

E.L.E.C.T Continuum of Development 14 months-3years

SOCIAL

1.1 Social Interest

- Observing and imitating peers
- Beginning to play “follow the peer” games’
- Observing and playing briefly with peers – may turn into struggle for possession
- Offering toys
- Engaging in short group activities

1.2 Perspective Taking

- In simple situations beginning to take the point of view of others

1.3 Parallel Play

- Playing in proximity of peers with similar playthings without an exchange of ideas or things

EMOTIONAL

2.1 Expression of Feelings

- Expressing aggressive feelings and behaviour
- Beginning to show self-conscious emotions (shame, embarrassment, guilt and pride)
- Expressing feelings in language and pretend play

2.2 Self –Regulation

Emotion Regulation

- Beginning to use language to assist in emotion regulation
- Beginning to recover from emotion in the presence of familiar adults
- Being overwhelmed and recovering
- Elevating positive emotions
- Seeking out adults as secure base

Behaviour Regulation

- Responding to cues to stop actions
- Showing emerging impulse control with peers
- Waiting for peers increases

Attention Regulation

- Attending may be interrupted by actions of others
- Attending distracted by several objects to focus on

- Focusing attention, making choices, and avoiding distractions

2.3 Empathy

- Showing awareness of own feelings and the feelings of others
- Showing concern for others demonstrated with caring behaviour
- Beginning to recognize the rights of others

2.4 Sense of Self

- Saying “no” in response to adult requests
- Seeing self as a “doer” who is powerful
- Saying “good” and “bad” (shows emerging self-evaluation)
- Using name of self and others
- Recognizes self in mirror
- Pointing to parts of own body and corresponding parts of others

2.5 Autonomy

- Imitating activities
- Setting own goals and persisting in achieving them
- Rejecting the intrusion of redirection, saying “no” and “I do”
- Seeking to control others, saying “mine”
- Making choices and avoiding distractions increases
- Distinguishing own intended actions from unintended ones

2.6 Identity Formation

- Identifying self and in relation to others

COMMUNICATION, LANGUAGE & LITERACY

3.1 Receptive Language

- Listening to stories
- Responding to names of body parts, commands and personal pronouns
- Responding to longer sentences and commands

3.2 Expressive Language

Words

- Combining words

- Using common verbs and adjectives

Sentences

- Using simple sentences
- Using compound sentences
- Engaging in pretend play that includes language

Vocabulary

- Increasing vocabulary
- Identifying functions of household items

Questions

- Asking simple “what” and “where” questions

Conversation

- Observing and attempting to join conversations

COGNITION

4.1 Self – Regulation

Attention Regulation

- Maintaining attention for increasing periods of time
- Ignoring distracting variables

4.2 Problem Solving

- Setting goals and acting to achieve them
- Solving problems in actions by trial and error
- Seeking out adults to help meet goals
- Using objects as tools to solve problems
- Figuring out who is missing from a group by looking at those in attendance

4.3 Cause - and –Effect

- Responding to the predictable outcomes of exploration
- Exploring the functions of objects; opening and shutting doors

4.4 Spatial Exploration

- Exploring containment by putting objects in containers and by dumping them
- Putting things together and taking them apart

4.5 Spatial Problem Solving

- Pushing obstacles out of the way
- Using tools to overcome barriers

4.6 Temporal

- Using terms related to time “tomorrow” and “yesterday”

- Understanding of “now” versus “later” emerges

4.7 Symbolic Thought, Representation and Root Skills of Literacy

Pretend play

- Using objects to stand for other things
- Acting out simple themes in pretend play: cooking, caring for babies

Representation

- Identifying objects in photos
- Pointing to objects in books on request
- Identifying objects in books

4.8 Memory

- Increasing memory capacity
- Following routines
- Establishing rituals

4.9 Sorting

- Sorting and labelling objects by characteristics, such as hard and soft or big and small
- Matching items by function (e.g., spoon with bowl)

PHYSICAL

5.1 Gross Motor

Balance

- Standing on one foot
- Taking a few steps on a raised surface

Jumping

- Jumping up and down on the spot
- Jumping down from short heights

Walking and Running

- Balancing and coordination increase
- Stopping while running improves

Climbing

- Climbing stairs one foot at a time
- Climbing on climbing equipment and furniture

Riding Toys

- Moving riding toys forward by pushing with feet

5.2 Fine Motor

Dressing

- Doing up buttons

- Pulling up zippers

Eating

- Using utensils and cup independently

Tool Use

- Using toddler-safe scissors

Making a Mark

- Using palmar grasp to hold crayons and brushes and make scribbles
- Scribbling expands to include lines and shapes

Pincer Grasp

- Turning pages of book
- Adapting holding from palmar or pincer grasp

5.3 Senses

Sensory Exploration

- Using all senses in the exploration of properties and functions of objects and materials

Sensory Discrimination

- Using all senses to identify and differentiate properties and materials

Sensory Motor Integration

- Coordinating senses with motor skills in increasingly complex ways
- Using eye-hand coordination to string large beads on a pipe cleaner, do simple puzzles, pour, dump and fill

E.L.E.C.T. Continuum of Development 2.5yrs -6yrs

SOCIAL

1.1 Making friends

- Seeking out others to play
- Offering play materials and roles to others
- Playing with other co-operatively
- Inviting others to play
- Exchanging ideas, materials, and points of view with others
- Sustaining play with others

1.2 Conflict resolution & social problem solving skills

- Beginning to express what they want and are thinking and feeling
- Regulating emotions in order to solve conflicts
- Beginning to attend and listen to peers, to identify solutions to conflict, to identify consequences
- Making decisions and choices and accepting the consequence

1.3 Peer group entry skills

- Observing before entering play
- Offering objects/ideas that are relevant to play
- Entering play by assuming available role

1.4 Helping skills

- Offering assistance
- Identifying emotions of others
- Regulating their own behavior in the face of the needs of others
- Offering comfort
- Being generous

1.5 Interacting positively and respectfully

- Beginning to show respect for other children's belongings and work
- Playing with others who have differing abilities and characteristics
- Beginning to become aware of stereotypes found in books, etc.
- Beginning to develop ideas of and to practice co-operation, fairness, and justice
- Learning music and art forms from a variety of cultures, racial, and ethnic groups
- Using artifacts from a variety of cultures, racial, and ethnic groups in socio-dramatic play

1.6 Co-operating

- Exchanging ideas and materials during play
- Taking part in setting and following rules, and inviting others to join them in play
- Listening, thinking, and responding appropriately as others speak during group time
- Engaging in group decision making with voting and accepting that the majority vote will be followed by the entire group

1.7 Empathy

- Sharing emotions, communicating and expressing feelings with adult and peers
- Sharing experiences, relating and respecting each other
- Beginning to see the world from another's perspective
- Beginning to identify with others
- Putting themselves in the other person's shoes
- Seeing an injustice and taking action to change it

1.8 Taking another person's point of view

- Describing their ideas and emotions of others
- Recognizing that other people have ideas and emotions
- Beginning to accept that the ideas and emotions of others may be different from their own

- Adapting behavior to take other peoples points of view into consideration
- Beginning to respond appropriately to the feelings of others
- Beginning to take another's point of view
- Engaging in the exchange of ideas and points of view with others

1.9 Interacting with adults

- Approaching adults as sources of security and support
- Engaging adults in activities in positive ways
- Seeing adults as resources in exploration and problem solving

EMOTIONAL

2.1 Self-concept

- Talking about their personal characteristics
- Identifying what they can do and what they have yet to learn
- Developing responsibility for themselves during dressing and eating routines and in daily living
- Seeing self as competent and capable of self-direction

2.2 Identity formation

- Increasing identity formation
- Noticing their own abilities
- Recognizing shared abilities
- Expressing joy in their characteristics and identity
- Expressing curiosity and sensitivity to physical characteristics
- Understanding culture in concrete daily living within own family through language, family stories, values and celebrations
- Beginning to make connections between family and larger cultural group
- Asserting own choices in the face of stereotype

2.3 Self-esteem

- judging themselves as worthy individuals
- seeing themselves as a valued member of the group
- setting goals for themselves and working towards them
- acting responsibly towards others

2.4 Recognizing & expressing emotions

- identifying their emotions
- increasing or decreasing emotional energy to keeping with the situation
- expressing negative emotions in ways that do not harm others

2.5 Regulating attention, emotions, & behavior

- increasingly expressing emotions appropriately
- focusing attention
- avoiding distracting stimulation
- returning attention after checking in or after a distraction
- stopping and starting their own actions
- delaying gratification
- persisting when frustrated
- using language to communicate needs and regulate emotions
- gaining control of their behavior
- increasingly coping with challenges and disappointments
- using effective strategies for self-calming

2.6 Positive attitudes towards learning- persistence, engagement, curiosity, and a sense of mastery)

- persevering when faced with challenging or new tasks
- coping with defeats and errors

- asking for and accepting help when needed
- accepting challenges and taking risks when learning
- expressing satisfaction and joy when accomplishing tasks

COMMUNICATION, LANGUAGE & LITERACY

3.1 Using verbal & non verbal communication

- using gestures and signs to communicate
- expressing their ideas and describing their experiences with increasingly complex sentences
- using facial expression and tone matched to the content of their communication
- attending to and responding appropriately to the non-verbal communications of others
- increasingly engaging in more complex interactions
- sharing songs and stories in home language

3.2 Using English & the child's home language

- entering into play using both their home a language and French or English
- teaching each other names of objects, actions, and events in their home language
- talking about important people in their lives

3.3 Vocabulary

- using new words in play
- asking questions to extend their understanding of words they know
- defining words by function (ball is something you bounce)

3.4 Conversing with peers & adults

- using increasing more complex sentences
- engaging in increasing longer interactions
- speaking in front of groups
- understands many culturally accepted ways of adjusting language to fit age, sex, and social status of speakers and listeners

3.5 Using descriptive language to explain, explore & extend

- using sentences to describe objects and events
- expanding descriptive language to sentences of five to seven words
- using new vocabulary and grammatical constructions in their descriptive language of mathematics, inquiry, and reasoning as they play

3.6 Listening to others

- listening to each other with attention without distraction or interruption
- engaging in give and take when interacting with others (communicative turn taking)
- understanding and following oral directions

3.7 Enjoying literacy

- choosing to spend time with books
- discussing and making connections between books and stories in their play
- requesting specific stories, poems, songs
- showing pleasure and enjoyment during activities with language, music, and print materials

3.8 Using & understanding the power of literacy

- beginning to express self in print
- connecting information and events in text and life to text
- dictating stories
- creating stories orally and using a variety of media
- referring to print in the physical environment for meaning, rules, and directions
- understanding the functions of literature

3.9 Retelling stories

- retelling stories in pretend play and art activities
- making connections from stories in their daily living
- dictating ideas and stories

3.10 Phonological awareness

- identifying sounds in their environment, such as animal sounds, traffic noises, music, human speech
- creating sounds by singing and making music
- identifying specific letter sounds and syllables
- isolating sound combinations
- reciting nursery rhymes, poems, or sing songs
- making up chants and rhymes

3.11 Letter recognition

- identifying the letter that begins their names and its sound
- picking out other words that begin with the same letter or sound as their names
- beginning to identify a few consonant letter-sound correspondences in words in familiar rhymes

3.12 Understanding of orientation & familiar conventions of print

- pretending to read
- using paper and pencil to scribble
- pretending to write and writing letters and words
- holding books the right way up
- turning pages from the front to back
- using left to right directionality
- gradually moving from scribbling to drawing and writing
- writing their own books

3.13 Matching spoken words with written ones

- associating the spoken work with the writing word by pointing or talking about connections
- recognizing familiar signs (ie stop signs, logos etc)

3.14 Beginning to write letters of the alphabet & some high Frequency words

- recognizing and writing their own name
- writing most letters and some words when dictated
- independently writing many uppercase and lowercase letters
- using invented spelling
- writing high frequency words

COGNITION

4.1 Self-regulation

- using language to regulate own behavior and attention
- using emerging ability to take another's view to regulate own behavior and attention
- monitoring own behaviour

4.2 Problem solving

- identifying problems
- beginning to plan ahead
- collecting and organize information
- brainstorming solutions and outcomes
- connecting consequences to actions
- taking action to solve problems
- evaluating the outcomes of their problem solving
- creating rules based on similarities of two situations, for transferring knowledge
- generalizing solutions of problem from one situation to another

4.3 Representation

- pretending to be someone else
- dramatic playing with a plot and imaginative features
- drawing and constructing 2D and 3D models
- beginning to use art media and tools to express their ideas, feelings, and experiences
- using a variety of materials to build with and express their ideas
- generating alternative ideas
- recognizing their own work and the work of others
- beginning to use art media and tools to express ideas, feelings, and experiences
- talking about the story or meaning of artwork
- connecting artwork to their past experiences or to emotions, feelings, and thoughts
- taking role in socio-dramatic play; co-operating and negotiating roles with others
- sustaining and extending their socio-dramatic play with language, additional ideas, and prop

4.4 Questioning

- telling others of problems
- asking “why” questions to determine causes
- asking questions that can be answered through observation
- asking questions to solve problems, asking questions to clarify their understanding

4.5 Observing

- visually attending to things in their environment
- using all senses to gather information while observing
- focusing they observation on details
- increasing the time they spend observing
- naming and describing the things that they have observed
- using specialized sources and books as a means of extending their observations

4.6 Collecting & organizing information

- using objects to construct graphs
- creating pictorial graphs
- posing questions about graphs
- placing marks on graphs indicating their choice
- describing and comparing data on graphs and surveys using graphs to reach conclusions

4.7 Reflecting and reaching conclusions

- describing similarities and cause and effect in recurring events
- identifying patterns of events
- describing connections between different objects, events and experiences
- making generalizations about different objects, events and experiences

4.8 Communicating findings

- presenting their ideas to others through drawings, telling, music and movement
- using mathematical processing and language to communicate findings

4.9 Reasoning logically

Causality

- identifying actions and outcomes
- identifying evidence for point of view
- exploring causes
- transferring rules from one situation to another
- generalizing knowledge across situations

Sequential Change

- making logical connections
- identifying what precedes change

Exploring Transformations and Hypothesizing

- mixing and transforming materials predicting the outcomes of transformations

4.10 Classifying

- sorting objects, pictures and things into groups

- comparing, matching and sorting according to common properties
- comparing objects moving from random classification to classifying by one and then two or more properties

4.11 Seriating

- describing relationships such as smaller than, bigger than, different than placing objects, pictures and things in order along a continuum

4.12 Counting

- counting in meaningful ways in play and daily living

4 Determining quantity

4.13 Counting to determine quantity

- matching numbers to sets of objects

4.14 Comparing quantities

- making more-or-less comparisons when using materials
- moving objects to align them when comparing quantities
- counting to compare quantities
- counting using one-to-one correspondence
- using a graph to compare numbers

4.15 Representing numbers

- representing numbers in different ways (tallies, numbers, graphs)
- recognizing numbers in print, children write numbers
- reading numbers written in words

4.16 Describing & determining ordinal numbers & position

- pointing to and describing relative position: before, after, between, front, back, next, last, first to sixth
- identifying position of events in a sequence

4.17 Understanding 2D & 3D shapes

- recognizing and naming shapes
- counting sides and corners
- identifying common attributes of shapes
- matching shapes and names
- recognizing and naming cubes, rectangular prisms, cylinders, spheres

4.18 Identifying patterns

- recognizing patterns in their environment
- creating patterns with blocks and art materials
- describing patterns such as plaid, checked, striped
- representing patterns with movements and symbols
- identifying, creating, copying and extending a variety of patterns (e.g., sound, colour, shape, number etc.)
- identifying, creating, copying and extending patterns

4.19 Measuring length, weight, capacity, temperature, time & money

- measuring to determine relationships such as comparisons of length, weight and capacity
- using vocabulary of measurement such as heavier or lighter and taller or shorter
- using non-standard measuring tools, such as feet, hands, a piece of string when they play, build or create
- beginning to use the vocabulary of standard units of measure
- recognizing relationships between attributes (i.e., weight and size; size and capacity)

4.20 Completing simple number operations

- establishing one-to-one correspondence
- identifying more than, less than or same as, when working with concrete objects or events
- adding and subtracting one from a set
- performing simple operations of adding to and taking away when working with concrete objects or events

- using bar graphs to compare amounts
- separating a set into two equal groups
- sharing objects equally among more than two groups

4.21 Using number symbols & operations

- using counters to represent objects
- identifying and using the + and – symbols

4.22 Using spatial relations, directions & maps

- using spatial terms in context (i.e., forward, backward, inside, next, behind, in front, etc.)
- following and identifying directions
- using simple maps to find a location
- making a map

PHYSICAL

5.1 Increasing levels of activity, endurance & variations in types of activities & skills

- freely exploring large outdoor equipment
- running, climbing, jumping, hopping, balancing etc.
- using open-ended materials to move about, build and construct
- practicing bouncing, catching, kicking balls
- gaining the ability to control their movements
- increasing the distance they are able to walk
- increasing skill in group games

5.2 Gross motor skills

- increasing coordination, speed, and endurance

Walking

- beginning to walk with opposite leg-arm swing
- walking up stairs alternating feet
- walking down stairs alternating feet

Jumping

- jumping increases in co-ordination

Hopping

- hopping on one foot increases

Galloping

- galloping and one-foot skipping emerge

Throwing

- throwing with rigid movements
- throwing with increased co-ordination

Riding

- pedaling and steering riding toys
- riding a tricycle smoothly

Movement and Expression

- increasing control over own movements and skills
- becoming expressive using movement
- expressing moods in movement
- moving to music
- matching movements to the rhyme and mood of the music
- making patterns while moving to music
- working together in shared dance and movement activities

5.3 Fine motor skills

Dressing

- mastering simple items of clothing
- dressing without assistance

Eating

- eating using forks and knives

Tool Use

- stringing large beads
- cutting paper with scissors
- cutting a straight line

Drawing

- copying straight lines
- copying triangles and crosses

5.4 Auditory skills & music

- identifying the sources of musical sounds
- showing enjoyment when listening to music
- making choices and demonstrating preferences in music
- using musical instruments to move from exploration to producing patterns to reproducing patterns