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<table>
<thead>
<tr>
<th>Learning Standards</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1A.</strong> I can show I understand my emotions.</td>
<td>• I can express emotions using words, signs or other methods.</td>
</tr>
<tr>
<td></td>
<td>• I can name emotions using words, signs, or other communication methods.</td>
</tr>
<tr>
<td><strong>1B.</strong> I can identify when help is needed and who can provide it.</td>
<td>• I seek comfort from a familiar adult when I am hurt.</td>
</tr>
<tr>
<td></td>
<td>• I can move between dependence and independence in a way that</td>
</tr>
<tr>
<td></td>
<td>meets my needs and is appropriate for the situation.</td>
</tr>
<tr>
<td><strong>1C.</strong> I can show (demonstrate) that I am aware of my own personal rights and</td>
<td>• I can follow rules and apply them to new situations and</td>
</tr>
<tr>
<td>responsibilities.</td>
<td>environments (e.g. putting coat in cubby at school and on peg at</td>
</tr>
<tr>
<td></td>
<td>home).</td>
</tr>
<tr>
<td><strong>1D.</strong> I can demonstrate knowledge of my own personal strength, cultural and</td>
<td>• I can differentiate myself from others based on characteristics I use</td>
</tr>
<tr>
<td>linguistic assets and aspirations.</td>
<td>to describe myself, such as “shy” or “smart”.</td>
</tr>
<tr>
<td></td>
<td>• I can differentiate myself from others in terms of specific abilities</td>
</tr>
<tr>
<td></td>
<td>(e.g. “I am a fast runner,” or “I am a good climber”).</td>
</tr>
<tr>
<td><strong>1E.</strong> I try to understand and identify my own prejudices and biases.</td>
<td>• I can differentiate myself from others based on characteristics I use</td>
</tr>
<tr>
<td></td>
<td>to describe myself, such as “shy” or “smart”.</td>
</tr>
<tr>
<td></td>
<td>• I can differentiate myself from others in terms of specific abilities</td>
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| **2A.** I have and use the skills I need to manage my emotions, thoughts, impulses and stress in constructive ways. | • 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. | • I can use materials with purpose, safety and respect.                                                                                   |
| **2C.** I have and use the skills needed to develop, evaluate, modify and achieve goals. | • 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. | • I stay with a task until it is completed.  
• I resist help and demonstrate a sense of competence in completing tasks. |
# BIRTH - 5

## SOCIAL AWARENESS

<table>
<thead>
<tr>
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<tr>
<td><strong>3A.</strong> I can read social cues and respond appropriately.</td>
<td>• I can show interest in the feelings, preferences, and well-being of my caregiver (other than my parent).</td>
</tr>
<tr>
<td></td>
<td>• I take part in longer social interactions, including turn-taking.</td>
</tr>
<tr>
<td><strong>3B.</strong> I try to understand and show respect for others, including those with diverse backgrounds, cultures, abilities, language, and identities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• I can show consideration for and cooperation with other children.</td>
</tr>
<tr>
<td><strong>3C.</strong> I show empathy for other people’s emotions and perspectives.</td>
<td>• I can understand that other people have different physical characteristics as well as different thoughts, beliefs, ideas, and feelings.</td>
</tr>
<tr>
<td></td>
<td>• I have a close relationship with a non-parental caregiver and show interest in their feelings, preferences, and well-being.</td>
</tr>
<tr>
<td></td>
<td>• I show consideration and cooperation with other children.</td>
</tr>
<tr>
<td></td>
<td>• I suggest solutions to conflicts.</td>
</tr>
<tr>
<td></td>
<td>• I can predict the causes of other children’s emotions (e.g. she is sad because...).</td>
</tr>
<tr>
<td><strong>3D.</strong> I recognize and respect leadership capacity abilities in myself and others.</td>
<td>• I can suggest solutions to conflicts.</td>
</tr>
<tr>
<td></td>
<td>• I can make decisions with other children with adult guidance and assistance.</td>
</tr>
<tr>
<td></td>
<td>• I can demonstrate an ability to compromise in a group.</td>
</tr>
<tr>
<td></td>
<td>• I can differentiate myself from others based on characteristics (shy, smart) or specific abilities (fast runner).</td>
</tr>
<tr>
<td><strong>3E.</strong> I contribute productively to my school, family, workplace, and community.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• I show consideration for and cooperation with other children.</td>
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| **4A.** I use communication and interpersonal skills to interact effectively with others, including those with diverse backgrounds, cultures, abilities, languages and identities. | • 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. |
| **4B.** I use appropriate communication strategies and interpersonal skills to maintain relationships with others. | • 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. |
| **4C.** I can demonstrate the skills to respectfully engage in and resolve interpersonal conflicts in various contexts. | • 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. |
| **4D.** I can recognize when others need help and demonstrate the ability to provide or seek assistance. | • 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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| 5A. I can apply problem-solving skills to engage responsibility in a variety of situations.                                                                                                                      | • 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.                                                                                                                                                                                                   | • 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.                                                                                           | • 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.                                                                                                                                                                                         | • 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.                                                                                      | • I make decisions with other children, with adult guidance and assistance.                                                                                                                                                                                                        |