



Alignment of the



Experience Early Learning Skills



with

Ohio's Early Learning & Development Standards: Birth to Kindergarten Entry

The Developmental Continuum of the Experience Early Learning Skills

The Developmental Continuum of the Experience Early Learning Skills is a research-based continuum of 35 skills that indicate child development and learning. Each skill has up to three measurable learning goals. For each goal, the continuum outlines benchmark levels for children from birth to age eight.

The Developmental Continuum of the Experience Early Learning Skills is a sequenced progression. Children progress at varying rates based on individual development and needs.

The Developmental Continuum of the Experience Early Learning Skills serves as the basis for the development of these curricular systems:

- Experience Baby
- Experience Toddler
- Experience Preschool

The Developmental Continuum of the Experience Early Learning Skills is included in the appendix.

Visit www.experienceearlylearning.com to learn how each Experience Early Learning tool supports developmentally appropriate practice and child skill development.



Alignment

This document details the alignment of the Ohio Early Learning and Development Standards (birth - kindergarten entry) with the Developmental Continuum of the Experience Early Learning Skills.

For questions or comments about this alignment, contact info@experienceearlylearning.com.

Work Cited

Ohio Department of Education. (2011). Ohio Pre-Kindergarten Content Standards. Columbus, OH. Retrieved from <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1698>

Approaches Toward Learning	
Initiative	
Initiative and Curiosity	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Show interest in people and objects. 	<p>SED 3 Attention & Persistence Maintains attention on people, things and projects. Persists in understanding and mastering activities even if challenging. Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Explore the environment through a variety of sensory-motor activity • Practice new skills with enthusiasm. • Demonstrate a willingness to try new activities and experiences. 	<p>SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Uses senses to explore environment. Experiments with cause and effect. Asks one- to two-word questions.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Experiment in the environment with purpose. • Ask questions to gain information. 	<p>SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Seek new and varied experiences and challenges (takes risks). • Demonstrate self-direction while participating in a range of activities and routines. • Ask questions to seek explanations about phenomena of interest. 	<p>SED 3 Attention & Persistence SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
Planning, Action and Reflection	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Act on the environment to meet needs or interests. • Respond to people and objects in their immediate environment based on past experience. 	<p>SED 3 Attention & Persistence Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Calms with support from caregiver. Responds as caregiver takes care of his/ her needs. Reacts to changes in routine.</p>

<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Use a variety of ways to meet simple goals. • Approach tasks with repeated trial and error. 	<p>SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Uses senses to explore environment.</p> <p>SED 3 Attention & Persistence Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging. Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Make choices to achieve a desired goal • Use previous learning to inform new experiences with people and objects in their environment. 	<p>SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Uses past knowledge to explain observed changes. Uses previous knowledge to determine which solution to try first when solving a problem.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Develop, initiate and carry out simple plans to obtain a goal. • Use prior knowledge and information to assess, inform, and plan for future actions and learning. 	<p>MR 7 Logic & Reasoning MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.</p>
<p>Engagement and Persistence</p>	
<p>Attention</p>	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Demonstrate awareness of happenings in surroundings. 	<p>SED 3 Attention & Persistence Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging. Focuses for a short time on a person, sound or thing.</p>

<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Focus on an activity but are easily distracted. 	<p>SED 3 Attention & Persistence Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging. Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Focus on an activity for short periods of time despite distractions. 	<p>SED 3 Attention & Persistence Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging. Focuses on an engaging activity for a short period of time independently or with an adult.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Focus on an activity with deliberate concentration despite distractions. 	<p>SED 3 Attention & Persistence SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
<p>Persistence</p>	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Attempt to reproduce interesting and pleasurable effects and events. 	<p>SED 4 Social Relationships Identifies and respects differences in others of abilities, characteristics, feelings, and interests. Adjusts behavior in a situation based on emotional or facial response of a familiar person.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Repeat actions intentionally to achieve goal. 	<p>SED 3 Attention & Persistence Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging. Focuses on an engaging activity for a short period of time independently or with an adult.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Engage in self-initiated activities for sustained periods of time. 	<p>SED 3 Attention & Persistence Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging. Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Carry out tasks, activities, projects or experiences from beginning to end. • Focus on the task at hand even when frustrated or challenged. 	<p>SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
<p>Creativity</p>	
<p>Innovation and Invention</p>	

<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Make discoveries about self, others, and the environment. 	<p>CA 1 Music Expresses through music and develops rhythm and tone. Responds to sounds. Makes sounds to communicate feelings.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Uses objects in new ways. 	<p>CA 4 Drama Participates in dramatic and symbolic play, uses props to represent other objects or ideas. Uses realistic toys as replacements for real objects.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Uses materials in new and unconventional ways. 	<p>CA 4 Drama Participates in dramatic and symbolic play, uses props to represent other objects or ideas. Uses any object as a replacement for a realistic prop or real object.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Use imagination and creativity to interact with objects and materials. • Use creative and flexible thinking to solve problems. • Engage in inventive social play. 	<p>CA 2 Dance & Movement CA 2.1 Moves body in a variety of ways. Uses body language to express feelings.</p> <p>CA 4 Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object. CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p>

<p>Expression of Ideas and Feelings Through the Arts</p>	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Demonstrate preferences, pleasure or displeasure when interacting with various media. 	<p>CA 2 Dance & Movement Expresses through dance and develops movement techniques. Moves body in a variety of ways. Uses body language to express feelings.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Seek out experiences with a variety of materials and art materials based on preferences and past experiences. 	<p>CA 3 Visual Arts Expresses through 2D and 3D visual art and develops artistic techniques. Explores a variety of artistic tools and media.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Use self-selected materials and media to express ideas and feelings. 	<p>CA 3 Visual Arts Expresses through 2D and 3D visual art and develops artistic techniques Chooses an object or art tool to use with a given medium for a desired effect.</p>

<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> Express individuality, life experiences, and what they know and are able to do through a variety of media. Express interest in and show appreciation for the creative work of others. 	<p>CA 3 Visual Arts CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <p>CA 2 Dance & Movement CA 2.1 Moves body in a variety of ways. Uses body language to express feelings. CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate. CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p> <p>CA 4 Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<p>Cognition and General Knowledge</p>	
<p>Cognitive Skills</p>	
<p>Memory</p>	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> Exhibit differentiated responses to familiar and unfamiliar people, events, objects and their features. Mirror simple actions and facial expressions of others previously experienced. Anticipate next steps in simple familiar routines and games. 	<p>SS 5 History & Sense of Time Develops sense of time. Focuses on interactions with others for a short time. Observes events and begins to participate.</p> <p>SED 4 Social Relationships Identifies and respects differences in others of abilities, characteristics, feelings, and interests. Adjusts behavior in a situation based on emotional or facial response of a familiar person.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> Recall information over a period of time with contextual cues. Anticipate the beginning and ending of activities, songs and stories. 	<p>SS 4 History & Sense of Time Develops sense of time. Observes events and begins to participate. Describes events as they happen. Uses words such as first, then.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> Recall information over a longer period of time without contextual cues. Anticipate routines. Link past and present activities. 	<p>SS 4 History & Sense of Time Develops sense of time. Recalls information and events from the past. Uses language of time to describe familiar sequences of events.</p>

<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Communicate about past events and anticipate what comes next during familiar routines and experiences. • With modeling and support, remember and use information for a variety of purposes. • Recreate complex ideas, events/ situations with personal adaptations. 	<p>SS 4 History & Sense of Time SS 4.3 Describes events as they happen. Uses words such as first, then. SS 4.4 Recalls information and events from the past.</p> <p>MR 7 Logic & Reasoning MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p>CA 4 Drama CA 4.6 With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.</p>
Symbolic Thought	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Explore real objects, people and actions. 	<p>CA 4 Drama Participates in dramatic and symbolic play, uses props to represent other objects or ideas. Imitates simple movements and facial expressions. Responds to props or puppets.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Use one or two simple actions or objects to represent another in pretend play. 	<p>CA 4 Drama Participates in dramatic and symbolic play, uses props to represent other objects or ideas. Mimics observed behaviors and words.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Engage in pretend play involving several sequenced steps and assigned roles. 	<p>CA 4 Drama Participates in dramatic and symbolic play, uses props to represent other objects or ideas. Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement). • Participate cooperatively in complex pretend play, involving assigned roles and an overall plan. 	<p>CA 4 Drama CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object. CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p>
Reasoning and Problem-Solving	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Actively use the body to find out about the world. 	<p>SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Uses senses to explore environment. Experiments with cause and effect.</p>

<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • With modeling and support, use simple strategies to solve problems. 	<p>SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Uses past knowledge to explain observed changes. Tries out many possible solutions to a problem.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • In familiar situations, solve problems without having to try every possibility, while avoiding solutions that clearly will not work. 	<p>SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Uses previous knowledge to determine which solution to try first when solving a problem.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Demonstrate ability to solve everyday problems based upon past experience. • Solve problems by planning and carrying out a sequence of actions. • Seek more than one solution to a question, problem or task. • Explain reasoning for the solution selected. 	<p>SCI 1 Investigation & Inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>MR 7 Logic & Reasoning MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p>SS 4 History & Sense of Time SS 4.4 Recalls information and events from the past.</p>
<p>Cognition and General Knowledge: Mathematics</p>	
<p>Number Sense</p>	
<p>Number Sense and Counting</p>	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Explore objects and attend to events in the environment. 	<p>SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Looks for a person or toy that has moved out of sight. Reacts to changes.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Pay attention to quantities when interacting with objects. 	<p>MR 1 Number Sense Understands concepts of number and quantity. Creates groups of objects. Adds and removes to group as prompted.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Show understanding that numbers represent quantity and demonstrate understanding of words that identify how much. • Use number words to indicate the quantity in small sets of objects (e.g., 2, 3), 	<p>MR 1 Number Sense Understands concepts of number and quantity. Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>

and begin counting aloud.	
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> Count to 20 by ones with increasing accuracy. Identify and name numerals 1-9. Identify without counting small quantities of up to 3 items. (Subsidize) Demonstrate one-to-one correspondence when counting objects up to 10. Understand that the last number spoken tells the number of objects counted. Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10. 	MR 1 Number Sense MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted. MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects. MR 4 Measurement MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.

Number Relationships and Operations	
Number Relationships	
Infants (Birth - 8 months) <ul style="list-style-type: none"> Explore objects and attend to events in the environment. 	SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Looks for a person or toy that has moved out of sight. Reacts to changes.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> Notice changes in quantity of objects (especially ones that can be detected visually with ease). 	MR 1 Number Sense Understands concepts of number and quantity. Demonstrates an understanding of one, two and more.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> Demonstrate an understanding that “adding to” increases the number of objects in the group. Place objects in one-to-one correspondence relationships during play. 	MR 1 Number Sense Understands concepts of number and quantity. Creates and counts groups of objects. Adds and removes to group as prompted. MR 6 Classification Matches and sorts. When shown one object, finds the match.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> Count to solve simple addition and subtraction problems with totals 	MR 1 Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and

smaller than 8, using concrete objects.	counts groups of up to five objects. Removes objects from the group as prompted and recounts. MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.
Algebra	
Group and Categorize	
Infants (Birth - 8 months) • Notice differences between familiar and unfamiliar people, objects and places.	SED 4 Social Relationships Develops close bonds and relationships with adults and builds peer friendships. Greets and stays near familiar people. Recognizes the difference between a familiar and unfamiliar person.
Young Toddlers (6 - 18 months) • Match two objects that are the same and select similar objects from a group.	MR 6 Classification Matches and sorts. When shown one object, finds the match.
Older Toddlers (16 - 36 months) • Sort objects into two or more groups by their properties and uses.	MR 6 Classification Matches and sorts. Sort objects by one feature, such as size or color. Groups objects by common characteristics.
Pre-Kindergarten (3-5 years) • Sort and classify objects by one or more attributes (e.g., size, number).	MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.
Patterning	
Infants (Birth - 8 months) • Imitate repeated movements.	MR 5 Patterns Identifies, reproduces and creates patterns. Plays predictable activities with caregivers such as pat-a-cake and peekaboo.
Young Toddlers (6 - 18 months) • Participate in adult-initiated movement patterns.	MR 5 Patterns Identifies, reproduces and creates patterns. Copies patterns with two steps, such as red- blue, red-blue.
Older Toddlers (16 - 36 months) • Copy and anticipate a repeating pattern.	MR 5 Patterns Identifies, reproduces and creates patterns. Creates and extends two-step patterns.
Pre-Kindergarten (3-5 years) • Recognize, duplicate and extend simple patterns using attributes such	MR 5 Patterns MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.

<ul style="list-style-type: none"> as color, shape or size. • Create patterns. 	MR 5.4 Creates and extends two-step patterns.
Measurement and Data	
Describe and Compare Measurable Attributes	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • Explore properties of objects. 	MR 4 Measurement Estimates, measures and compares size, weight, length or volume. Recognizes when to use whole hand or just two fingers to pick up an object.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Show awareness of the size of objects. 	MR 4 Measurement Estimates, measures and compares size, weight, length or volume. Explores size and weight of objects in relation to self.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> • Demonstrate awareness that objects can be compared by attributes (e.g., size, weight, capacity), and begin to use words such as bigger, smaller and longer. 	MR 4 Measurement Estimates, measures and compares size, weight, length or volume. Determines which object is bigger (heavier, longer) when given two objects.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • Describe and compare objects using measurable attributes (e.g., length, size, capacity and weight). • Order objects by measurable attribute (e.g., biggest to smallest, etc.). • Measure length and volume (capacity) using non-standard or standard measurement tools. 	MR 4 Measurement MR 4.3 Determines which object is bigger (heavier, longer) when given two objects. MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics. MR 6.4 After sorting objects by one feature, sorts again by a different feature.
Data Analysis	
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • Collect data by categories to answer simple questions. 	SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.
Geometry	
Spatial Relationships	

<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Explore the properties of objects. 	<p>MR 2 Spatial Awareness</p> <p>Understands how objects move in space and describes their location (on, under, next to). Plays with objects and toys that are a variety of shapes. Tries to put one object inside another.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Explore how things fit and move in space. 	<p>MR 2 Spatial Awareness</p> <p>Understands how objects move in space and describes their location (on, under, next to). Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Demonstrate how things fit together and/or move in space with increasing accuracy. 	<p>MR 2 Spatial Awareness</p> <p>Understands how objects move in space and describes their location (on, under, next to). Recognizes familiar objects that are upside down and turns them right-side up. When prompted, finds or places objects next to, between, in front of or behind self.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/ below, beside/between, in front of/ behind and next to. 	<p>MR 2 Spatial Awareness</p> <p>MR 2.2 Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents.</p> <p>MR 2.3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.</p>

Identify and Describe Shapes	
<p>Infants (Birth - 8 months)</p>	
<p>Young Toddlers (6 - 18 months)</p>	
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Recognize basic shapes. 	<p>MR 3 Shapes</p> <p>Identifies shapes and their characteristics. Identifies a few basic shapes.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Understand and use names of shapes when identifying objects. • Name three-dimensional objects using informal, descriptive vocabulary (e.g., “cube” for box, “ice cream cone” for cone, “ball” for sphere, etc.). 	<p>MR 3 Shapes</p> <p>MR 3.4 Identifies four to six basic shapes.</p> <p>MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p>
Analyze, Compare and Create Shapes	

<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Compare two-dimensional shapes, in different sizes and orientations, using informal language. • Create shapes during play by building, drawing, etc. • Combine simple shapes to form larger shapes. 	<p>MR 2 Spatial Awareness MR 2.2 Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents. MR 2.4 Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces. MR 3 Shapes MR 3.3 Identifies a few basic shapes. MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p>
<p>Cognition and General Knowledge: Social Studies</p>	
<p>Self</p>	
<p>Social Identity</p>	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Show awareness of self and awareness of other people. 	<p>SED 1 Self-Awareness Shows awareness of self as distinct from others and expresses needs, wants and preferences. Explores self and others by using senses.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Prefer familiar adults and recognize familiar actions and routines. 	<p>SED 4 Social Relationships Develops close bonds and relationships with adults and builds peer friendships. Greets and stays near familiar people. Recognizes the difference between a familiar and unfamiliar person.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Identify self and others as belonging to one or more groups by observable characteristics. 	<p>SED 4 Social Relationships Develops close bonds and relationships with adults and builds peer friendships. Describes family members and their relationship to self. Identifies and role-plays familiar family and community roles.</p>
<p>History</p>	
<p>Historical Thinking and Skills</p>	
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Demonstrate an understanding of time in the context of daily experiences. • Develop an awareness of his/her personal history. 	<p>SS 4 History & Sense of Time SS 4.3 Describes events as they happen. Uses words such as first, then. SS 4.4 Recalls information and events from the past.</p>

Heritage	
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> Develop an awareness and appreciation of family cultural stories and traditions. 	SS 1 Culture & Community SS 1.2 With help, participates in family traditions and customs. SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.
Geography	
Spatial Thinking Skills	
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> Demonstrate a beginning understanding of maps as actual representations of places. 	SS 3 Geography SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.
Human Systems	
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> Identify similarities and differences of personal, family and cultural characteristics, and those of others. 	SS1 Culture & Community SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.
Government	
Civic Participation Skills	
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> Understand that everyone has rights and responsibilities within a group. Demonstrate cooperative behaviors and fairness in social interactions. With modeling and support, negotiate to solve social conflicts with peers. With modeling and support, demonstrate an awareness of the outcomes of choices. 	SS1 Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self. SS 1.5 Explains the meaning and importance of own traditions and customs. SS 2 Civics & Economics SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.
Rules and Laws	
Pre-Kindergarten (3-5 years)	SS 2 Civics & Economics

<ul style="list-style-type: none"> With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness. 	<p>SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p> <p>SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.</p>
Economics	
Scarcity	
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited. 	<p>SS 2 Civics & Economics</p> <p>SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p>
Production and Consumption	
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired. With modeling and support, demonstrate responsible consumption and conservation of resources. 	<p>SS1 Culture & Community</p> <p>SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p> <p>SS 2 Civics & Economics</p> <p>SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.</p>
Cognition and General Knowledge: Science	
Science Inquiry and Application	
Inquiry	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> Examine objects with lips and tongue. Observe, hold, touch and manipulate objects. 	<p>SCI 1 Investigation & Inquiry</p> <p>Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Uses senses to explore environment. Experiments with cause and effect.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> Try different things with objects to see what happens or how things work. Observe the physical and natural world around them. 	<p>SCI 1 Investigation & Inquiry</p> <p>Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Uses senses to explore environment. Experiments with cause and effect.</p>

	<p>SCI 2 Natural & Earth Science Understands living and non-living things, their characteristics and how they change. Plays with rocks, sand, dirt or water. Points at clouds and explores the feel of rain and wind.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Engage in sustained and complex manipulation of objects. • Engage in focused observations of objects and events in the environment. • Ask questions about objects and events in the environment. • With modeling and support, use simple tools to explore the environment. 	<p>SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Asks one- to two-word questions. Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways.</p> <p>SCI 2 Natural & Earth Science Understands living and non-living things, their characteristics and how they change. Notices changes in temperature or weather in the immediate environment.</p> <p>SCI 3 Physical Science Explores forces, motion, technology and how things work.</p> <p>SCI 4 Technology Explores movable parts on toys and tools. Uses on and off switches.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Explore objects, materials and events in the environment. • Make careful observations. • Pose questions about the physical and natural environment. • Engage in simple investigations. • Describe, compare, sort, classify, and order. • Record observations using words, pictures, charts, graphs, etc. • Use simple tools to extend investigation. • Identify patterns and relationships. • Make predictions. • Make inferences, generalizations and explanations based on evidence. • Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization). 	<p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p> <p>SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment.</p> <p>SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.</p>

Cause and Effect	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • Use simple actions to make things happen. 	SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Looks for a person or toy that has moved out of sight. Reacts to changes.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Purposefully combine actions to make things happen. 	SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Experiments with cause and effect.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> • Demonstrate understanding that events have a cause. • Make predictions. 	SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Uses past knowledge to explain observed changes. Predicts a few outcomes.
Earth and Space Science	
Explorations of the Natural World	
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon). • With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment. 	SCI 1 Investigation & Inquiry SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment. SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 2 Natural & Earth Science SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.
Physical Science	
Explorations of Energy	
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • With modeling and support, explore the properties of objects and materials (e.g., solids and liquids). • With modeling and support, explore the position and motion of objects. • With modeling and support, explore the properties and characteristics of sound and light. 	SCI 1 Investigation & Inquiry SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment. SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 3 Physical Science

	<p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p>
Life Science	
Explorations of Living Things	
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • With modeling and support, identify physical characteristics and simple behaviors of living things. • With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.). • With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals. • With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle). • With modeling and support, recognize similarities and differences between people and other living things. 	<p>SCI 2 Natural & Earth Science</p> <p>SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p> <p>SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p> <p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p> <p>SCI 2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.</p> <p>PD 4 Personal Care</p> <p>PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.</p>

Language and Literacy	
Listening and Speaking	
Receptive Language and Comprehension	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Attend and respond to language and sounds. 	<p>LLD 1 Listening (Receptive Language)</p> <p>Understands and interprets language (both words and gestures). Turns head</p>

	toward the person speaking and makes gestures and/or vocalizations in response.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Show understanding of simple requests and statements referring to people and objects around them. 	LLD 1 Listening (Receptive Language) Understands and interprets language (both words and gestures). Shows understanding of a variety of single familiar words. Points at named objects or body parts.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> • Show understanding of requests and statements referring to people, objects, ideas and feelings. • Demonstrate interest in and use words that are new or unfamiliar in conversation and play. • Understand when words are used in unconventional ways. 	LLD 1 Listening (Receptive Language) Understands and interprets language (both words and gestures). Shows understanding of a wide variety of phrases and sentences. Shows understanding of some complex vocabulary, phrases and sentences. LLD 2 Communication (Expressive Language) Uses verbal and nonverbal communication to express ideas with increasingly complex words and sentences. Asks what a specific person or object is called.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • Demonstrate understanding of increasingly complex concepts and longer sentences. • Ask meaning of words. • Follow two-step directions or requests. 	LLD 1 Receptive Language (Listening) LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally. LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally. LLD 2 Communication (Expressive Language) LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.
Expressive Language	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • Experiment intentionally with sound inflection and gestures in different ways to express wants, needs or feelings. 	LLD 2 Communication (Expressive Language) Uses verbal and nonverbal communication to express ideas with increasingly complex words and sentences. Mimics single sounds. Makes noises and gestures to communicate.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Begin to use single words and conventional gestures to communicate with others. 	LLD 2 Communication (Expressive Language) Uses verbal and nonverbal communication to express ideas with increasingly complex words and sentences. Says one- to two-word sentences. Repeats

	words heard frequently in environment.
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Combine words to express more complex ideas, or requests. • With modeling and support, describe experiences with people, places and things. • Use words that indicate position and direction. 	<p>LLD 2 Communication (Expressive Language) Uses verbal and nonverbal communication to express ideas with increasingly complex words and sentences. Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places, and objects. Describes familiar people, places and objects.</p> <p>MR 2 Spatial Awareness Understands how objects move in space and describes their location, e.g., on, under, next to. Follows simple positional directions such as on/off, over/under and up/down.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information. • Speak audibly and express thoughts, feelings and ideas clearly. (Articulation) • Describe familiar people, places, things and experiences. • Use drawings or other visuals to add details to verbal descriptions. • With modeling and support, use the conventions of standard English. (Grammar) <ul style="list-style-type: none"> • Use familiar nouns and verbs to describe persons, animals, places, events, actions, etc. • Form regular plural nouns orally by adding /s/ or /es/. • Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). • Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). • Produce and expand complete sentences in shared language activities. • With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary) • With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary) • Identify real-life connections between words and their use. (Vocabulary) • With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing 	<p>LLD 2 Communication (Expressive Language) LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges. LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 1 Receptive Language (Listening) LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction. LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally. LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p> <p>CA 3 Visual Arts CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.</p>

similar actions - walk, march, prance, etc.). (Vocabulary)	
Social Communication	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • Attempt to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture. 	LLD 2 Communication (Expressive Language) Engage in back and forth communication. Uses vocalizations and gestures to communicate.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Participate in and often initiate basic communications with family members or familiar others. 	LLD 2 Communication (Expressive Language) Engage in back and forth communication. Uses a few words and word-like sounds to communicate.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> • Participate in and often initiate communication according to commonly accepted expectations with family members and in social groups. 	LLD 2 Communication (Expressive Language) Engage in back and forth communication. Communicates needs, desires and ideas.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • With modeling and support, follow typical patterns when communicating with others (e.g., listen to others, take turns talking and speaking about the topic or text being discussed). • With modeling and support, continue a conversation through multiple exchanges. 	LLD 2 Communication (Expressive Language) LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges. LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.
Reading	
Early Reading	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • Show interest in books, pictures, songs and rhymes. 	LLD 6 Reading Comprehension Understands concepts of text. Recalls and extends details. Interacts by reaching or patting when a book is read. Holds book and looks intently at each page.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Actively participate in book reading, story-telling, and singing. 	LLD 6 Reading Comprehension Understands concepts of text. Recalls and extends details. Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.

<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Show an appreciation for reading books, telling stories and singing. 	<p>LLD 6 Reading Comprehension</p> <p>Understands concepts of text. Recalls and extends details. Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p>
<p>Reading Comprehension</p>	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Attend and respond when familiar books are read aloud. 	<p>LLD 6 Reading Comprehension</p> <p>Understands concepts of text. Recalls and extends details. Interacts by reaching or patting when a book is read. Holds book and looks intently at each page.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Point to familiar pictures in books when labeled by adult. 	<p>LLD 6 Reading Comprehension</p> <p>Understands concepts of text. Recalls and extends details. Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the meaning of stories and information in books. • Use pictures to describe and predict stories and information in books. • Understand when words are used in unconventional ways during shared reading. 	<p>LLD 6 Reading Comprehension</p> <p>Understands concepts of text. Recalls and extends details. Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Ask and answer questions, and comment about characters and major events in familiar stories. • Retell or re-enact familiar stories. • Identify characters and major events in a story. • Demonstrate an understanding of the differences between fantasy and reality. • With modeling and support, describe what part of the story the illustration depicts. • With modeling and support, name the author and illustrator of a story and what part each person does for a book. • With modeling and support, identify the topic of an informational text that has been read aloud. • With modeling and support, describe, categorize and compare and 	<p>LLD 6 Reading Comprehension</p> <p>LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p> <p>LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p> <p>LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.</p> <p>LLD 6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p>

<ul style="list-style-type: none"> contrast information in informational text. With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions). Actively engage in group reading with purpose and understanding. 	
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Fluency	
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts. 	LLD 6 Reading Comprehension LLD 6.6
Print Concepts	
Infants (Birth - 8 months)	
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> Demonstrate interest in exploring books. 	LLD 5 Concepts of Print Demonstrate print and book handling knowledge. Looks at or points to pictures and opens/closes books.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> Demonstrate a beginning understanding that print carries meaning. Distinguishes pictures from letters and words in a text. 	LLD 4 Alphabetic Knowledge Identifies letters, numbers, characters and symbols in print and understands that letters represent sounds. Recognizes the difference between pictures, letters and numbers in print. LLD 6 Reading Comprehension Understands concepts of text. Recalls and extends details. Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> Demonstrate an understanding of basic conventions of print in English and other languages. Orient books correctly for reading and turn pages one at a time. Demonstrate an understanding that print carries meaning. 	LLD 4 Alphabetic Knowledge LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds. LLD 5 Concepts of Print LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page. LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.

	<p>LLD 6 Reading Comprehension LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p>
Phonological Awareness	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Vocalize sounds. 	<p>LLD 3 Phonological Awareness Hears small units of sound. Babbles and vocalizes using sound, volume and inflection.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Explore sounds of materials and objects. • Recognize familiar sounds (e.g., the sound of a particular animal, a friend's voice, etc.). 	<p>LLD 3 Phonological Awareness Hears small units of sound. Imitates sounds and tones. Shows awareness of separate words in spoken language.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Distinguish between sounds that are the same and different (e.g., environmental sounds, animal sounds). 	<p>LLD 3 Phonological Awareness Hears small units of sound. Imitates sounds and tones. Shows awareness of separate words in spoken language.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • With modeling and support, recognize and produce rhyming words. • With modeling and support, recognize words in spoken sentences. • With modeling and support identify, blend and segment syllables in spoken words. With modeling and support, orally blend and segment familiar compound words. • With modeling and support, blend and segment onset and rhyme in single-syllable spoken words. • With modeling and support identify initial and final sounds in spoken words. 	<p>LLD 3 Phonological Awareness LLD 3.3 Shows awareness of separate words in spoken language. LLD 3.5 Identifies the beginning and ending sounds of words. LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable. LLD 3.7 Identifies and isolates individual sounds heard in one-syllable words.</p>
Letter and Word Recognition	
Infants (Birth - 8 months)	
Young Toddlers (6 - 18 months)	
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • With modeling and support, recognize familiar logos and environmental print. • With modeling and support, recognize own name in print. 	<p>LLD 4 Alphabetic Knowledge Identifies letters, numbers, characters and symbols in print and understands that letters represent sounds. Recognizes the difference between pictures,</p>

	letters and numbers in print. Recognizes some common words in print; such as his/her name, mom, dad.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • With modeling and support, recognize and “read” familiar words or environmental print. • With modeling and support, recognize and name some upper and lower case letters in addition to those in first name. • With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified. • With modeling and support, recognize the sounds associated with letters. 	LLD 4 Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name. LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds. LLD 4.5 Names all upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds. When shown a two- or three-letter word, can find it in print.
Writing	
Early Writing	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • Show ability to transfer and manipulate an object with hands. 	LLD 7 Writing Uses scribbles, drawings, letters, characters or words to represent meaning. Explores writing materials.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Use full-hand grasp (palmar grasp) to hold writing tool to make marks and scribble. 	LLD 7 Writing Uses scribbles, drawings, letters, characters or words to represent meaning. Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> • Begin to use thumb and fingers (5-finger grasp) of one hand to hold writing tool. 	LLD 7 Writing Uses scribbles, drawings, letters, characters or words to represent meaning. Uses fingers to grasp and manipulate drawing/writing tools with increasing control.
Writing Process	
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • Use a 3-finger grasp of dominant hand to hold a writing tool. • Demonstrate an understanding of the structure and function of print. • With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters. • With modeling and support, demonstrate letter formation in “writing.” • With modeling and support, show awareness that one letter or cluster of letters represents one word. 	LLD 7 Writing LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent. LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea. LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses

	<p>inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p> <p>LLD 5 Concepts of Print LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
Writing Application and Composition	
Infants (Birth - 8 months)	
Young Toddlers (6 - 18 months)	
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Make marks and “scribble writing” to represent objects and ideas. 	<p>LLD 7 Writing Uses scribbles, drawings, letters, characters or words to represent meaning. Scribbles or draws marks as a representation of an object or person.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • “Read” what they have written. • With modeling and support, notice and sporadically use punctuation in writing. • With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books). • With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest. (Composition) • With modeling and support, discuss and respond to questions from others about writing/drawing. • With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question. • With modeling and support, explore a variety of digital tools to express ideas. 	<p>LLD 7 Writing LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person. LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent. LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea. LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p> <p>SCI 4 Technology SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p> <p>LLD 2 Expressive Language (Communication) LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>

Physical Well-Being and Motor Development	
Motor Development	
Large Muscle: Balance and Coordination	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • Demonstrate strength and control of head, arms, legs and trunk using purposeful movements. 	PD 1 Gross Motor Builds strength, coordination and balance of large muscles. Sits independently and pulls self into a standing position.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Move with increasing coordination and balance, with or without adult support and/or assistive device. 	PD 1 Gross Motor Builds strength, coordination and balance of large muscles. Walks and climbs.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> • Use locomotor skills with increasing coordination and balance. • Use a variety of non-locomotor body movements (hands in the air, turn around, stand on one foot, etc.) during play. 	PD 1 Gross Motor Builds strength, coordination and balance of large muscles. Runs and balances on a wide beam. Hops from one foot to the other. Begins to skip.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping). • Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle). • Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting). • Demonstrate spatial awareness in physical activity or movement. 	PD 1 Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
Small Muscle: Touch, Grasp, Reach, Manipulate	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • Transfer a toy from one hand to another by reaching, grasping and releasing. 	PD 2 Fine Motor Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut, and manipulate tools and toys. Reaches for objects in sight. Uses arms or legs to make contact with an object. Purposefully grasps objects with finger and thumb.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Use both hands together to accomplish a task. 	PD 2 Fine Motor Builds strength and coordination of small movements in hands to pick up,

	squeeze, twist, cut, and manipulate tools and toys. Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feed self.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> • Coordinate the use of arms, hands and fingers to accomplish tasks. 	PD 2 Fine Motor Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut, and manipulate tools and toys. Opens, closes, twists and pulls objects with one or both hands.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements. • Use classroom and household tools independently with eye-hand coordination to carry out activities. 	PD 2 Fine Motor PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.
Oral-Motor	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • Use mouth and tongue to explore objects. • Open mouth to wait for food to enter and use upper lip to clean food off spoon during spoon feeding. 	SED 1 Self-Awareness Explores self and others by using senses. PD 4 Personal Care Responds to and initiates routines for hygiene, feeding, and dressing self. Receives appropriate healthcare from caregivers. Responds when physical needs are not met.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Take and chew small bites/pieces of finger food. 	PD 5 Nutrition Demonstrates knowledge about nutrition and healthy food choices. Feeds self some finger foods.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> • Take bites from whole foods, coordinate chewing and swallowing. 	PD 5 Nutrition Demonstrates knowledge about nutrition and healthy food choices. Feeds self soft foods with spoon or other utensil.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister. 	PD 5 Nutrition PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.
Sensory-Motor	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • Use senses and movement to explore immediate surroundings. 	SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding.

	Uses logic to solve problems. Uses senses to explore environment.
Young Toddlers (6 - 18 months) • Coordinate senses with movement.	SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Uses senses to explore environment.
Older Toddlers (16 - 36 months) • Use sensory information to guide movement to accomplish tasks.	SCI 1 Investigation & Inquiry Observes, inquires and investigates objects and events to gain understanding. Uses logic to solve problems. Experiments with cause and effect.
Pre-Kindergarten (3-5 years) • Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.	SED 3 Attention & Persistence SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.
Physical Well-Being	
Body Awareness	
Infants (Birth - 8 months) • Show awareness of own body.	PD 4 Personal Care Responds to and initiates routines for hygiene, feeding, and dressing self. Receives appropriate healthcare from caregivers. Responds when physical needs are not met.
Young Toddlers (6 - 18 months) • Point to basic body parts when asked.	PD 4 Personal Care Responds to and initiates routines for hygiene, feeding, and dressing self. Points to body parts when prompted.
Older Toddlers (16 - 36 months) • Name, point to and move body parts when asked.	PD 4 Personal Care Responds to and initiates routines for hygiene, feeding, and dressing self. Names body parts.
Pre-Kindergarten (3-5 years) • Identify and describe the function of body parts.	PD 4 Personal Care PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.
Physical Activity	
Infants (Birth - 8 months) • Interact with adults in physical activities.	PD 1 Gross Motor Coordinates large movements to reach, catch and throw. Kicks or grabs from a seated or lying position.

<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> Using simple movement skills, participate in active physical play. 	<p>PD 1 Gross Motor Coordinates large movements to reach, catch and throw. Carries, drags, kicks and tosses objects.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> Participate in active physical play and structured activities requiring spontaneous and instructed body movements. 	<p>PD 1 Gross Motor Coordinates large movements to reach, catch and throw. Throws objects in an intended direction. Catches objects against body.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> Participate in structured and unstructured active physical play exhibiting strength and stamina. Demonstrate basic understanding that physical activity helps the body grow and be healthy. 	<p>PD 1 Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 4 Personal Care PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p>

Nutrition	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> Express when hungry or full. 	<p>PD 5 Nutrition Demonstrates knowledge about nutrition and healthy food choices. Cries when hungry or tired.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> Follow a regular eating routine. 	<p>PD 5 Nutrition Demonstrates knowledge about nutrition and healthy food choices. Communicates when hungry, thirsty, or tired. Feeds self some finger foods.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> Make simple food choices, have food preferences and demonstrate willingness to try new foods. 	<p>PD 5 Nutrition Demonstrates knowledge about nutrition and healthy food choices. Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy. Distinguish nutritious from nonnutritious foods. 	<p>PD 4 Personal Care PD 4.6 Regulates personal needs for nutrition, activity and rest with few reminders. When feeling sick, describes symptoms. Recognizes the difference between contagious and noncommunicable diseases. PD 5 Nutrition PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate food options. PD 5.6 Identifies food that is nutritious. Helps to prepare food for others.</p>

Self-Help	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • Demonstrate emerging participation in dressing. 	PD 4 Personal Care Responds to and initiates routines for hygiene, feeding, and dressing self. Responds when physical needs are not met.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • With adult assistance, participate in personal care tasks (e.g., handwashing, dressing, etc.). 	PD 4 Personal Care Responds to and initiates routines for hygiene, feeding, and dressing self. Participates in taking care of some personal needs, such as feeding self
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> • With modeling and support, complete personal care tasks (e.g., hand-washing, dressing, toileting, etc.). 	PD 4 Personal Care Responds to and initiates routines for hygiene, feeding, and dressing self. With help, participates in healthy habits and healthcare routines.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • Independently complete personal care tasks (e.g., toileting, teethbrushing, hand-washing, dressing etc.). • Follow basic health practices. 	PD 4 Personal Care PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs. PD 4.6 Regulates personal needs for nutrition, activity and rest with few reminders. When feeling sick, describes symptoms. Recognizes the difference between contagious and noncommunicable diseases.
Safety Practices	
Infants (Birth - 8 months)	
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Follow adult intervention and guidance regarding safety. 	PD 3 Safety Shows awareness of and demonstrates safe practices when participating in activities. Responds to possible dangers in environment and avoids them when prompted.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> • Cooperate and/or stop a behavior in response to a direction regarding safety. • Use adults as resources when needing help in potentially unsafe or dangerous situations. 	PD 3 Safety Shows awareness of and demonstrates safe practices when participating in activities. Follows simple safety rules. Applies general safety rules to a variety of everyday situations with little prompting.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • With modeling and support, identify and follow basic safety rules. • Identify ways adults help to keep us safe. 	PD 3 Safety PD 3.2 Responds to possible dangers in environment and avoids them when prompted.

<ul style="list-style-type: none"> • With modeling and support, identify the consequences of unsafe behavior. • With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill). • With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules. 	<p>PD 3.3 Follows simple safety rules. PD 3.5 Describes reasons for safety rules and reminds others to follow them. PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting. PD 3.7 Applies general safety rules to a variety of everyday situations with little prompting.</p>
<p>Social and Emotional Development</p>	
<p>Self</p>	
<p>Awareness and Expression of Emotion</p>	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Express a variety of emotions (contentment, distress, happiness, sadness, surprise, dislike, anger and fear) through facial expressions, gestures, movement and sounds. 	<p>SED 2 Self-Regulation Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Communicate emotions purposefully and intentionally, nonverbally and possibly with a few familiar words including complex emotions such as happiness, sadness, surprise, dislike, anger, and fear. 	<p>SED 2 Self-Regulation Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Show awareness of own emotions and use nonverbal and/or verbal ways to express complex emotions such as pride, embarrassment, shame and guilt. 	<p>SED 2 Self-Regulation Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Experiments and role-plays with a range of emotions.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Recognize and identify own emotions and the emotions of others. • Communicate a range of emotions in socially accepted ways. 	<p>SED 1 Self-Awareness SED 1.5 Describes and compares preferences of self and others.</p> <p>SED 2 Self-Regulation SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change. SED 2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.</p>
<p>Self-Concept</p>	

<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Begin to understand self as a separate person from others. 	<p>SED 1 Self-Awareness</p> <p>Shows awareness of self as distinct from others and expresses needs, wants and preferences. Explores self and others by using senses.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Recognize self as a unique person with thoughts, feelings and distinct characteristics. • Comfort self in a variety of ways. 	<p>SED 1 Self-Awareness</p> <p>Shows awareness of self as distinct from others and expresses needs, wants and preferences. Recognizes self in photos or in a mirror.</p> <p>SED 2 Self-Regulation</p> <p>Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Show awareness of themselves as belonging to one or more groups. • Identify own feelings, needs and interests. 	<p>SED 1 Self-Awareness</p> <p>Shows awareness of self as distinct from others and expresses needs, wants and preferences. Expresses simple ideas about self in relation to others such as family. Describes and compares preferences of self and others.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Identify the diversity in human characteristics and how people are similar and different. • Compare own characteristics to those of others 	<p>SED 1 Self-Awareness</p> <p>SED 1.5 Describes and compares preferences of self and others.</p> <p>SS 1 Culture & Community</p> <p>SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p>
<p>Self-Comforting</p>	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Comfort self in simple ways and communicate needs for help through vocalizations and gestures. 	<p>SED 2 Self-Regulation</p> <p>Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Calms with support from caregiver. Responds as caregiver takes care of his/her needs.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Comfort self in a variety of ways. 	<p>SED 2 Self-Regulation</p> <p>Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p>
<p>Older Toddlers (16 - 36 months)</p>	<p>SED 2 Self-Regulation</p>

<ul style="list-style-type: none"> • Anticipate the need for comfort and try to prepare for changes in routine. 	<p>Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p>
<p>Self-Regulation</p>	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Express and act on impulses. 	<p>SED 2 Self-Regulation Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Reacts to changes in routine.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Respond positively to limits and choices offered by adults to help guide behavior. 	<p>SED 2 Self-Regulation Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Redirects to a new activity with help from caregivers.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • With modeling and support, manage actions and emotional expressions. 	<p>SED 2 Self-Regulation Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults. • Demonstrate the ability to delay gratification for short periods of time. • With modeling and support, show awareness of the consequences for his/her actions. 	<p>SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>SED 2 Self-Regulation SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers. SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person. SED 2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.</p>

<p>Sense of Competence</p>	
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<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Act in ways to make things happen. 	<p>SED 1 Self-Awareness</p> <p>Shows awareness of self as distinct from others and expresses needs, wants and preferences. Expresses likes and dislikes.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Show a sense of satisfaction when making things happen. 	<p>SED 1 Self-Awareness</p> <p>Shows awareness of self as distinct from others and expresses needs, wants and preferences. Expresses likes and dislikes.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Recognize own abilities and express satisfaction when demonstrating them to others. 	<p>SED 1 Self-Awareness</p> <p>Shows awareness of self as distinct from others and expresses needs, wants and preferences. When given two to three options, chooses his/her most desired option.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Show confidence in own abilities and accomplish routine and familiar tasks independently. 	<p>SED 1 Self-Awareness</p> <p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>SED 2 Self-Regulation</p> <p>SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p>
<p>Attachment</p>	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Initiate interactions and seek close proximity to familiar adults who provide consistent nurturing. 	<p>SED 4 Social Relationships</p> <p>Develops close bonds and relationships with adults and builds peer friendships. Connects with caregivers through eye contact and gentle touch. Responds to primary caregivers.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Explore environment in the presence of familiar adults with whom they have developed a relationship over an extended period of time. • Seek close proximity to familiar adults for security and support, especially when distressed. • Imitate familiar adults. • Initiate play with familiar adults. 	<p>SED 2 Self-Regulation</p> <p>Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 4 Social Relationships</p> <p>Develops close bonds and relationships with adults and builds peer friendships. Participates in group activities, takes turns, shares and negotiates with others. Responds to primary caregivers through eye contact and gentle touch. Greets and stays near familiar people. Mimics facial expressions of others. Identifies and plays side-by-side with a new or familiar person.</p>

<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Display signs of comfort during play when familiar adults are nearby but not in the immediate area. • Seek security and support from familiar adults when distressed. 	<p>SED 2 Self-Regulation Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle non-routine transitions.</p> <p>SED 4 Social Relationships Develops close bonds and relationships with adults and builds peer friendships. Greets and stays near familiar people. Recognizes the difference between a familiar and unfamiliar person.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> • Express affection for familiar adults. • Seek security and support from familiar adults in anticipation of challenging situations. • Separate from familiar adults in a familiar setting with minimal distress. 	<p>SED 2 Self-Regulation SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers. SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change. SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 4 Social Relationships SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p>
<p>Interactions with Adults</p>	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> • Initiate and engage in reciprocal (mutual give and take) interactions with familiar adults. 	<p>LLD 2 Communication (Expressive Language) Engages in back and forth communication. Uses vocal sounds and gestures to communicate. Uses a few words and word-like sounds to communicate.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> • Participate in routines and experiences that involve back and forth interaction with familiar adults. 	<p>LLD 2 Communication (Expressive Language) Engages in back and forth communication. Uses a few words and word-like sounds to communicate.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> • Interact with familiar adults in a variety of ways. • Seek assistance from familiar adults. • Demonstrate early signs of interest in unfamiliar adults. 	<p>LLD 2 Communication (Expressive Language) Engages in back and forth communication. Communicates needs, desires and ideas.</p>

	<p>SED 3 Attention & Persistence Maintains attention on people, things and projects. Persists in understanding and mastering activities even if challenging. Asks for help as needed.</p> <p>SED 4 Social Relationships Develops close bonds and relationships with adults and builds peer friendships. Plays side-by-side with a new or familiar person.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> Engage in extended, reciprocal conversations with familiar adults. Request and accept guidance from familiar adults. 	<p>LLD 2 Communication (Expressive Language) LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p> <p>SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p>
Peer Interactions and Relationships	
<p>Infants (Birth - 8 months)</p> <ul style="list-style-type: none"> Show interest in other children. Repeat actions that elicit social responses from others. 	<p>SED 4 Social Relationships Participates in group activities, takes turns, shares and negotiates with others. Enjoys turn-taking games, such as peekaboo.</p>
<p>Young Toddlers (6 - 18 months)</p> <ul style="list-style-type: none"> Participate in simple back and forth interactions with peers for short periods of time. 	<p>SED 4 Social Relationships Participates in group activities, takes turns, shares and negotiates with others. Mimics actions of others.</p>
<p>Older Toddlers (16 - 36 months)</p> <ul style="list-style-type: none"> Engage in associative play with peers. With modeling and support, demonstrate socially competent behavior with peers, such as helping, sharing and taking turns. 	<p>SED 4 Social Relationships Participates in group activities, takes turns, shares and negotiates with others. Helps or participates in an activity when asked. Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p>
<p>Pre-Kindergarten (3-5 years)</p> <ul style="list-style-type: none"> Interact with peers in more complex pretend play including planning, coordination of roles and cooperation. Demonstrate socially competent behavior with peers. With modeling and support, negotiate to resolve social conflicts with peers. 	<p>SED 4 Social Relationships SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked. SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad. SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions</p>

	about how others feel, live, eat, play and believe.
Empathy	
Infants (Birth - 8 months) <ul style="list-style-type: none"> • React to emotional expressions of others. 	SED 4 Social Relationships Identifies and respects differences in others of abilities, characteristics, feelings, and interests. Adjusts behavior according to emotional or facial response of a familiar person.
Young Toddlers (6 - 18 months) <ul style="list-style-type: none"> • Demonstrate awareness of the feelings expressed by others. 	SED 4 Social Relationships Identifies and respects differences in others of abilities, characteristics, feelings, and interests. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.
Older Toddlers (16 - 36 months) <ul style="list-style-type: none"> • Demonstrate awareness that others have feelings. • Respond in caring ways to another's distress in some situations. 	SED 4 Social Relationships Identifies and respects differences in others of abilities, characteristics, feelings, and interests. Demonstrates concern for someone who is sad or upset.
Pre-Kindergarten (3-5 years) <ul style="list-style-type: none"> • Express concern for the needs of others and people in distress. • Show regard for the feelings of other living things. 	SED 1 Self-Awareness SED 1.7 Predicts how self and others might feel in a variety of situations and explains why. SED 4 Social Relationships SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked. SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.