

BIRTH - 5

SELF-AWARENESS

Learning Standards	Indicators
1A. I can show I understand my emotions.	<ul style="list-style-type: none">• I can express emotions using words, signs or other methods.• I can name emotions using words, signs, or other communication methods.
1B. I can identify when help is needed and who can provide it.	<ul style="list-style-type: none">• I seek comfort from a familiar adult when I am hurt.• I can move between dependence and independence in a way that meets my needs and is appropriate for the situation.
1C. I can show (demonstrate) that I am aware of my own personal rights and responsibilities.	<ul style="list-style-type: none">• I can follow rules and apply them to new situations and environments (e.g. putting coat in cubby at school and on peg at home).
1D. I can demonstrate knowledge of my own personal strength, cultural and linguistic assets and aspirations.	<ul style="list-style-type: none">• I can differentiate myself from others based on characteristics I use to describe myself, such as “shy” or “smart”.• I can differentiate myself from others in terms of specific abilities (e.g. “I am a fast runner,” or “I am a good climber”).
1E. I try to understand and identify my own prejudices and biases.	<ul style="list-style-type: none">• I can differentiate myself from others based on characteristics I use to describe myself, such as “shy” or “smart”.• I can differentiate myself from others in terms of specific abilities (e.g. “I am a fast runner,” or “I am a good climber”).

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SELF-MANAGEMENT

Learning Standards	Indicators
2A. I have and use the skills I need to manage my emotions, thoughts, impulses and stress in constructive ways.	<ul style="list-style-type: none">• With adult assistance, I can show control over my actions, words, and emotions in response to a situation.• I can control strong emotions most of the time in an appropriate manner.• I can consistently stop an engaging activity to transition to another less desirable activity.
2B. I manage and use my materials, space, time and responsibilities effectively in the best way.	<ul style="list-style-type: none">• I can use materials with purpose, safety and respect.
2C. I have and use the skills needed to develop, evaluate, modify and achieve goals.	<ul style="list-style-type: none">• I demonstrate joy in my own accomplishments.• I resist help and show a sense of competence (insisting on dressing myself, pouring my own juice).• I stay with a task until it is completed.
2D. I show a resilient attitude and growth mindset, even in the face of adversity and challenges when problems arise.	<ul style="list-style-type: none">• I stay with a task until it is completed.• I resist help and demonstrate a sense of competence in completing tasks.

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SOCIAL AWARENESS

Learning Standards	Indicators
3A. I can read social cues and respond appropriately.	<ul style="list-style-type: none"> • I can show interest in the feelings, preferences, and well-being of my caregiver (other than my parent). • I take part in longer social interactions, including turn-taking.
3B. I try to understand and show respect for others, including those with diverse backgrounds, cultures, abilities, language, and identities.	<ul style="list-style-type: none"> • I can show consideration for and cooperation with other children.
3C. I show empathy for other people's emotions and perspectives.	<ul style="list-style-type: none"> • I can understand that other people have different physical characteristics as well as different thoughts, beliefs, ideas, and feelings. • I have a close relationship with a non-parental care giver and show interest in their feelings, preferences, and well-being. • I show consideration and cooperation with other children. • I suggest solutions to conflicts. • I can predict the causes of other children's emotions (e.g. she is sad because...).
3D. I recognize and respect leadership capacity abilities in myself and others.	<ul style="list-style-type: none"> • I can suggest solutions to conflicts. • I can make decisions with other children with adult guidance and assistance. • I can demonstrate an ability to compromise in a group. • I can differentiate myself from others based on characteristics (shy, smart) or specific abilities (fast runner).
3E. I contribute productively to my school, family, workplace, and community.	<ul style="list-style-type: none"> • I show consideration for and cooperation with other children.

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RELATIONSHIP SKILLS

Learning Standards	Indicators
<p>4A. I use communication and interpersonal skills to interact effectively with others, including those with diverse backgrounds, cultures, abilities, languages and identities.</p>	<ul style="list-style-type: none"> • I have a close relationship with a non-parental caregiver, showing interest in their feelings, preferences and well-being. • I can participate in longer social interactions-role play. Games. Taking turns. • I can make decisions with other children, with adult guidance and assistance. • I am considerate and cooperate with other children. • I can compromise when working or playing in a group.
<p>4B. I use appropriate communication strategies and interpersonal skills to maintain relationships with others.</p>	<ul style="list-style-type: none"> • I can understand that other people have different physical characteristics as well as different thoughts, beliefs, ideas, and feelings. • I am considerate and cooperate with other children. • I can suggest solutions to conflicts. • I can compromise when working or playing in a group.
<p>4C. I can demonstrate the skills to respectfully engage in and resolve interpersonal conflicts in various contexts.</p>	<ul style="list-style-type: none"> • With adult assistance, I can demonstrate control over actions, words and emotions in response to a situation. • I can suggest solutions to conflicts. • I can demonstrate an ability to compromise when working or playing in a group.
<p>4D. I can recognize when others need help and demonstrate the ability to provide or seek assistance.</p>	<ul style="list-style-type: none"> • I can differentiate myself from others in terms of specific abilities. • I can make decisions with other children, with adult guidance and assistance. • I can suggest solutions to conflicts.

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RESPONSIBLE DECISION MAKING

Learning Standards	Indicators
5A. I can apply problem-solving skills to engage responsibility in a variety of situations.	<ul style="list-style-type: none"> • I make decisions with other children, with adult guidance and assistance. • I can follow rules and apply them to new situations and environments (e.g. putting my coat in a cubby at school but hanging it on a peg at home).
5B. I can use and adapt appropriate tools and strategies to solve problems.	<ul style="list-style-type: none"> • I make decisions with other children, with adult guidance and assistance. • I can follow rules and apply them to new situations and environments (e.g. putting my coat in a cubby at school but hanging it on a peg at home).
5C. I can evaluate the impact of decisions on myself, others and the given situation and adjust my behavior appropriately.	<ul style="list-style-type: none"> • I can make decisions with other children, with adult guidance and assistance. • I can demonstrate consideration for and cooperation with other children. • I can demonstrate an ability to compromise when working or playing in a group.
5D. I consider ethical, safety, societal factors when making choices and decisions.	<ul style="list-style-type: none"> • I can make decisions with other children, with adult guidance and assistance. • I can demonstrate consideration for and cooperation with other children.
5E. I can consider and respond appropriately to external influences (e.g. media, peers, authority figures) on decision-making.	<ul style="list-style-type: none"> • I make decisions with other children, with adult guidance and assistance.

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