

Washington Learning framework

PRESCHOOLERS DOMAINS			
Domain	Subdomain	Code	Description
About me and my family	Family & Culture	FC-1	Remember the people who are important in the child's life
		FC-2	Name most family members, including extended family
		FC-3	Recognize the importance of cultural celebrations and traditions
		FC-4	Show or talk about objects from family or culture
	Self Concept	SC-1	Proud to say own first and last name
		SC-2	Know self as part of a family, culture, community, and other group which the family belongs
		SC-3	Notice self as an important person to family & friends
	Self Management	SM-1	Show personal likes and dislikes
		SM-2	Identify favorite and familiar activities
		SM-3	Find it hard to cooperate when tense, hungry, scared, sad, angry, etc. resulting in behaviour that is hurtful, harmful or withdrawn
		SM-4	Release or redirect emotional tensions - cry, laugh, tremble, yawn, sing, jump - becoming more relaxed afterward
		SM-5	Remember and cooperate in daily routines, such as getting into a car seat, and in changes of one activity to another, with reminders
		SM-6	Manage changes in routines and learn new behaviours with a little practice
		SM-7	Identify simple rules and expect others to follow them
		SM-8	Predict what comes next in the day, when there is a consistent schedule
		SM-9	Express delight in own abilities
		SM-10	Be able to identify when something is hard to do
		SM-11	sometimes turn down a treat now if a better treat will be available later

	Learning to learn	LL-1	Copy adults and playmates
		LL-2	enjoy creating own play activities
		LL-3	explore objects new to the child when playing
		LL-4	become engrossed in an activity and ignore distractions briefly
		LL-5	Imitate real-life roles/experiences in simple role plays
		LL-6	develop own thought processes and ways to figure things out
		LL-7	identify questions and puzzles, and have ideas about ways to figure them out. Try some of these ideas
		LL-8	Recognise when making a mistake and sometimes adjust behaviour to correct it
Building relationships	Interactions with adults	IA-1	Separate from important adults, sometimes relying on another adult to feel safe. Release tensions through laughter, tears, trembling, talking, or yawning
		IA-2	Initiate interactions and engage in play with adults
		IA-3	show affection for important adults
	Interactions with peers	IP-1	Engage in play with other children, join in group activities
		IP-2	initiate play with friends, siblings, or others
		IP-3	share and take turns with other children
		IP-4	show affection or closeness with peers
		IP-5	make decisions with other children, with adult help
	Social behaviours	SB-1	respond to directions from adults about putting items away or being careful with them
		SB-2	Begin to remember and follow multistep instructions
		SB-3	notice where things belong and help put them away
		SB-4	work with others as part of a team
		SB-5	Explore, practice and understand social roles through play. Adopt a variety of roles and feelings during pretend play
		SB-6	play play by identifying different roles needed and who will fit these roles. Consider changing roles to fit the interests of children playing
		SB-7	tell stories and give other children the chance to tell theirs
		SB-8	sing, drum and/or dance with others
		SB-9	react to peers' feelings (empathy)

	Problem solving, conflict resolution	PS-1	Accept/reach out to children who are different
		PS-2	Identify ways to change behaviour to respond to another's desires or needs. Remember and follow through on the agreement without further reminders some of the time
		PS-3	Wait for a turn
Touching, seeing, hearing, and moving around	using large muscles (gross motor)	GM-1	Further develop movement skills using the whole body.
		GM-2	Use both hands to grasp an object
		GM-3	Balance briefly on one leg
		GM-4	Show coordination and balance
		GM-5	Enjoy vigorous play with peers and/or adults
		GM-6	Enjoy the challenge of trying new skills
	Using small muscles (fine motor)	FM-1	Draw some shapes and lines using a crayon or pencil
		FM-2	Work puzzles of three or four pieces
		FM-3	Develop eye-hand coordination
		FM-4	Button large buttons, zip and unzip clothing, and open and close other fasteners
		FM-5	Persist some of the time in practicing skills that are difficult
	Using the senses (sensorimotor)	SN-1	Move body to music or rhythm
		SN-2	Drum, sing, play musical instruments and listen to music from different cultures
Growing up healthy	Daily living skills (personal hygiene)	PH-1	Dress and undress with help. Take off coat and put it where it belongs
		PH-2	Begin to take care of own toileting needs
		PH-3	Wash hands and use a towel to dry them
	Nutrition and health	NH-1	Try different healthy foods from a variety of cultures
		NH-2	Help to set and clear the table for meals. Self serve meal items

		NH-3	engage in a variety of active play and movement activities. Play outdoor games
	Safety	S-1	Hold parents/caregivers hand when walking in public places
		S-2	begin to learn safety rules for the chlds daily attvtities
Communicating (litera	Speaking & ilistening (language development)	SL-1	Communicate with body language, facial expression, tone of voice and in words
		SL-2	say name, age and sex
		SL-3	show preference for the home language
		SL-4	name most familiar things
		SL-5	Name one or more friends and relatives
		SL-6	ask the meaning of new words, then try using them
		SL-7	speak so most people can understand
		SL-8	Use words like 'I', 'me', & 'You' and some plurals
		SL-9	use multi-word sentences, phrase, and gestures to communicate needs, ideas, actions and feelings
		SL-10	Respond to questions verbally or with gestures
		SL-11	Ask questions for information or clarification
		SL-12	enjoy repeating rhyming words or word patterns in songs, poems or stories
		SL-13	show awareness of separate syllables in words by tapping or clapping for each syllable
		SL-14	Remember and follow directions of one or two steps. Struggle to remember and follow complicated or multi-step directions
		SL-15	know three to seven words in tribal language and use them regularly
		SL-16	Participate in conversations. Take turn in group conversaions, and listen to others in group for a short period of time
		SL-17	recognize rising and faling intonations, and what these mean
	Reading	R-1	Identify print on signs, etc. Asking 'what does that say?'
		R-2	Identify own name as a whole word
		R-3	Match the beginning sounds of some words. Find objects in a picture that have the same beginning sound, with some adult help
		R-4	Decide whether two words rhyme

		R-5	Request a favorite book
		R-6	Enjoy picture book and being read to. Enjoy looking at books on own, use pictures to predict a story
		R-7	listen to and follow along with books in a different language
		R-8	turn book pages one at a time
		R-9	use own experiences to comment on a story, though the comments might not follow the storyline
		R-10	retell simple, familiar stories from a memory while looking at a book
	Writing	W-1	Make marks or scribbles when an adult suggests writing
		W-2	attempt to copy one or more letters or characteristics of the home language
		W-3	draw pictures and tell their story
Learning about my world	Knowledge (cognition)	C-1	Ask a lot of 'why' and 'what' questions
		C-2	learn by doing hands-on and through the senses
		C-3	learn through play
		C-4	recall several items after they have been put out of sight
		C-5	Draw on past experiences to choose current actions
		C-6	make plans for ways to do something. May or may not follow through
		C-7	think of a different way to do something, when confronting a problem, with adult help
	Math	M-1	Count to 10 and beyond by rote. Count up to five items, point to objects while counting
		M-2	Identify by sight how many are in a small group of items, up to three
		M-3	Understand that the whole is larger than one of its parts
		M-4	identify up to four objects or pictures that are the same. Take objects or pictures that are different out of the group
		M-5	sort and describe items by size, color and/or shape
		M-6	Match simple flat shapes (circle, square, triangle)
		M-7	Compare size by sight, feel and comparing to hands, feet (visual and tactile math)
		M-8	Use gestures or words to make comparisons (larger, smaller, shorter, taller)
		M-9	Compare two objects by length, weight or size

		M-10	find the total sum of small groups of items
		M-11	understand words that tell where things are. Use these words to identify locations
	Science	SC-1	Play with materials of different texture and conditions, with adult encouragement and supervision
		SC-2	recognize that different forms of life have different needs
		SC-3	begin to understand that some animals share similar characteristics
		SC-4	Notice and ask questions about what is the same and different between categories of plants and animals. Notice their appearance, behaviour and habitat
	Social Studies	SS-1	Name family members by relationship
		SS-2	make a drawing of own family as the child sees it
		SS-3	Recognize whose parent is whose when parents come for their children or in photos of each others families
		SS-4	Take on family roles in play, identify how each person should behave and act out the part for a brief time. Enjoy changing roles
	Arts	A-1	Draw something familiar. Begin to draw representational figures
		A-2	do beadwork with appropriately sized beads
		A-3	play make-believe with dolls, toy animals and people
		A-4	dance, sing, drum, use rattles draw or paint
		A-5	Look at artwork from different cultures