

## Massachusetts Standards Alignment

Massachusetts Early Learning Guidelines available online at <https://www.mass.gov/eec-learning-standards-and-curriculum-guidelines>

Each set of early learning standards or guidelines listed below include statements that detail particular benchmarks or indicators that educators and caregivers use to identify a child's growth and mastery in each domain. These benchmarks or indicators are used when observing and documenting a child's actions in order to develop appropriate goals.

| <b>Massachusetts</b><br>Infant and Toddlers<br>Ages 3-5   | <b>Early Learning Success Alignment</b><br>Birth to age 12   | <b>Head Start</b><br>Nationally Recognized Standards   |
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| <p><b>Domain: Physical Health and Well Being</b><br/> <u>Guidelines for Infants/Toddlers</u></p> <ul style="list-style-type: none"> <li>• Develops ability to move the large muscles (gross motor)</li> <li>• Develops ability to control and refine small muscles (fine motor)</li> <li>• Develops sensorimotor skills where children use their senses: sight, hearing, smell, taste and touch, to guide and integrate their interactions</li> <li>• Develops skills that will develop into healthy practices for life</li> <li>• Gains control over their movements as they reach out, grasp, and release objects</li> </ul> <p><u>Sub-domains for ages 3-5</u></p> <ul style="list-style-type: none"> <li>• Physical Development</li> <li>• Social &amp; Emotional Health</li> <li>• Safety &amp; Health Care</li> </ul> | <p><b>Domain: Physical and Motor Development</b><br/> <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> <li>• Gross Motor – the development of large motor muscles; this includes muscle control and coordination, the development of body strength, balance, flexibility, and stamina; and the use of equipment for physical development</li> <li>• Fine Motor – the development of small motor muscles; this includes control and coordination, eye-hand coordination to perform a variety of tasks; exploring and experimenting with a variety of tools</li> <li>• Healthy Living Practices – understanding practices that are necessary for a healthy lifestyle including eating, physical fitness, hygiene and avoiding at-risk behaviors; these healthy living practices promote a healthy self-image</li> </ul> | <p><b>Domain: Physical Development and Health</b><br/> <u>Components:</u></p> <ul style="list-style-type: none"> <li>• Physical Health Status</li> <li>• Health Knowledge and Practice</li> <li>• Gross Motor Skills</li> <li>• Fine Motor Skills</li> </ul> |



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| <p><b>Domain: Cognitive</b><br/><u>Guidelines for Infants/Toddlers</u></p> <ul style="list-style-type: none"> <li>• Refines reflexes into purposeful actions</li> <li>• Develops memory skills; toddlers – develops increasing memory of past events and knowledge</li> <li>• Performs simple actions to make things happen and displays a beginning understanding of cause and effect; toddler – demonstrates an awareness that predictable things happen as a result of actions</li> <li>• Develops problem solving skills; toddlers – experiments with a variety of problem solving strategies</li> <li>• Explores materials and discovers mathematical concepts</li> <li>• Explores the environment making new discoveries; toddlers – develops early scientific skills through exploration and discovery</li> <li>• Discovers creative expression through music drama, dance and art experiences</li> <li>• Becomes aware of family and others in the community; toddlers – begins to develop foundations for social science</li> </ul> <p><u>Sub-domains for ages 3-5</u></p> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Number Sense</li> <li>• Patterns &amp; Relations</li> <li>• Shapes &amp; Spatial Sense</li> <li>• Measurement</li> <li>• Data Collection &amp; Analysis</li> </ul> | <p><b>Domain: General Cognition</b><br/><u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> <li>• Mathematical Knowledge and Reasoning – knowledge of number concepts and operations; patterns and relationships; spatial relationships; measurement; and mathematical reasoning</li> <li>• Scientific Observation and Problem Solving – knowledge of scientific observation, inquiry, and investigation; life science; physical, earth, and space science</li> <li>• Social Systems Understanding – knowledge of family and human relationships; understanding the world in which we live including our community and world; directional and map skills</li> </ul> | <p><b>General Cognition Domains</b></p> <p><b>Mathematics Knowledge and Skills</b><br/><u>Components:</u></p> <ul style="list-style-type: none"> <li>• Number Concepts and Quantities</li> <li>• Number Relationships and Operations</li> <li>• Geometry and Spatial Sense</li> <li>• Patterns</li> <li>• Measurement and Comparison</li> </ul> <p><b>Science Knowledge and Skills</b><br/><u>Components:</u></p> <ul style="list-style-type: none"> <li>• Scientific Skills and Method</li> <li>• Conceptual Knowledge of the Natural and Physical World</li> </ul> <p><b>Logic and Reasoning</b><br/><u>Components</u></p> <ul style="list-style-type: none"> <li>• Reasoning and Problem Solving</li> <li>• Symbolic Representation</li> </ul> <p><b>Social Studies Knowledge and Skills</b></p> |
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| <p><b>Science &amp; Technology</b></p> <ul style="list-style-type: none"> <li>• Inquiry Skills</li> <li>• Earth &amp; Space Sciences</li> <li>• Life Sciences</li> <li>• Living things &amp; Their Environment</li> <li>• The Physical Sciences</li> <li>• Technology &amp; Engineering</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>• Families</li> <li>• School</li> <li>• Community</li> <li>• State</li> <li>• Country</li> </ul>  |   | <p><u>Components</u></p> <ul style="list-style-type: none"> <li>• Family and Community</li> <li>• History and Events</li> <li>• People and the Environment</li> </ul>  |
| <p><b>Domain: Social and Emotional</b><br/><u>Guidelines for Infants/Toddlers</u></p> <ul style="list-style-type: none"> <li>• Relates to, trusts, and becomes attached to consistent educators</li> <li>• Notices and interacts with children of a similar age</li> <li>• Acts as a social being by engaging with others and the world around them</li> <li>• Toddlers – experiences and expresses a range of emotions</li> <li>• Begins to regulate own feelings and behavior</li> <li>• Develops positive sense of self</li> </ul> <p><u>Sub-domains for ages 3-5</u></p> <ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Management</li> </ul> | <p><b>Domain: Social and Emotional</b><br/><u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> <li>• Self-Concept Development – the development of positive self-confidence, self-esteem, and understanding of themselves</li> <li>• Emotional Development – the understanding of emotions of self and others, and developing strategies for self-regulation</li> <li>• Social Competence and Relationship Development – the ability to establish relationships with peers and adults, and the understanding of positive social behavior</li> </ul> | <p><b>Domain: Social and Emotional</b><br/><u>Components:</u></p> <ul style="list-style-type: none"> <li>• Social Relationships</li> <li>• Self-Concept and Self-Efficacy</li> <li>• Self-Regulation</li> <li>• Emotional and Behavioral Health</li> </ul> |



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| <ul style="list-style-type: none"> <li>• Social Awareness</li> <li>• Relationship Skills</li> <li>• Responsible Decision Making</li> </ul>   |   |  |
| <p><b>Domain: Approaches to Learning</b><br/><i>Guidelines for Infants/Toddlers</i></p> <ul style="list-style-type: none"> <li>• Shows eagerness and curiosity as a learner</li> <li>• Becomes intentional and persistent in their learning and discovery</li> </ul> <p><i>Sub-domains for ages 3-5</i></p> <ul style="list-style-type: none"> <li>• Initiative</li> <li>• Curiosity</li> <li>• Persistence and Engagement</li> <li>• Creativity</li> <li>• Cooperation</li> <li>• Problem Solving</li> <li>• Organization Skills</li> <li>• Memory</li> </ul> | <p><b>Domain: Approaches to Learning</b><br/><i>Components for ages 0-12:</i></p> <ul style="list-style-type: none"> <li>• Interest in Learning – including curiosity and risk taking; how children approach new learning</li> <li>• Learning Strategies – such as imagination, invention, and persistence; how children apply new learning</li> <li>• Reflective Learning Practices – such as reflection and interpretation; how children assimilate new learning into already acquired learning</li> </ul>  | <p><b>Domain: Approaches to Learning</b><br/><i>Components:</i></p> <ul style="list-style-type: none"> <li>• Initiative and Curiosity</li> <li>• Persistence and Attentiveness</li> <li>• Cooperation</li> </ul>   |
| <p><b>Domain: Language and Communication</b><br/><i>Guidelines for Infants/Toddlers</i></p> <ul style="list-style-type: none"> <li>• Demonstrates the meaning of language by listening; understanding spoken language</li> <li>• Develops expressive language</li> <li>• Engages in social communication</li> <li>• Toddler – uses language to ask questions and tell stories</li> <li>• Demonstrates phonological awareness</li> <li>• Develops grammar and syntax or watching if hearing impaired</li> <li>• Engages in pre-reading activities</li> </ul>    | <p><b>Domain: Language and Literacy</b><br/><i>Components for ages 0-12:</i></p> <ul style="list-style-type: none"> <li>• Reading – understands the concepts of print materials including comprehension, print/book orientation, vocabulary development and phonetics, as well as enjoyment of having books read to them or reading themselves</li> <li>• Writing – demonstrates the mechanics of writing including fine motor skill development, and understands that writing is a way of communication including vocabulary and idea development</li> </ul> | <p><b>Domain: Language Development</b><br/><i>Components:</i></p> <ul style="list-style-type: none"> <li>• Receptive Language</li> <li>• Expressive Language</li> </ul> <p><b>Domain: Literacy Knowledge and Skills</b><br/><i>Components:</i></p> <ul style="list-style-type: none"> <li>• Book Appreciation</li> <li>• Phonological Awareness</li> <li>• Alphabet Knowledge</li> <li>• Print Concepts and Conventions</li> </ul> |



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| <ul style="list-style-type: none"> <li>• Demonstrates interest and engagement in print literacy materials</li> <li>• Toddler – develops emergent writing skills</li> <li>• Develops in multiple language acquisitions when considered a dual language learner</li> </ul> <p><u>Sub-domains for ages 3-5</u></p> <ul style="list-style-type: none"> <li>• Language</li> <li>• Reading &amp; Literature</li> <li>• Composition</li> </ul> | <ul style="list-style-type: none"> <li>• Speaking – (expressive language) the ability to verbally express ideas, wants and thoughts, and development and use of vocabulary to communicate with others; for some this includes being able to speak English as well as their home language</li> <li>• Listening – (receptive language) the ability to understand verbal and non-verbal cues, follow verbal direction, and increased vocabulary development for comprehending stories and conversation</li> </ul>   | <ul style="list-style-type: none"> <li>• Early Writing</li> </ul> <p><b>Domain: English Language Dev for children who are ESL learners</b></p> <p><u>Components:</u></p> <ul style="list-style-type: none"> <li>• Receptive English Language Skills</li> <li>• Expressive English Language Skills</li> <li>• Engagement in English Literacy Activities</li> </ul> |
| <p><b>Domain: The Arts</b></p> <p><u>Guidelines for Infants/Toddlers</u></p> <p>Included in Cognitive Domain</p> <p><u>Sub-domains for ages 3-5</u></p> <ul style="list-style-type: none"> <li>• Movement &amp; Dance</li> <li>• Music</li> <li>• Theatre Arts</li> <li>• Visual Arts</li> </ul>  | <p><b>Domain: Creativity and the Arts</b></p> <p><u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> <li>• Creating – the ability to use a variety of art mediums to create works of art including the visual arts (painting, sculpting, photography, film etc.), drama and theater, and music</li> <li>• Expressing – the ability to talk about the process of creating, and to discuss feelings related to creating</li> <li>• Evaluation – the ability to evaluate works of art based on feelings, cultural contributions, and preferences</li> </ul> | <p><b>Domain: Creative Arts Expression</b></p> <p><u>Components:</u></p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Creative Movement and Dance</li> <li>• Art</li> <li>• Drama</li> </ul>   |

