uses a growing number of words and puts several words together	<i>start asking questions related to the story you are reading or the things they see as you go on walks together</i>
		<b>CD V. 1.</b> Explores the environment and learns how things work	<i>empty cabinets and shelves</i>
		<b>PD VI. 2.</b> Uses hands and eyes to accomplish a variety of activities	<i>pour and dump water from container to container, through a funnel, and then through a sieve or colander in the bathtub or sink</i>
	<b>30m</b>	<b>SE III. 2.</b> Responds to other children's feelings	<i>try to help wipe up the paint that spilled on the floor</i>
		<b>CL IV. 1.</b> Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories	<i>understand the reason they've been given about why they need to wear mittens on this cold winter day</i>
		<b>CL IV. 3.</b> Participates in conversations	<i>add their own comments to the talk about the trip to the children's museum</i>
		<b>CD V. 2.</b> Uses reasoning skills and imagination when planning ways to make things happen	<i>look outside at the newly fallen snow and run to get their boots and mittens</i>
		<b>CD V. 3.</b> Begins to understand consequences when re-creating familiar events and following routines	<i>imitate simple block structures or single-line crayon strokes</i>
		<b>PD VI. 1.</b> Shows coordination skills while moving around and engaging in play activities	<i>roll a ball back and forth to a partner</i>
		<b>PD VI. 2.</b> Demonstrates eye-hand coordination while manipulating and exploring objects	<i>play ball games with a teacher or friend, rolling a ball in the direction they want</i>
<b>ST3.2</b> Uses tools and engineering practices to explore and solve problems	<b>24m</b>	<b>CD V. 1.</b> Explores the environment and learns how things work	<i>try to activate a mechanical toy</i>
		<b>CD V. 3.</b> Expects specific results when playing with toys and other objects	<i>call you over to see how high they piled the blocks</i>
		<b>PD VI. 2.</b> Uses hands and eyes to accomplish a variety of activities	<i>work a turning the key on the wind-up toy</i>
	<b>30m</b>	<b>CD V. 2.</b> Uses reasoning skills and imagination when planning ways to make things happen	<i>combine toys in complex ways, such as using play dough in the dramatic play area to represent food, or putting blocks into the cars of a train to represent people riding to town</i>
		<b>CD V. 3.</b> Begins to understand consequences when re-creating familiar events and following routines	<i>imitate the ways they've observed a parent using tools around the house</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>ST3.3</b> Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play	<b>24m</b>	<b>CD V. 2.</b> Shows increasing memory for details and routines	<i>hold up their seat belt for you to fasten after climbing into the car seat</i>
		<b>PD VI. 2.</b> Uses hands and eyes to accomplish a variety of activities	<i>hit the pegs on the pounding board with more accuracy, using the head of the hammer</i>
	<b>30m</b>	<b>SE II. 2.</b> Shows growing ability to manage own behavior in different ways	<i>show increased interest in using the toilet</i>
		<b>CL IV. 2.</b> Uses words and some conventions of speech to express thoughts and ideas	<i>use words to describe the purpose or function of an object, such as, a comb ("Mommy's hair?") or a phone ("talk to Grandpa") rather than simply demonstrate its use</i>
		<b>PD VI. 2.</b> Demonstrates eye-hand coordination while manipulating and exploring objects	<i>pound, poke, and build with the play dough</i>

## Social Studies

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>SS1.1</b> Demonstrates positive connection to family and community	<b>24m</b>	<b>SE I. 2.</b> Acts cautiously around unfamiliar adults	<i>go over to the person planting flowers in her yard to see what she is doing</i>
		<b>SE II. 1.</b> Expresses own ideas, interests, and feelings	<i>help their teddy bear eat lunch in the same way that their caregivers do it for them</i>
		<b>CD V. 2.</b> Shows increasing memory for details and routines	<i>put a bib on the doll as they feed it from the baby dish, take the bib off, and then put the doll to bed</i>
	<b>30m</b>	<b>SE I. 2.</b> Shows cautious interest in unfamiliar adults	<i>say hi to the person waiting beside them at the corner to cross the street</i>
		<b>SE II. 3.</b> Expresses feelings through language and pretend play	<i>act out a visit to the doctor by giving a "shot" to the stuffed animals and then comforting them after the shot</i>
		<b>CD V. 1.</b> Explores new ways to do things and shows beginning understanding of concepts such as, color, size, matching, and weight	<i>recognize Grandma in the family photo</i>
<b>SS2.1</b> Shows awareness of sequence and change over time	<b>24m</b>	<b>SE II. 2.</b> Tries to manage own behavior	<i>bring the washcloth over to you after they've finished eating and you've reminded them that they need to wipe their hands and mouth</i>
		<b>CD V. 2.</b> Shows increasing memory for details and routines	<i>go to the sink to wash their hands when someone calls out that it's time to sit down to eat</i>
	<b>30m</b>	<b>SE II. 2.</b> Shows growing ability to manage own behavior in different ways	<i>talk about needing to use a "whisper voice" when going into the library</i>
		<b>CL IV. 1.</b> Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories	<i>understand complex statements, such as, "When we get home from our walk we'll have a snack" or "After cleanup we can read that book"</i>

Arkansas CDELS	The Ounce Scale™		
Learning Goal	Age	Performance Indicator	Performance Examples
SS2.2 Demonstrates simple geographic knowledge	24m	CL IV. 1. Follows simple directions and suggestions consistently	<i>find their special truck in the other room or on the shelf when asked where it is</i>
		CD V. 2. Shows increasing memory for details and routines	<i>remember where things go, such as, the used tissue in the wastebasket, the book on the shelf, their boots in the cubby, or someone's used spoon in the sink</i>
	30m	CD V. 2. Uses reasoning skills and imagination when planning ways to make things happen	<i>plan a tea party with stuffed animals and go to the water table to fill the teapot</i>

## Creativity and Aesthetics

Arkansas CDELS	The Ounce Scale™		
Learning Goal	Age	Performance Indicator	Performance Examples
CA1.1 Explores through listening, singing, creating, and moving to music	24m	CD V. 2. Shows increasing memory for details and routines	<i>sing a favorite song to themselves as they swing on the swings</i>
		PD VI. 2. Uses hands and eyes to accomplish a variety of activities	<i>imitate the motions of finger plays, such as, "Where is Thumbkin?"</i>
	30m	CL IV. 2. Uses words and some conventions of speech to express thoughts and ideas	<i>sing simple songs</i>
		PD VI. 2. Demonstrates eye-hand coordination while manipulating and exploring objects	<i>do the hand motions for finger plays, such as, "Where is Thumbkin?"</i>
CA2.1 Explores, manipulates, creates, and responds to a variety of art media	24m	SE I. 2. Acts cautiously around unfamiliar adults	<i>act shy at a party and hold their parent's hand for a long time before going over to a group of children who are using markers to decorate the paper tablecloth</i>
		CL IV. 2. Uses a growing number of words and puts several words together	<i>jabber to themselves as they make different shapes with the play dough</i>
		PD VI. 2. Uses hands and eyes to accomplish a variety of activities	<i>hold their crayon with a steady grip as they make scribbles on their paper</i>
	30m	SE III. 1. Plays beside other children	<i>sit near other children who are using crayons and markers</i>
		CL IV. 1. Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories	<i>put the covers back on the markers after being reminded to do so</i>
		CD V. 1. Explores new ways to do things and shows beginning understanding of concepts such as, color, size, matching, and weight	<i>try new ideas with play dough, such as, using toothpicks as candles for a birthday cake (Editorial remark: toothpicks are not an appropriate item for the age range)</i>
		CD V. 2. Uses reasoning skills and imagination when planning ways to make things happen	<i>combine toys in complex ways, such as, using play dough in the dramatic play area to represent food or putting the blocks into the cars of a train to represent people riding to town</i>
		PD VI. 2. Demonstrates eye-hand coordination while manipulating and exploring objects	<i>pound, poke, and build with play dough</i>



Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play	24m	SE II. 1. Expresses own ideas, interests, and feelings	<i>help their teddy bear eat lunch in the same way that their caregivers do it for them</i>
		SE III. 1. Watches and plays briefly with other children	<i>participate in a play sequence briefly, such as pretending to eat at the table in dramatic play</i>
		SE III. 2. Shows awareness of other children's feelings	<i>wipe their doll's cheeks while saying, "Don't cry"</i>
		CL IV. 3. Pays attention and tries to participate in conversations	<i>babble in a run-on flow of word sounds as they talk to their stuffed animals while having a pretend tea party</i>
	30m	CD V. 2. Shows increasing memory for details and routines	<i>put a bib on the doll as they feed it from the baby dish, take the bib off, and then put the doll to bed</i>
		SE II. 3. Expresses feelings through language and pretend play	<i>pretend to be an angry lion who roars at everyone</i>
		SE III. 1. Plays beside other children	<i>drive their pedal car along the blacktop path, saying "beep, beep" to the child ahead of them</i>
		CD V. 2. Uses reasoning skills and imagination when planning ways to make things happen	<i>make up stories as they build with unit blocks, table blocks, or while they color</i>
		CD V. 3. Begins to understand consequences when re-creating familiar events and following routines	<i>imitate the ways they've observed a parent using tools around the house</i>

## Development Profile Ranges – Toddlers III: 36m and Preschoolers: 42m

### Social Emotional Development

Arkansas CDELS	The Ounce Scale™		
Learning Goal	Age	Performance Indicator	Performance Examples
<b>SE1.1</b> Forms trusting relationships with nurturing adults	36m	SE I. 1. Reflects attitudes and behaviors of familiar adults	<i>insist on the same routine every day when saying good-bye to their special adult</i>
	42m	SE I. 1. Reflects attitudes and behaviors of familiar adults	<i>seek the approval of adults important to them as they try new activities</i>
<b>SE1.2</b> Interacts with peers	36m	SE III. 1. Shows capacity to play cooperatively with other children	<i>choose a particular activity or place to play because a special friend is there</i>
	42m	SE III. 1. Engages in cooperative play with other children	<i>plan how to act out a favorite story with a friend in the classroom</i>
<b>SE2.1</b> Experiences, expresses, and regulates a range of emotions	36m	SE II. 1. Shows comfort with independence, competence, and expressing feelings	<i>become angry when a friend touches their snack but calm down when he says he's sorry</i>
		SE II. 2. Demonstrates emerging ability to manage own behavior	<i>go to the teacher for help after another child pushes them off the swing</i>
		SE II. 3. Shows awareness of social skills when expressing needs and wants	<i>whine when they want another cookie but stop and use words when reminded that there is a better way to get a second cookie</i>
	42m	SE II. 2. Manages own behavior with increasing skill SE II. 3. Expresses feelings, needs, and wants	<i>say they're sorry when they waited too long to go to the bathroom and had an accident use words to tell another child that they don't like it when he grabs the blocks</i>
<b>SE2.2</b> Interprets and responds to the feelings of others	36m	SE III. 2. Responds to other children's feelings	<i>look concerned when a classmate falls down near where they're sitting</i>
	42m	SE III. 2. Shows increasing ability to understand the feelings of other children	<i>let a friend know that she can use the marble roll now</i>
<b>SE3.1</b> Shows awareness of self as unique individual	36m	SE II. 1. Shows comfort with independence, competence, and expressing feelings	<i>choose between two shirts and then try to put it on by themselves</i>
		CL IV. 3. Participates in conversations	<i>talk with a friend outside on the playground about their birthday that is coming "in the next day"</i>
	42m	SE II. 1. Shows greater comfort with independence	<i>ask for their favorite kind of cereal when shopping with a caregiver in the market</i>
		SE II. 2. Manages own behavior with increasing skill	<i>tell the teacher that they would like to feed the classroom rabbit today</i>
		SE II. 3. Expresses feelings, needs, and wants	<i>talk to their imaginary friend about things they are thinking about</i>
		CD V. 2. Makes a plan before taking action	<i>bring their favorite truck from home because they want to build a garage for it with the unit blocks</i>
	42m	CD V. 3. Thinks about a problem and figures out what to do	<i>tell a friend that they are the oldest, "and I know because I am taller than you!"</i>
		PD VI. 2. Uses hands with increasing control and precisions for a variety of purposes	<i>draw squiggles on their paper and announce it is their name</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
SE3.2 Demonstrates competence and confidence	36m	SE II. 1. Shows comfort with independence, competence, and expressing feelings	<i>call someone over to show them how they can pull up their own pants after toileting by themselves</i>
		SE II. 2. Demonstrates emerging ability to manage own behavior	<i>show a teacher how they hung their painting on the drying rack</i>
	42m	SE II. 1. Shows greater comfort with independence	<i>tell you all the words they can say that rhyme with happy</i>
		SE II. 2. Manages own behavior with increasing skill	<i>announce very loudly that it must be their turn to be the farmer in the dell because they haven't had a turn yet</i>
		CD V. 1. Understands new information and begins to explore more complex situations and concepts	<i>show pride in the new finger play they just taught a friend, using all the motions "all by myself"</i>

### Cognitive Development

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
CD1.1 Shows curiosity and a willingness to try new things	36m	CL IV. 3. Participates in conversations	<i>ask questions at the snack table or as they play with play dough about things that are interesting to them but not necessarily on a single topic</i>
		CD V. 1. Explores and understands in more detailed and abstract ways	<i>show curiosity about almost everything they see</i>
	42m	SE II. 1. Shows greater comfort with independence	<i>try a new puzzle with smaller pieces than before</i>
		CL IV. 2. Uses conventions of speech while expressing ideas	<i>answer fairly complex questions, such as, "What is this?" or "How did you do that?"</i>
		CD V. 1. Understands new information and begins to explore more complex situations and concepts	<i>ask many questions about almost everything they see</i>
CD1.2 Shows persistence in approaching tasks	36m	CD V. 3. Shows ability to figure things out	<i>try to crawl through the cloth tunnel, get stuck, and figure out that they need to back up</i>
	42m	CD V. 1. Understands new information and begins to explore more complex situations and concepts	<i>enjoy the feeling of being able to transform the paper on the easel as they cover every inch of it with red paint</i>
		CD V. 2. Makes a plan before taking action	<i>look through a container of beads for another green bead in order to complete the pattern they started</i>
CD2.1 Focuses and sustains attention	36m	PD VI. 1. Demonstrates increased body control and combines several movements when participating in play activities	<i>follow a yarn trail that goes under the table, over a large beanbag pillow, and ends with jumping off a wooden block</i>
	42m	PD VI. 1. Participates in many play activities and uses new movement skills	<i>participate in circle games that involve all players, such as, hokey-pokey or "This is the Way We Wash Our Clothes"</i>
		PD VI. 3. Accomplishes new self-help tasks	<i>pour juice from a small pitcher and stop before the juice overflows</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>CD2.2</b> Shows flexibility in adjusting thinking and behavior to different contexts	<b>36m</b>	<b>SE I. 1.</b> Reflects attitudes and behaviors of familiar adults	<i>not protest as much when their parent leaves, but they might still show some signs of distress and not begin to play right away</i>
		<b>CL IV. 1.</b> Understands questions, some abstract concepts, and simple directions	<i>react to a familiar song by doing the appropriate hand motions</i>
		<b>CD V. 1.</b> Explores and understands in more detailed and abstract ways	<i>try out what they would do if they were a mommy as they take care of the doll</i>
		<b>CD V. 3.</b> Shows ability to figure things out	<i>try to zip up their jacket and, when it gets stuck, go to find help</i>
	<b>42m</b>	<b>SE III. 2.</b> Shows increasing ability to understand the feelings of other children	<i>find the dustpan and broom to sweep up the sand they spilled</i>
		<b>CD V. 2.</b> Makes a plan before taking action	<i>look for a hose, or its substitute, so they can act out being firefighters after a visit to the fire station</i>
		<b>CD V. 3.</b> Thinks about a problem and figures out what to do	<i>run over to the dramatic play area to find a cooking pan to use at the sand table because the sand pail is missing</i>
<b>CD2.3</b> Regulates impulses and behaviors	<b>36m</b>	<b>SE II. 1.</b> Shows comfort with independence, competence, and expressing feelings	<i>become angry when a friend touches their snack but calm down when he says he's sorry</i>
		<b>SE II. 2.</b> Demonstrates emerging ability to manage own behavior	<i>climb up on the counter to get a cookie but quickly climb down when their mother comes into the kitchen</i>
		<b>SE II. 3.</b> Shows awareness of social skills when expressing needs and wants	<i>explain with words that they don't want to come in and sit down for storytime</i>
	<b>42m</b>	<b>SE II. 3.</b> Expresses feelings, needs, and wants	<i>explain what they want after someone notices they are agitated and asks them about it</i>
		<b>CL IV. 1.</b> Understands requests, directions, concept words, stories, and sequence	<i>get their coat when the teacher says it's time to go home</i>
		<b>CL IV. 3.</b> Participates in conversations	<i>take turns speaking when involved in a group discussion</i>
<b>CD2.4</b> Holds and manipulates information in memory	<b>36m</b>	<b>SE II. 1.</b> Shows comfort with independence, competence, and expressing feelings	<i>sing a new song they learned in school today and ask you if you want to learn it</i>
		<b>CL IV. 1.</b> Understands questions, some abstract concepts, and simple directions	<i>follow a two-step direction, such as, "Please get the salt shaker off the counter and bring it to the table"</i>
	<b>42m</b>	<b>CL IV. 1.</b> Understands requests, directions, concept words, stories, and sequence	<i>follow all the steps in feeding the hamster (going to the cupboard to get the food, putting it in a dish, and then delivering it to the cage) when it is their turn to take care of the class pet</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>CD3.1</b> Uses reasoning and planning ahead to solve problems and reach goals	<b>36m</b>	<b>CD V. 1.</b> Explores and understands in more detailed and abstract ways	<i>try to dramatize thoughts and ideas, such as, pretending to be a lion in order to figure out what it might feel like to be huge and very strong</i>
		<b>CD V. 2.</b> Plans before taking action	<i>say to their friends, "Let's make a band," as they bang on a pan cover and tell the others to find "instruments" so they can be part of the band too</i>
		<b>CD V. 3.</b> Shows ability to figure things out	<i>sit on the riding toy trying to make it go on the grass, but when it doesn't move, get off and push it</i>
	<b>42m</b>	<b>SE III. 1.</b> Engages in cooperative play with other children	<i>join in games of pretend play with other children, for example, playing house and assigning roles, such as, "You be the mommy and I'll be the daddy"</i>
		<b>CD V. 2.</b> Makes a plan before taking action	<i>find all the felt figures they will need for the felt board in preparation for retelling Gingerbread Man or Ask Mr. Bear</i>
		<b>CD V. 3.</b> Thinks about a problem and figures out what to do	<i>go to the carpentry bench to get a hammer because the wheel on the wagon is broken and needs to be fixed</i>
<b>CD3.2</b> Engages in symbolic and abstract thinking	<b>36m</b>	<b>CD V. 2.</b> Plans before taking action	<i>put on a hat in the dress-up area and walk over to the block area to get some blocks to put in the shopping cart</i>
		<b>PD VI. 2.</b> Uses fingers, hands, and eyes to engage in a variety of activities	<i>watch as lines appear, and then splotches, and then squiggles, as they carefully move a marker over the clean paper and sometimes onto the tabletop</i>
	<b>42m</b>	<b>SE I. 1.</b> Reflects attitudes and behaviors of familiar adults	<i>create an imaginary friend to whom they can talk the way they see adults chat with their friends</i>
		<b>CD V. 3.</b> Thinks about a problem and figures out what to do	<i>tell Jason that he can't play in the block house unless he wants to be the man who delivers the pizza</i>
		<b>PD VI. 2.</b> Uses hands with increasing control and precision for a variety of purposes	<i>draw a series of lines and dots and tell people it's a sign, and then tell everyone what the sign says</i>

## Physical Development and Health

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>PH1.1</b> Demonstrates locomotor skills	<b>36m</b>	<b>PD VI. 1.</b> Demonstrates increased body control and combines several movements when participating in play activities	<i>participate in group activities that include running, galloping, crawling, rolling over, and twirling around</i>
	<b>42m</b>	<b>PD VI. 1.</b> Participates in many play activities and uses new movement skills	<i>climb with more agility and less fear on the jungle gym</i>
<b>PH1.2</b> Shows stability and balance	<b>36m</b>	<b>PD VI. 1.</b> Demonstrates increased body control and combines several movements when participating in play activities	<i>become really skilled and fast in pushing the riding toys around with their feet</i>
	<b>42m</b>	<b>PD VI. 1.</b> Participates in many play activities and uses new movement skills	<i>walk on a balance beam for a few steps, going both forward and backward</i>
<b>PH1.3</b> Demonstrates gross-motor manipulative skills	<b>36m</b>	<b>PD VI. 1.</b> Demonstrates increased body control and combines several movements when participating in play activities	<i>throw the ball in an underhanded toss, although still not very directed</i>
	<b>42m</b>	<b>PD VI. 1.</b> Participates in many play activities and uses new movement skills	<i>throw a beanbag or a ball overhand with fairly accurate aim</i>
<b>PH2.1</b> Demonstrates fine-motor strength, control, and coordination	<b>36m</b>	<b>PD VI. 2.</b> Uses fingers, hands, and eyes to engage in a variety of activities	<i>use an eye dropper to add color to a bowl of water in the water table or watch as the color spreads on a piece of paper toweling</i>
		<b>PD VI. 3.</b> Accomplishes many self-help activities	<i>hold a glass with one hand and rarely spill when they drink</i>
	<b>42m</b>	<b>PD VI. 2.</b> Uses hands with increasing control and precision for a variety of purposes	<i>dress the doll with more complex clothes, such as socks, shoes, or a bonnet</i>
		<b>PD VI. 3.</b> Accomplishes new self-help tasks	<i>pour juice from a small pitcher and stop before the juice overflows</i>
<b>PH2.2</b> Adjusts grasp and coordinates movements to use tools	<b>36m</b>	<b>PD VI. 2.</b> Uses fingers, hands, and eyes to engage in a variety of activities	<i>successfully turn the key for a wind-up toy</i>
		<b>PD VI. 3.</b> Accomplishes many self-help activities	<i>use a fork relatively well</i>
	<b>42m</b>	<b>PD VI. 2.</b> Uses hands with increasing control and precision for a variety of purposes	<i>experiment with pencils, crayons, and markers, beginning to hold them with a more adult-like grasp</i>
		<b>PD VI. 3.</b> Accomplishes new self-help tasks	<i>eat without much spilling, using a spoon and a fork</i>
<b>PH3.1</b> Demonstrates interest in engaging in healthy eating habits and making nutritious food choices	<b>36m</b>	<b>CD V. 2.</b> Plans before taking action	<i>put the play dough “cookies” on a plate and take them over to the housekeeping area to put them in the oven</i>
		<b>CD V. 3.</b> Shows ability to figure things out	<i>try to use their fork to eat the peas, finally giving up and using their fingers</i>
		<b>PD VI. 3.</b> Accomplishes many self-help activities	<i>help prepare foods for salads, such as, tearing the lettuce or peeling a banana</i>
	<b>42m</b>	<b>SE II. 1.</b> Shows greater comfort with independence	<i>jump up and down with anticipation as they wait for the cookies they helped mix finish baking in the oven</i>
		<b>CD V. 1.</b> Understands new information and begins to explore more complex situations and concepts	<i>notice the tiny sprout just appearing above the dirt in the cup where they planted a radish seed</i>
		<b>PD VI. 3.</b> Accomplishes new self-help tasks	<i>spread peanut butter on crackers or bread</i>

Arkansas CDELS	The Ounce Scale™		
Learning Goal	Age	Performance Indicator	Performance Examples
<b>PH3.2</b> Shows awareness of safe behavior	36m	<b>SE II. 2.</b> Demonstrates emerging ability to manage own behavior	<i>climb up on the counter to get a cookie but quickly climb down when their mother comes into the kitchen</i>
	42m	<b>SE I. 1.</b> Reflects attitudes and behaviors of familiar adults	<i>notice that their caregiver is frowning, and pause, but then continue to throw sand over the edge of the sandbox</i>
		<b>SE III. 2.</b> Shows increasing ability to understand the feelings of other children	<i>tell a classmate that there are too many people in the block area so he should paint at the easel</i>
		<b>CL IV. 2.</b> Uses conventions of speech while expressing ideas	<i>explain the rules for using the slide: "Only one person can be on the ladder"</i>
<b>PH3.3</b> Engages in a variety of developmentally appropriate physical activities	36m	<b>SE II. 1.</b> Shows comfort with independence, competence, and expressing feelings	<i>ask a teacher to watch as they show the way they can climb up the steps of the slide</i>
		<b>PD VI. 1.</b> Demonstrates increased body control and combines several movements when participating in play activities	<i>climb up the steps on a toddler gym and slide down the short slide</i>
	42m	<b>PD VI. 1.</b> Participates in many play activities and uses new movement skills	<i>ride a tricycle, steering well and using the pedals</i>
<b>PH3.4</b> Takes appropriate actions to meet basic needs	36m	<b>SE II. 1.</b> Shows comfort with independence, competence, and expressing feelings	<i>choose between two shirts and then try to put it on by themselves</i>
		<b>PD VI. 3.</b> Accomplishes many self-help activities	<i>undress themselves with no help</i>
	42m	<b>SE II. 1.</b> Shows greater comfort with independence	<i>wash their hands "by self" before meals and after toileting</i>
		<b>CL IV. 1.</b> Understands requests, directions, concept words, stories, and sequence	<i>follow the suggestion that they get a paper towel from the sink and help wipe up the soapsuds that were spilled when they were blowing bubbles</i>
		<b>PD VI. 3.</b> Accomplishes new self-help tasks	<i>brush their teeth successfully by themselves</i>

## Language Development

Arkansas CDELS	The Ounce Scale™		
Learning Goal	Age	Performance Indicator	Performance Examples
<b>LD1.1</b> Understands and responds to language (in child's home language)	36m	<b>CL IV. 1.</b> Understands questions, some abstract concepts, and simple directions	<i>answer simple questions, such as, saying their name, or where they are going</i>
	42m	<b>CL IV. 1.</b> Understands requests, directions, concept words, stories, and sequence	<i>go independently to find their boots or their mittens in the box by the door when told it's time to get ready to play outside</i>
<b>LD2.1</b> Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)	36m	<b>CL IV. 2.</b> Uses some conventions of speech when expressing thoughts, ideas, and commenting on observations	<i>use personal pronouns, such as, we, they, and us more frequently</i>
	42m	<b>CL IV. 2.</b> Uses conventions of speech while expressing ideas	<i>describe in more detail, using their expanded vocabulary, the trip they took to visit grandma or the class trip to the library</i>
<b>LD3.1</b> Communicates using social and conversational rules	36m	<b>CL IV. 3.</b> Participates in conversations	<i>look at picture books and ask questions or make comments that are intended to get people near them involved in a conversation</i>
	42m	<b>CL IV. 3.</b> Participates in conversations	<i>use social conventions, such as, saying good-bye when getting ready to go home from school or when a classroom visitor is about to leave</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>LD4.1</b> Demonstrates progress in attending to, understanding, and responding to English	<b>36m</b>	<b>CL IV. 1.</b> Understands questions, some abstract concepts, and simple directions	<i>laugh when a caregiver points to her elbow and asks, "Is this my head?"</i>
		<b>CL IV. 3.</b> Participates in conversations	<i>talk to their toy animals with inflections that mimic what they hear in adult conversations or during discussions at the table</i>
	<b>42m</b>	<b>CL IV. 1.</b> Understands requests, directions, concept words, stories, and sequence	<i>respond to direction words like around, backward, go forward</i>
		<b>CL IV. 2.</b> Uses conventions of speech while expressing ideas	<i>include more extensive social conventions of speech, such as, "You're welcome"</i>
		<b>CL IV. 3.</b> Participates in conversations	<i>use social conventions such as saying good-bye when getting ready to go home from school or when a classroom visitor is about to leave</i>
<b>LD4.2</b> Demonstrates progress in speaking and expressing self in English	<b>36m</b>	<b>SE I. 1.</b> Reflects attitudes and behaviors of familiar adults	<i>imitate social behaviors of the adults they are with most often, pretending to have a tea party with their dolls, saying "please," "thank you," "you're welcome," and other phrases they hear the people around them speak</i>
	<b>42m</b>	<b>SE II. 1.</b> Shows greater comfort with independence	<i>wash their hands "by self" before meals and after toileting</i>

## Emergent Literacy

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>EL1.1</b> Shows interest in literacy experiences	<b>36m</b>	<b>SE I. 2.</b> Shows cautious interest in new people	<i>take a favorite book over to the new caregiver so they can read together</i>
		<b>SE II. 2.</b> Demonstrates emerging ability to manage own behavior	<i>tell a friend to hurry over to the circle time so they can hear the story</i>
		<b>CL IV. 1.</b> Understands questions, some abstract concepts, and simple directions	<i>react to a familiar song by doing the appropriate hand motions</i>
		<b>CD V. 2.</b> Plans before taking action	<i>dramatize a story, such as, Ask Mr. Bear and enlist the help of others in the class</i>
		<b>PD VI. 2.</b> Uses fingers, hands, and eyes to engage in variety of activities	<i>participate with a small group of children as they sing "Where Is Thumbkin?"</i>
	<b>42m</b>	<b>CL IV. 1.</b> Understands requests, directions, concept words, stories, and sequence	<i>find the correct book on the bookshelf when the teacher asks them to get the book she was reading yesterday</i>
		<b>CL IV. 2.</b> Uses conventions of speech while expressing ideas	<i>add observations about details in the pictures as they look at books</i>
		<b>CD V. 1.</b> Understands new information and begins to explore more complex situations and concepts	<i>make up hand motions to go with a song</i>
		<b>PD VI. 2.</b> Uses hands with increasing control and precision for a variety of purposes	<i>participate in songs and finger plays, both familiar and new ones</i>



Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>EL1.2</b> Engages in read-alouds and conversations about books and stories	36m	<b>SE I. 2.</b> Shows cautious interest in new people	<i>take a favorite book over to the new caregiver so they can read together</i>
		<b>SE III. 1.</b> Shows capacity to play cooperatively with other children	<i>look through a storybook and giggle with a friend as they retell the story together</i>
		<b>CL IV. 1.</b> Understands questions, some abstract concepts, and simple directions	<i>become upset when you leave out part of the story as you read</i>
		<b>CL IV. 2.</b> Uses some conventions of speech when expressing thoughts, ideas, and commenting on observations	<i>correct themselves as they retell the story of Henny Penny with a puppet</i>
	42m	<b>CL IV. 1.</b> Understands requests, directions, concept words, stories, and sequence	<i>find the correct book on the bookshelf when the teacher asks them to get the book she was reading yesterday</i>
		<b>CL IV. 2.</b> Uses conventions of speech while expressing ideas	<i>repeat actual text when they retell a story using a puppet or the flannel board</i>
<b>EL2.1</b> Notices and manipulates the sounds of language	36m	<b>SE II. 1.</b> Shows comfort with independence, competence, and expressing feelings	<i>proudly show off the new finger play they learned at circle time</i>
	42m	<b>SE II. 1.</b> Shows greater comfort with independence	<i>tell you all the words they can say that rhyme with happy</i>
		<b>PD VI. 2.</b> Uses hands with increasing control and precision for a variety of purposes	<i>participate in songs and finger plays, both familiar and new ones</i>
<b>EL3.1</b> Responds to features of books and print	36m	<b>SE II. 1.</b> Shows comfort with independence, competence, and expressing feelings	<i>“read” a story to their stuffed dog from the book that their teacher or parent has been reading</i>
	42m	<b>SE II. 1.</b> Shows greater comfort with independence	<i>tell a story about their drawing and ask a teacher to write it down for them</i>
		<b>CL IV. 1.</b> Understands requests, directions, concept words, stories, and sequence	<i>show understanding of story plots, such as, why the monkeys finally threw down their hats in Caps for Sale</i>
		<b>CL IV. 2.</b> Uses conventions of speech while expressing ideas	<i>add observations about details in the pictures as they look at books</i>
		<b>CD V. 3.</b> Thinks about a problem and figures out what to do	<i>bring over the book with the torn page and ask for tape so they can fix it</i>
<b>EL3.2</b> Shows knowledge of the shapes, names, and sounds of letters	36m	<b>PD VI. 2.</b> Uses fingers, hands, and eyes to engage in a variety of activities	<i>use their crayons to make dots, small lines, and swirls, and then talk about what they see on the paper</i>
	42m	<b>CD V. 1.</b> Understands new information and begins to explore more complex situations and concepts	<i>recognize color words and pick out the “red blocks” or the “blue paint jar”</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>EL3.3</b> Demonstrates emergent writing skills	<b>36m</b>	<b>CL IV. 2.</b> Uses some conventions of speech when expressing thoughts, ideas, and commenting on observations	<i>explain that the scribbles on their paper are telling their grandma about their birthday and that they will be three years old</i>
		<b>PD VI. 2.</b> Uses fingers, hands, and eyes to engage in a variety of activities	<i>use their crayons to make dots, small lines, and swirls, and then talk about what they see on the paper</i>
	<b>42m</b>	<b>SE II. 1.</b> Shows greater comfort with independence	<i>tell a story about their drawing and ask a teacher to write it down for them</i>
		<b>PD VI. 2.</b> Uses hands with increasing control and precision for a variety of purposes	<i>draw squiggles on their paper and announce it is their name</i>

## Mathematical Thinking

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>MT1.1</b> Demonstrates number sense and an understanding of quantity	<b>36m</b>	<b>CL IV. 1.</b> Understands questions, some abstract concepts, and simple directions	<i>hold up two fingers (or three fingers if they've just had their birthday) when asked how old they are</i>
		<b>CL IV. 2.</b> Uses some conventions of speech when expressing thoughts, ideas, and commenting on observations	<i>explain that the scribbles on their paper are telling their grandma about their birthday and that they will be three years old</i>
	<b>42m</b>	<b>CD V. 3.</b> Thinks about a problem and figures out what to do	<i>ask for another cookie because a friend has two and they want to have the same</i>
<b>MT1.2</b> Explores combining and separating groups (numerical operations)	<b>36m</b>	<b>PD VI. 3.</b> Accomplishes many self-help activities	<i>help get the table ready for lunch as they put out spoons and cups at each place</i>
	<b>42m</b>	<b>CD V. 3.</b> Thinks about a problem and figures out what to do	<i>sort out the blocks into two piles because "you can't use my blocks, now you have your own!"</i>
<b>MT2.1</b> Uses classification and patterning skills	<b>36m</b>	<b>CD V. 1.</b> Explores and understands in more detailed and abstract ways	<i>show they understand some concepts of size as they experiment with finger plays, such as, "Here's a Ball for Billy"</i>
		<b>CD V. 2.</b> Plans before taking action	<i>go from large to small with accuracy as they replace the rings on the ring cone</i>
	<b>42m</b>	<b>CD V. 2.</b> Makes a plan before taking action	<i>look over a collection of buttons and sort them so that all the big ones are in one box and the little ones are in another box</i>
<b>MT3.1</b> Participates in exploratory measurement activities and compares objects	<b>36m</b>	<b>CD V. 1.</b> Explores and understands in more detailed and abstract ways	<i>use words that show their growing understanding of size comparisons, such as, bigger and smaller, or really, really little</i>
		<b>PD VI. 2.</b> Uses fingers, hands, and eyes to engage in a variety of activities	<i>string large beads on a shoelace</i>
	<b>42m</b>	<b>SE I. 2.</b> Shows comfort around new adults	<i>ask the clerk at the shoe store about the funny way he measures feet</i>
		<b>CD V. 3.</b> Thinks about a problem and figures out what to do	<i>find another long block for a classmate who is building an airport in the block area</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>MT4.1</b> Explores and describes shapes and spatial relationships	<b>36m</b>	<b>CL IV. 1.</b> Understands questions, some abstract concepts, and simple directions	<i>understand position words, such as, “Please put your markers beside your drawing book” or “Put that paper under the box of crayons”</i>
		<b>CL IV. 2.</b> Uses some conventions of speech when expressing thought, ideas, and commenting on observations	<i>use an increasing number of position words, such as inside or between</i>
		<b>CD V. 1.</b> Explores and understands in more detailed and abstract ways	<i>respond with accuracy when asked to put the paper under the book, or to put their hand up to show that they are ready to go outside</i>
	<b>42m</b>	<b>CL IV. 1.</b> Understands requests, directions, concept words, stories, and sequence	<i>respond to direction words like around, backward, go forward</i>
		<b>CL IV. 2.</b> Uses conventions of speech while expressing ideas	<i>use an increasing number of position words, such as, inside and underneath</i>
		<b>CD V. 2.</b> Makes a plan before taking action	<i>look over a collection of buttons and sort them so that all the big ones are in one box and the little ones are in another box</i>

## Science and Technology

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>ST1.1</b> Engages in the scientific process to collect, analyze, and communicate information	<b>36m</b>	<b>CL IV. 3.</b> Participates in conversations	<i>ask questions as a way to keep a conversation going</i>
		<b>CD V. 1.</b> Explores and understands in more detailed and abstract ways	<i>show curiosity about almost everything they see</i>
		<b>PD VI. 2.</b> Uses fingers, hands, and eyes to engage in a variety of activities	<i>put food coloring into the play dough and help to mix it up</i>
	<b>42m</b>	<b>SE II. 1.</b> Shows greater comfort with independence	<i>show you the space station they built with the unit blocks</i>
		<b>CL IV. 2.</b> Uses conventions of speech while expressing ideas	<i>answer fairly complex questions, such as, “What is this?” or “How did you do that?”</i>
<b>ST2.1</b> Demonstrates knowledge of core science ideas and concepts	<b>36m</b>	<b>CD V. 1.</b> Understands new information and begins to explore more complex situations and concepts	<i>ask many questions about almost everything they see</i>
		<b>CL IV. 1.</b> Understands questions, some abstract concepts, and simple directions	<i>laugh when a caregiver points to her elbow and asks, “Is this my head?”</i>
		<b>CL IV. 2.</b> Uses some conventions of speech when expressing thoughts, ideas, and commenting on observations	<i>describe how play dough feels as they squish it or comment about how the water splashes up and gets them wet when they pour it into the sink or water table</i>
	<b>42m</b>	<b>CL IV. 2.</b> Uses conventions of speech while expressing ideas	<i>talk about things that are not immediately present, such as, what happened at the store or what happened to Mommy’s hat when the wind was blowing</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>ST3.1</b> Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials	<b>36m</b>	<b>SE II. 1.</b> Shows comfort with independence, competence, and expressing feelings	<i>show how they can crawl like a turtle and fly like a bird</i>
		<b>SE II. 2.</b> Demonstrates emerging ability to manage own behavior	<i>pick up their napkin and lunch papers after they've eaten and throw them into the trash can</i>
		<b>CL IV. 2.</b> Uses some conventions of speech when expressing thoughts, ideas, and commenting on observations	<i>begin to add descriptive words, such as, "pretty flowers" or "no more milk"</i>
		<b>CD V. 1.</b> Explores and understands in more detailed and abstract ways	<i>enjoy creative movement as they explore, hopping like a kangaroo or swimming like a whale</i>
	<b>42m</b>	<b>SE II. 2.</b> Manages own behavior with increasing skill	<i>tell the teacher that they would like to feed the classroom rabbit today</i>
		<b>SE III. 2.</b> Shows increasing ability to understand the feelings of other children	<i>find the dustpan and broom to sweep up the sand they spilled</i>
		<b>CL IV. 1.</b> Understands requests, directions, concept words, stories, and sequence	<i>follow the suggestion that they get a paper towel from the sink and help wipe up the soapsuds that were spilled when they were blowing bubbles</i>
		<b>CD V. 1.</b> Understands new information and begins to explore more complex situations and concepts	<i>notice the tiny sprout just appearing above the dirt in the cup where they planted a radish seed</i>
<b>ST3.2</b> Uses tools and engineering practices to explore and solve problems	<b>36m</b>	<b>PD VI. 3.</b> Accomplishes new self-help tasks	<i>feed the classroom pet with little help</i>
	<b>42m</b>	<b>PD VI. 2.</b> Uses fingers, hands, and eyes to engage in a variety of activities	<i>use a meat baster at the water table</i>
		<b>SE I. 1.</b> Reflects attitudes and behaviors of familiar adults	<i>ask a caregiver to look at their new "invention" or to praise them when they accomplish a new skill</i>
<b>ST3.3</b> Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play	<b>36m</b>	<b>CD V. 3.</b> Thinks about a problem and figures out what to do	<i>go to the carpentry bench to get a hammer because the wheel on the wagon is broken and needs to be fixed</i>
		<b>CD V. 3.</b> Shows ability to figure things out	<i>look for a toy telephone in the dramatic play area and, when they can't find one, pick up a block and put it to their ear to tell Mommy about the picture they just painted</i>
		<b>PD VI. 2.</b> Uses fingers, hands, and eyes to engage in a variety of activities	<i>build a connecting cube structure and sometimes decide it looks like something they can name</i>
	<b>42m</b>	<b>PD VI. 3.</b> Accomplishes many self-help activities	<i>use a fork relatively well</i>
		<b>CD V. 1.</b> Understands new information and begins to explore more complex situations and concepts	<i>enjoy the feeling of being able to transform the paper on the easel as they cover every inch of it with red paint</i>
		<b>PD VI. 2.</b> Uses hands with increasing control and precision for a variety of purposes	<i>fit together a wide variety of manipulatives, such as, connecting blocks or pop beads</i>
		<b>PD VI. 3.</b> Accomplishes new self-help tasks	<i>eat without much spilling, using a spoon and a fork</i>

## Social Studies

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
SS1.1 Demonstrates positive connection to family and community	36m	SE I. 1. Reflects attitudes and behaviors of familiar adults	<i>pretend to go to work in the morning the way their mommies and daddies do</i>
		SE I. 2. Shows cautious interest in new people	<i>tell the lady in line at the grocery store about their birthday party coming in the next day and the clown who will be there</i>
		CD V. 1. Explores and understands in more detailed and abstract ways	<i>explain to the child sitting next to them that the crayons in school belong to everyone so "we all have to share the silver crayon"</i>
	42m	SE I. 1. Reflects attitudes and behaviors of familiar adults	<i>turn the dramatic play area into a grocery store and "shop" just as they have done with their parents or caregivers</i>
		SE III. 1. Engages in cooperative play with other children	<i>laugh almost hysterically at the snack table when a friend makes silly faces</i>
		CL IV. 3. Participates in conversations	<i>insert their own information into a family discussion, such as, "and then we _____"</i>
		CD V. 1. Understands new information and begins to explore more complex situations and concepts	<i>show an understanding of the concept of gender when they tell a friend that he cannot be the mommy because he is a boy</i>
		CD V. 2. Makes a plan before taking action	<i>look for a hose, or it's substitute, so they can act out being firefighters after a visit to the fire station</i>
		CD V. 3. Thinks about a problem and figures out what to do	<i>tell Jason that he can't play in the block house unless he wants to be the man who delivers the pizza</i>
SS2.1 Shows awareness of sequence and change over time	36m	SE I. 1. Reflects attitudes and behaviors of familiar adults	<i>insist on the same routine every day when saying good-bye to their special adult</i>
		CL IV. 1. Understands questions, some abstract concepts, and simple directions	<i>understand beginning time concepts, such as, "when you get home" or "after we're finished eating lunch"</i>
		CL IV. 3. Participates in conversations	<i>talk with a friend outside on the playground about their birthday that is coming "in the next day"</i>
	42m	CL IV. 1. Understands requests, directions, concept words, stories, and sequence	<i>use words associated with their understanding of time, such as, dark time, sleep time, eating time</i>
		CL IV. 2. Uses conventions of speech while expressing ideas	<i>express their growing understanding of time when they say, "after Daddy comes home we will _____"</i>
SS2.2 Demonstrates simple geographic knowledge	36m	SE I. 2. Shows cautious interest in new people	<i>get excited about going to the children's museum with the neighbor next door rather than refusing because their parent isn't going too</i>
		CL IV. 1. Understands questions, some abstract concepts, and simple directions	<i>remember where the book is that you read just yesterday and run to get it</i>
		CD V. 3. Shows ability to figure things out	<i>ask a classmate to help them move the big rocker out of the way so they can ride the fire truck around in the block area</i>
	42m	SE III. 2. Shows increasing ability to understand the feelings of other children	<i>tell a classmate that there are too many people in the block area so he should paint at the easel</i>
		CL IV. 1. Understands requests, directions, concept words, stories, and sequence	<i>go independently to find their boots or their mittens in the box by the door when told it's time to get ready to play outside</i>

## Creativity and Aesthetics

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
<b>CA1.1</b> Explores through listening, singing, creating, and moving to music	<b>36m</b>	<b>SE I. 1.</b> Reflects attitudes and behaviors of familiar adults	<i>pat their stuffed animal on the back and sing a lullaby just the way their caregivers do with them</i>
		<b>SE II. 1.</b> Shows comfort with independence, competence, and expressing feelings	<i>announce very clearly the song they want everyone to sing at music time</i>
		<b>CL IV. 1.</b> Understands questions, some abstract concepts, and simple directions	<i>react to a familiar song by doing the appropriate hand motions</i>
		<b>PD VI. 2.</b> Uses fingers, hands, and eyes to engage in a variety of activities	<i>participate with small group of children as they sing "Where Is Thumbkin?"</i>
	<b>42m</b>	<b>CD V. 1.</b> Understands new information and begins to explore more complex situations and concepts	<i>make up hand motions to go with a song</i>
		<b>CL IV. 1.</b> Understands questions, some abstract concepts, and simple directions	<i>show understanding of story plots, such as why the monkeys finally threw down their hats in Caps for Sale</i>
		<b>PD VI. 1.</b> Participates in many play activities and uses new movement skills	<i>sing "Row, Row, Row, Your Boat" with a friend as they make the rocky boat go up and down</i>
		<b>PD VI. 2.</b> Uses hands with increasing control and precision for a variety of purposes	<i>participate in songs and finger plays, both familiar and new ones</i>
<b>CA2.1</b> Explores, manipulates, creates, and responds to a variety of art media	<b>36m</b>	<b>CD V. 1.</b> Explores and understands in more detailed and abstract ways	<i>enjoy creative movement as they explore, hopping like a kangaroo or swimming like a whale</i>
		<b>PD VI. 2.</b> Uses fingers, hands, and eyes to engage in a variety of activities	<i>tear up pieces of colored construction paper to paste on a collage</i>
	<b>42m</b>	<b>CD V. 1.</b> Understands new information and begins to explore more complex situations and concepts	<i>enjoy the feeling of being able to transform the paper on the easel as they cover every inch of it with red paint</i>
		<b>PD VI. 2.</b> Uses hands with increasing control and precision for a variety of purposes	<i>try new art media, such as, chalk, with eagerness and an exploratory attitude, alternating between a whole hand grasp and a thumb and fingertips grasp</i>

Arkansas CDELS		The Ounce Scale™	
Learning Goal	Age	Performance Indicator	Performance Examples
CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play	36m	SE II. 1. Shows comfort with independence, competence, and expressing feelings	<i>"read" a story to their stuffed dog from the book that their teacher or parent has been reading</i>
		SE III. 1. Shows capacity to play cooperatively with other children	<i>play in the dramatic play area, sometimes watching and sometimes imitating</i>
		CD V. 1. Explores and understands in more detailed and abstract ways	<i>try to dramatize thoughts and ideas, such as, pretending to be a lion in order to figure out what it might feel like to be huge and very strong</i>
		CD V. 2. Plans before taking action	<i>put on a hat in the dress-up area and walk over to the block area to get some blocks to put in the shopping cart</i>
		CD V. 3. Shows ability to figure things out	<i>look for a toy telephone in the dramatic play area and, when they can't find one, pick up a block and put it to their ear to tell Mommy about the picture they just painted</i>
	42m	SE I. 1. Reflects attitudes and behaviors of familiar adults	<i>make "dinnertime" in the dramatic play area more elaborate by adding place mats, putting out dinnerware, and placing a flower on the table</i>
		SE II. 3. Expresses feelings, needs, and wants	<i>talk to their imaginary friend about things they are thinking about</i>
		SE III. 1. Engages in cooperative play with other children	<i>plan how to act out a favorite story with a friend in the classroom</i>
		CD V. 1. Understands new information and begins to explore more complex situations and concepts	<i>act out being the doctor in charge of dolls in the dramatic play area</i>